

program advancement
sustainability
peer learnings

SDFSC Grantee

Learning Community Conference 2006



california's
**Safe and Drug-Free
Schools and Communities**
*Technical Assistance
& Training Project*
Governor's Program



Managed by The Center for Applied Research Solutions
Funded by The California Department of Alcohol and Drug Programs

Welcome!

Welcome to the 2006 statewide Safe and Drug-Free Learning Community Conference. We are excited about the opportunity for project team members to convene and engage in critical dialogues over the course of this two-day conference. We believe in the importance of this conference and the peer learnings and dissemination of best practices that will result.

As a learning community conference, we are excited to strengthen our connections with one another by having you, the grantees, present on your respective programs. This is a fantastic opportunity to share current problems and successes that we encounter, and to offer one another potential solutions and innovative models for our prevention efforts. Additionally, we are excited to have two exceptional keynote speakers, Charlie Appelstein and Crystal Kuykendall.

In spirit of the Learning Community Conference, we hope you take this opportunity to exchange your stories and lessons learned in striving to better serve our youth, families, and communities.

We would like to formally thank the California Department of Alcohol and Drug Program staff and all our presenters and facilitators for their valuable contributions. And a special thank you to Christina Borbely for her valuable contributions in planning the conference and Betsy Sheldon and Francelle Phillips for making the conference a reality.

Thank you for joining us and we look forward to another successful year of partnership!!

Kerrilyn Scott-Nakai, SIG Project Director

Angela Okamura, Training and Resource Coordinator

Maria Traylor, Training and Resource Coordinator

Welcome

Agenda: Day 1

Day One: Tuesday, July 18th

- 8:00 to 8:30 Registration, Networking and Continental Breakfast**
Coordinated by: Angela Okamura and Maria Traylor, CARS
- 8:30 to 8:45 Welcome and Conference Overview**
Event Hosts: Betsy Sheldon, ADP and Kerrilyn Scott-Nakai, CARS
- 8:45 to 10:15 Keynote: Jedi Soldiers Reunite: Using the Force to Stay Motivated and Taking Care of Number One**
Presenter: Charlie Appelstein
- 10:15 to 10:30 Break**
- 10:30 to 12:30 Morning: Concurrent Break-Out Sessions**
- Session A:** Ain't No Mountain High Enough: Taking Your SDFSC Program to the Next Level/Program Refinement, Fidelity, and Replication
Facilitator: Christina Borbely, Ph.D.
Peer Presenters: Fresno, Santa Clara, Sutter-Yuba
- Session B:** Start with What They Know and Build on What They Have: Creative Ways to Empower Youth
Facilitators: Bonnie Benard and Carol Burgoa
Peer Presenters: Butte, Placer, San Mateo
- Session C:** Bam! Kicking It Up A Notch: Strategies for Advancing Your Environmental Prevention Activities
Facilitators: George Vasquez and Lynne Goodwin
Peer Presenters: Marin, Santa Cruz, Santa Barbara
- 12:30 to 1:30 Lunch, Networking, and Drawing**
- 1:30 to 2:15 General Session: Creating and Maintaining a Strength-Based Environment**
Presenter: Charlie Appelstein
- 2:15 to 2:30 Break**
- 2:30 to 4:30 Afternoon: Concurrent Break-Out Sessions (Repeated)**
- Session A:** Ain't No Mountain High Enough: Taking Your SDFSC Program to the Next Level
- Session B:** Start with What They Know and Build on What They Have: Creative Ways to Empower Youth
- Session C:** Bam! Kicking It Up A Notch: Strategies for Advancing Your Environmental Prevention Activities

Agenda

Agenda: Day 2

Day Two: Wednesday, July 19th

- 8:00 to 8:30** **Registration, Networking and Continental Breakfast**
Coordinated by: [Angela Okamura](#) and [Maria Traylor](#), CARS
- 8:30 to 10:00** **Keynote: Bringing Out the Best In Every Child: Your Role as a Merchant of Hope**
Presenter: [Dr. Crystal Kuykendall](#)
- 10:00 to 10:15** **Break**
- 10:15 to 12:15** **Morning: Concurrent Break-Out Sessions**
- Session A:** If You've Got It, Flaunt It!: Ensuring Long-Term Sustainability/Strategies for Marketing Your Program for Field Recognition
[Facilitator: Christina Borbely, Ph.D.](#)
[Peer Presenters: Butte, Orange, Santa Cruz](#)
- Session B:** Keeping Up The Momentum: Culturally Appropriate Strategies for Engaging Youth and Families
[Facilitators: Rocco Cheng, Ph.D. and Martha Madrid](#)
[Peer Presenters: Solano, Sonoma, Santa Barbara](#)
- Session C:** Stop The Train, I Want to Get On: Building Sustainable Partnerships with Schools
[Facilitators: Jan Ryan and Belinda Basca](#)
[Peer Presenters: Fresno, Riverside, Santa Clara](#)
- Session D:** You've Done It Before, You Can Do It Again: Strength-Based Communication Strategies for Working with Youth
[Facilitator: Charlie Appelstein](#)
- 12:15 to 1:30** **Lunch, Networking, and Drawing**
- 1:30 to 3:30** **Afternoon: Concurrent Breakout Sessions (Repeated)**
- Session A:** If You've Got It, Flaunt It!: Ensuring Long-Term Sustainability-Strategies for Field Recognition and Marketing Your Program
- Session B:** Keeping Up The Momentum: Culturally Appropriate Strategies for Engaging Youth and Families
- Session C:** Stop The Train, I Want to Get On: Building Sustainable Partnerships with Schools
- Session D:** You've Done It Before, You Can Do It Again: Strength-Based Communication Strategies for Working with Youth
- 3:30 to 4:15** **Wrapping It Up**
Taking It Home: Action Planning Exercise
TA and Training Follow-Up Items
Drawing

Agenda

Day 1: Tuesday, July 18th

Keynote

“Jedi Soldiers Reunite: Using the Force to Stay Motivated and Taking Care of Number One”

Presenter: [Charlie Appelstein](#)

General Session

“Creating and Maintaining a Strength-Based Environment”

Presenter: [Charlie Appelstein](#)

Day 1



Welcome

Welcome: An Introduction to the 2006 Safe and Drug-Free Schools and Communities Learning Community Conference

Elizabeth (Betsy) Sheldon, M.A. State of California, Department of Alcohol and Drug Programs Program Services Division, Prevention Services



Ms. Sheldon is a supervisor at the State Department of Alcohol and Drug Programs in the Program Services Division, Prevention Services. Currently, she oversees the Program Management Section in Prevention Services. Along with her six staff, she is responsible for managing 56 county grants for the Safe and Drug Free Schools and Communities Governor's Program (43 grants), and the State Incentive Grant (13 grants).

Her past duties at the Department have included projects in research and evaluation, planning, alcohol and drug prevention, and various program development efforts. She has also worked as a project manager at the Milton Marks "Little Hoover" Commission on State Government Organization and Economy, an independent state oversight agency.

Ms. Sheldon has a B.A. in Sociology from the University of California at San Diego and an M.A. in Sociology from the University of North Carolina at Chapel Hill. Her research interests have focused on female labor force participation and childcare issues, and gender issues in Soviet Society.

Betsy has been married to Ken Terao for 14 years and they share a home in Orangevale, CA with their two cats, Hank and Pea Pod. Betsy enjoys reading, watching Netflix movies, spending time with friends and family, and running. Betsy is an active member of SacFit, a Sacramento running club, and is currently training for her third marathon.

Kerrilyn Scott-Nakai SDFSC TA Project Director Center for Applied Research Solutions

Kerrilyn Scott-Nakai is a senior Project Director for the Center for Applied Research Solutions and oversees the Safe and Drug Free Schools and Communities Technical Assistance Project. She has over 12 years of progressive experience conducting research and evaluation projects focusing on ATOD and violence prevention services for youth and their families—with an emphasis on school-based programs. Ms. Scott-Nakai has worked at the local, state, and federal levels. She has overseen several local and statewide evaluation projects (including the California Friday Night Live Mentoring Project, the California Youth Council, and the Orange County On Track Tobacco Free Communities Project) and has substantially contributed to the management and design of large-scale multi-site federally funded prevention studies (including Project Youth Connect and the Mentoring and Family Strengthening initiative). Before joining CARS, Ms. Scott-Nakai conducted school safety research as a consultant for the Florida Safe and Drug Free Schools Program and the Florida Safe Learning Environment Data Project (a three-year longitudinal study). During this time, she provided technical assistance and support to SDFSC Coordinators regarding evaluation and measurement issues. Additionally, Ms. Scott-Nakai taught a Theory of Measurement course at the University of Florida for two years.





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Learning Community Conference 2006



Welcome and Conference Overview


Betsy Sheldon, ADP
Kerrilyn Scott-Nakai, CARS

growth sustainability
development peer learnings

Safe & Sustainable
Schools & Communities
Technical Assistance Project
Confidentiality & Privacy Program




CARS
CENTER FOR APPLIED RESEARCH SOLUTIONS




SDFSC Grantee

Learning Community Conference 2006



Conference Themes

- Ain't No Mountain High Enough:
Climbing the Peaks of Program Excellence
 - Program Advancement
 - Sustainability
 - Peer Learnings





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Learning Community Conference 2006



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Day One

- **Session A:** Ain't No Mountain High Enough: Taking Your SDFSC Program to the Next Level (Fidelity, Refinement and Replication)
- **Session B:** Start with What They Know and Build on What They Have: Creative Ways to Empower Youth
- **Session C:** Bam! Kicking It Up A Notch: Strategies for Advancing Your Environmental Prevention Activities



Day Two

- **Session A:** If You've Got It, Flaunt It!: Marketing Your Program for Field Recognition
- **Session B:** Keeping Up The Momentum: Culturally Appropriate Strategies for Engaging Youth and Families
- **Session C:** Stop The Train, I Want to Get On!: Building Sustainable Partnerships with Schools
- **Session D:** You've Done It Before, You Can Do It Again: Strength-Based Communication Strategies for Working with Youth



ADP TEAM



Lenetta



Cynthia

We welcome Cynthia Jaynes to our team!





CARS TEAM














Thank You's

The many ways of saying
xièxiè "Thank You" SPASIBO
GRACIAS Grazie Mahalo
Merci Danke WA-DØ
Arigato Dhanyawad Asante







Housekeeping

- Review room locations and hotel map
- Lunch
- Drawings
- Evaluation forms

Keynote

Keynote by Charlie Appelstein, M.S.W.

Abstract: This galactic keynote examines why working with at-risk youth is so important - yet so difficult - and offers insights and strategies to help youth workers avoid the dark side and remain motivated and effective. Areas covered include: How to manage self-esteem injuries (i.e. direct laser hits); how to respond instead of react when support is insufficient; and what it means to be successful with at-risk youth and their families.



Charlie Appelstein

Charlie Appelstein, M.S.W. is a nationally prominent youth care specialist and author whose primary focus is on working with children and youth with serious emotional and behavioral problems. President of Appelstein Training Resources, LLC, Mr. Appelstein trains and consults all over the United States as well as internationally, with treatment facilities, foster care programs, parent groups, schools, and detention centers. He has authored three youth care books that are widely used within the field, including *No Such Thing as a Bad Kid: Understanding and Responding to the Behavior of Troubled Children and Youth*. Mr. Appelstein is considered by some to be the best trainer for direct work with troubled youth in the nation.



Irving Plotkin
Retired Jedi Knight

Jedi Soldiers Reunite!

Using the Force to
Stay Motivated

and Taking Care
of Number One

Charlie Appelstein, MSW

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Understanding, Normalizing, and Learning from our Feelings

Typical Feelings and/or Traps

1. Angry
2. Frustrated
3. Out-of-Control
4. Disgusted
5. Guilty
6. Sexual
7. Insecure
8. Afraid
9. Overwhelmed
10. Add your own

Influenced by:

Personal baggage,
limited resources,
quality and quantity
of supervision, training
and temperament.

Feelings: Yes

Inappropriate Actions: NO!



“Check Your Baggage at the Door”



This is a reflective questionnaire about who you are and why you're here. No one will see this document but you. It is given to increase your self-awareness about past experiences and how they can influence present day decisions, practices, and attitude.

Were you raised in a happy home?

Did you receive enough attention from both parents?

What kind of limit setting did your folks employ? (e.g. spanking, yelling, logical consequences, punishment, etc.)

Were your parents physically affectionate with you?

What kind of values were taught and modeled?

Were there a lot of rules and structure in your home?

Did your childhood experiences influence your decision to work with kids?

What baggage should you check at the door?

What should come through?

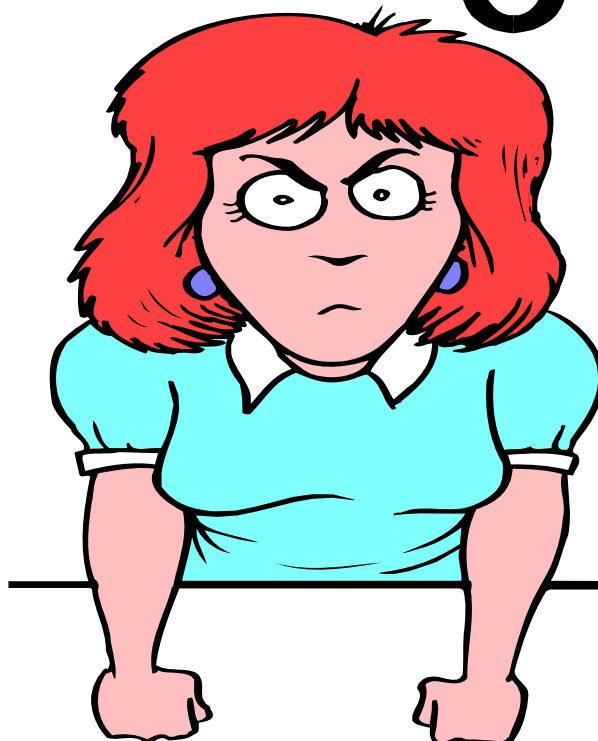
The Observing Ego

"I'm REALLY ticked...I could just -
it's okay. Stay cool...ALL feelings
are normal. Learn from this. I'm
suffering a bad self-esteem injury,
but in a little while it will heal.

Respond instead of ***React***.

Use the Force, Betty!

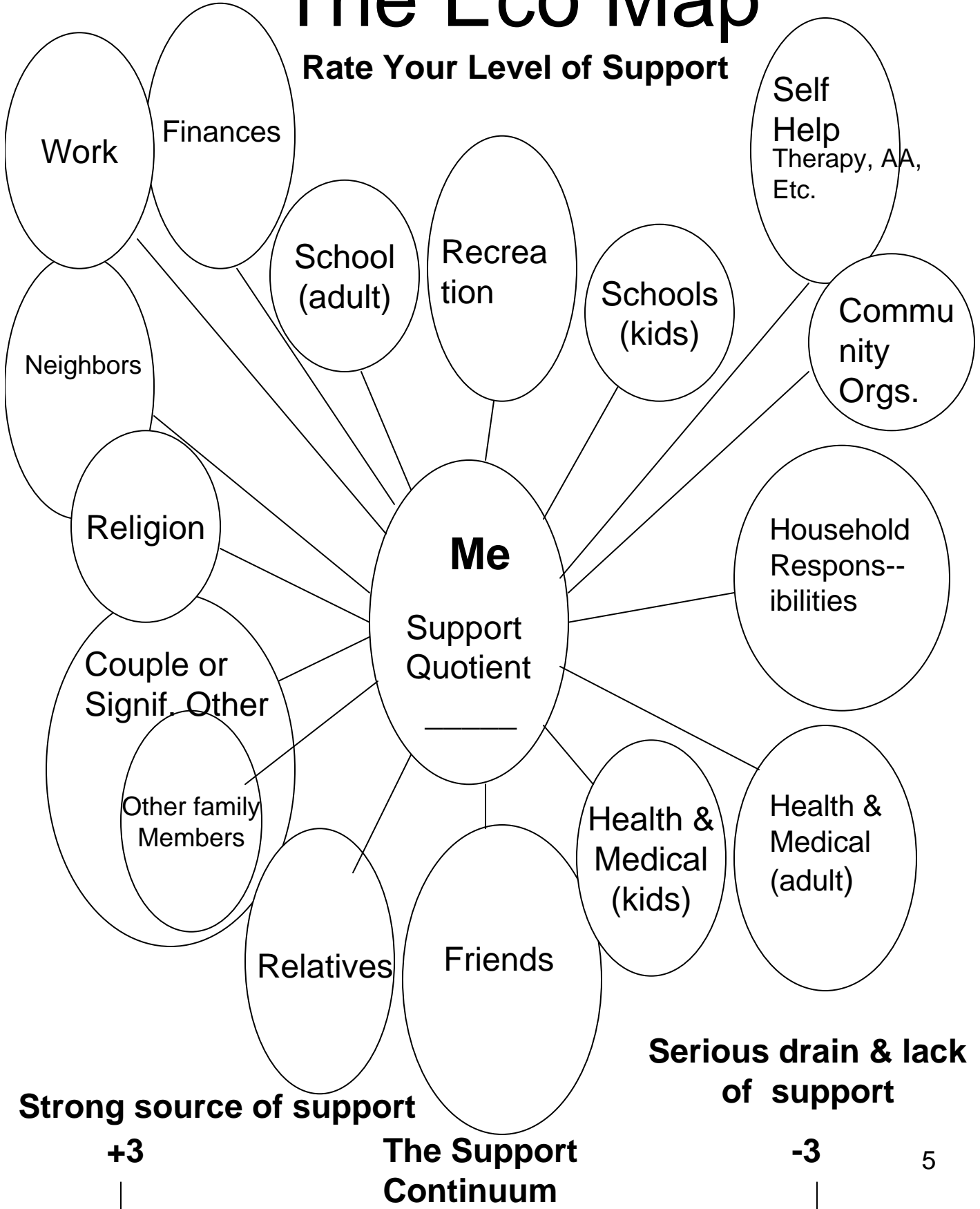
...I mean, Luke."



**Respond =
The Golden Rule**

The Eco Map

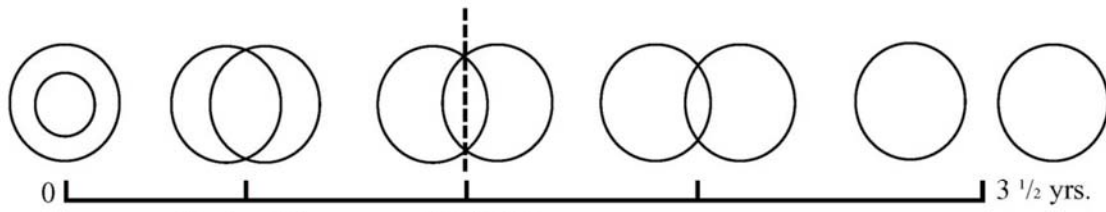
Rate Your Level of Support



THE HOLDING ENVIRONMENT

"A Total Environment Provision"

TASK: "good enough parenting"



Sociopathic

Borderline
"Terrible Twos"
Separation-Individuation

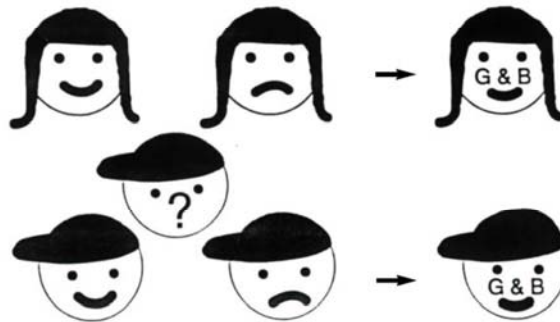
SPLITTING MECHANISM
Good mother/Bad mother

OBJECT
CONSTANCY
cohesive self
sense of self

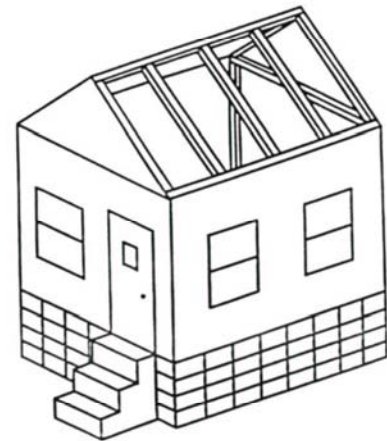
5 yrs.

Social Accommodation
Social Subordination

TASK:
merge the good
and bad introjects

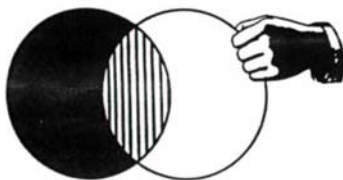


Foundation



GOAL:
Filling in the emptiness

Effect of Separation



FILLERS VS. TALKERS
DEFICITS VS. CONFLICT



On Making a Difference

“This program *planted a seed of change* that enabled me to become the person I am today.”

Alicia S., 22

Speaking at the Annual Awards Dinner for a large social service agency in Massachusetts

Alicia now works as a family support specialist for the same agency. She earned her GED and wants to further her education.

Q: “How long after you left the program did it take for you to use what you learned here?”

A: “Five years.”

Sara Thornton was sexually abused by her father and neglected by a mother struggling with depression. On three separate occasions Sara tried to take her life. At one point her weight dropped from 110 pounds to 67, as she battled with the demons of anorexia. For a number of years she lived in various treatment settings. Eventually, she made it. She has written a book about her life. I am going to publish it. Her life serves as an inspiration to all. A few years back, I asked Sara to give me her thoughts on why she is still here?...Why she is happy and making a difference in people’s lives? I wanted to believe it was because of her resiliency *and* the people who worked in those settings that gave her hope and helped her recognize and use her strengths. *People like you.*

Sara’s response:

“Finally, as for your understanding of my book. Yes, yes, yes...you've got it! There was not "one intervention," and I certainly believe that we have to go beyond treating each individual as uniform "text book" cases. In the end, the work and the decision for a better existence ultimately had to come from me...but I would never have lived to make that decision, if it weren't for the MANY people whose shoulders I stood on along the way (actually, who carried my ass on the back for most of it). Those who provided me with the strength, courage and hope...when I had none to offer myself. Those who taught, listened...believed in my potential. The book is really a dedication to those who served me. Simply put, I would not be alive, Fallon would not exist, you and I would not be involved trying to reach out to people...if it were not for the many "angels who guided me".

Sara Thornton

October 23, 2004

General Session

Creating and Maintaining a Strength-Based Environment

Abstract: Strength-based practice is an emerging approach to helping children and youth that is more positive and hope-inspiring. It's focus is on strength-building rather than flaw-fixing. Strength-based practitioners believe: *When kids recognize their inner greatness, things on the outside always go better.* This lively and melodic session will highlight a few of the major principles of strength-based practice and demonstrate an innovative intervention approach.



Charlie Appelstein

Charlie Appelstein, M.S.W. is a nationally prominent youth care specialist and author whose primary focus is on working with children and youth with serious emotional and behavioral problems. President of Appelstein Training Resources, LLC, Mr. Appelstein trains and consults all over the United States as well as internationally, with treatment facilities, foster care programs, parent groups, schools, and detention centers. He has authored three youth care books that are widely used within the field, including *No Such Thing as a Bad Kid: Understanding and Responding to the Behavior of Troubled Children and Youth*. Mr. Appelstein is considered by some to be the best trainer for direct work with troubled youth in the nation.

Creating and Maintaining a Strength-Based Environment

Dudes,

Like welcome to Strength-Based
Landsville. In my world, we say:

LARGE Problems don't always require
LARGE efforts for Solutions

Check us out!



Charlie Appelstein, MSW
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Strength-Based Practice

What is it?: Emerging approach to helping people that is more positive and hope-inspiring.

Powerful combination of the strength-building model and solution-focused therapy

Emphasis is on: *Strength-building* rather than flaw-fixing
 Doing rather than understanding
 Believing in every child – not “believing is seeing”

..which produces **Optimism** – *which feeds possibility, and motivates coping and adaptive behavior, even in the face of difficult odds*

Begins with belief that all children have strengths and past successes that can be utilized to stop troublesome behavior.

Continues with practice methods that identify and marshal these strengths for necessary behavior change.

The Goal:

Change rather than *insight* and *awareness*

The Work:

Problem-driven not problem-focused (solution-focused):

Devoted to helping kids *initiate actions* to dispense presenting problems

Primarily *short term*

Goal-oriented and focused on *resolving the identifying problem*

Assumptions (or lack thereof)....

Strength-based practice does not assume that ownership of guilt is somehow automatically curative.

...Does assume that change is inevitable, not uncertain

Strength-based practice does not assume **LARGE** problems require **LARGE** efforts for solutions.

...Does assume that **SMALL** changes can ripple out to bring resolution.

Providing Hope & Possibility through Metaphors

Poker



“Life is like a poker game. Even if you’re dealt a bad hand, you can still win the game.”

The Melting Snowball



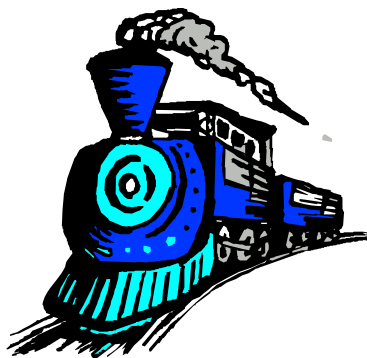
“See your fears and worries about (pending issue/loss/transition) as a big snowball in the middle of your chest, and understand that as each day goes by, it’s going to melt a little. It may stay forever...but it will become so small that you can build a great life around it.”

The Roadblock



“It’s not a learning disability; it’s a Roadblock. All big cities have them, but people get to work on time every day.”

The Train



“You’re Big and Powerful...but a bit off track.”

The 2005 Edition



“Cars and people improve every year. You’re the 2005 Ricky. You don’t over-heat as much...have a sleeker design, follow 3 the road signs better...”

Cues to Use (One-Line Raps)

(To Cure the Blues)

Encourage kids to speak to themselves when stressed. Help them find/develop the right raps. Raps are more successful when they rhyme, are rhythmic, humorous and repeated often. Practice makes perfect! *First it's new...and then it's you!*

Encouragement/Affirmations

"I'm smart. It's in my heart." "If it is to be, it's up to me!"

"It's my turn to learn." "Done it before, can do it again." "I'm great, just you wait!"

Anger Control

"No Big Deal!" "NBD...easy as 1-2-3!" "NBD...easier than 1-2-3!"

"Let it Go." "Let it go, Joe." "Let it go...so" (so I can be happy or earn things, etc.)

"When you're mad...don't do bad (or don't get sad)...just talk or walk!" "Talk, walk, or squawk!"

"If you're having a bad day, flick it away!" (Flick the imaginary mosquito off your shoulder)

"When thinkin' bad - replace the thought - and don't get mad." "Stay in control, that's the goal."

"I can, I will, I gotta chill!"

Arguing & Inflexibility

"A lawyer argues in a courtroom, not the classroom."

"Budge...not grudge." "Let it go, Joe!" "Let it go, so." (So I can do well, earn things, make others proud) "Giving in is not a sin. If you do it, you will win." "It ain't a sin to give in."

Disrespectful Language

"It ain't hip to be flip!" "Rude is crude, dude." "Don't talk mean, keep it clean!"

Self-Abuse

"If you hurt number one, it's never better when you're done!"

Organization

"Make a list...it will assist." "Make a plan, I know I can!" "Organize and win the prize."

Bullying

Understand it fully, that it's sad to bully."

Staying Focused

"Stay on track, Jack" "Stay in town, Charlie Brown" "Hocus, Pocus...FOCUS!"

Reading

"Ain't no reason I can't read, if my hopeful thoughts are freed!"

"Read a word, read a letter, every step makes me better." "I can read if my hopeful thoughts are freed."

Respecting Personal Space

"Give kids their space...it's their place." "Stay arms lengths away...today."

Moods

"If you're having a bad day, flick it away!"

(Flick the imaginary mosquito off your shoulder)

Lining-Up

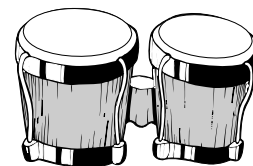
"Line up quiet, don't cause a riot!"

Drug & Alcohol Abuse

"If you lose hope, don't do dope!" "I can make it if I choose, time to kick the drugs and booze!"

Aggression:

"Stop the hitting, take up knitting." "Quit the hit"



Tip: Work on cues w/Bongo

Create a “cue or two” for some of the kids you work with:

Bad Habit: _____

Cue: _____

Bad Habit: _____

Bad Habit: _____

Cue: _____

Bad Habit: _____

Externalizing Negative Behaviors

Giving life to a problematic issue or “bad habit” by naming it (i.e. externalizing) can help kids rid themselves of problematic tendencies/habits/compulsions.

Examples:

A kid who needs to do things perfectly:

“Get lost Mrs. Perfecto! Get out of here. Get off my back, you loser!”

A kid who is prone to behavior outburst:

“Get out of here Mr. Fitz!”

A kid who talks rudely:

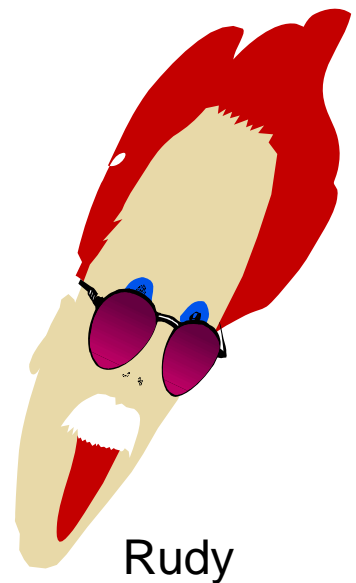
“Get lost Rudy! You’re nothing!”

A kid who argues incessantly:

“Go far Mr. R!” “You’re through Mr. R Gue!”

A kid who is reluctant to write:

“Get out of town, Mr. No Write!”



Create your own:

Bad Habit

Name

Day 1: Tuesday, July 18th

Break-Out Sessions

Session A

Ain't No Mountain High Enough: Taking Your SDFSC Program to the Next Level/Program Refinement, Fidelity, and Replication

Facilitator: Christina Borbely, Ph.D.

Peer Presenters: Fresno, Santa Clara, Sutter-Yuba

Session B

**Start with What They Know and Build on What They Have:
Creative Ways to Empower Youth**

Facilitators: Bonnie Benard and Carol Burgoa

Peer Presenters: Butte, Placer, San Mateo

Session C

**Bam! Kicking It Up A Notch: Strategies for Advancing Your
Environmental Prevention Activities**

Facilitators: George Vasquez and Lynne Goodwin

Peer Presenters: Marin, Santa Cruz, Santa Barbara

Day 1



Ssessions

Ain't No Mountain High Enough: Taking Your SDFSC Program to the Next Level Program Refinement, Fidelity, and Replication

Facilitator: Christina Borbely, Ph.D.

Peer Presenters: Fresno, Santa Clara, Sutter-Yuba

Abstract: Stuck in a rut? Spinning your wheels? Craving something more? Feel like there is something bigger...better out there for your program? There is. Join in a learning community discussion that will inspire and motivate you with ideas and strategies for climbing the peaks of program excellence. Forge ahead into more refined prevention programming. Learn from the mistakes and successes of your SDFSC colleagues. Share your own program advancement experiences, get feedback and suggestions on what's next and how to's of program sophistication, but most important...find encouragement, sympathy, support, and validation for the process. There is no mountain high enough, no valley low enough to keep you from this session!

Goals: Grantee-led sharing of program advancement best practices and lessons learned, including a focus on fidelity, replication, and sustainability. Facilitated group discussion on related topics.

Objectives:

1. To learn about strategies implemented by SDFSC grantees for the purpose of advancing the practice of prevention programming.
 2. To dialog about the successes and challenges related to achieving the "next level" of prevention programming.
 3. To access concrete tips, tools, methods, and examples to be applied/adapted for future use.
-



Christina Borbely

Christina Borbely, Ph.D. is a research consultant at CARS providing technical assistance to California's Safe and Drug Free Schools & Communities grantees. Also a member of the EMT team, Christina coordinates program evaluations for El Dorado County Office of Education and Big Brother Big Sister of the Bay Area. Prior to joining EMT/CARS, Christina was a member of the research staff at Columbia University's National Center for Children and Families. Her work in the field of youth development and prevention programs has been presented at national conferences and published in academic journals. Specifically, Christina has extensive knowledge and experience in program evaluation and improving service delivery by identifying factors that impact today's young people. She is also involved as a volunteer in providing mentoring and developmental support to youth in underserved populations. Christina received her doctoral degree in developmental psychology, with a focus on children and adolescents, from Columbia University (2004).



SDFSC Grantee
**Learning Community
 Conference 2006**



Ain't No Mountain High Enough
Taking Your SDFSC Program to the Next Level

Facilitator: Christina J. Borbely, Ph.D.
 July 18th, 2006
 Orange County, CA


growth sustainability
 development peer learnings






Why Are We Doing This?

- **Replicating innovative strategies**
 - Fill in gaps
 - Integrate latest science and/or practice
- **Making contribution** through dissemination
 - Participate in science-service dialog
 - Advance the field
 - Provide effective program to others



Expansion

- Demonstrate need/value of new or additional **funding**
- Bolster capacity to **sustain** programming

Recognition


- **Validation** from field
- Potential for **supplemental support/resources**
- **Publications**



Advancing Program Design


Put Your Finger On It...

- Logic Model
- Core Components
- Documented Need and Value
- Program products
- Marketing/branding
- Fidelity
- Replication
- Sustainability




Advancing Innovation

- Degree to which program is **novel**, cutting edge, innovative.
 - How is this different than what's already available?
 - What aspects of the program are unique?
- **Grounded but Innovative:** program alignment with already-proven models of service
 - What proven methods are incorporated in what we do?
 - Did we take an evidence-based strategy to the "next level" or use it in a novel way?




Advancing What We Do

- How **culturally appropriate** are services to identified population?
 - Program content
 - Program materials (e.g. translation)
 - Staff (training and protocol)
 - Tested across ethnic/cultural groups
 - Link to evidence-based strategies demonstrated with specific populations




Advancing What It Looks Like

- Have program materials/curriculum been “**packaged**”?
 - Sequencing
 - Branding
 - Manuals
 - Training protocol tested and established/documented
 - Concise, professional info to distribute





Advancing How We Do It

- To what degree are we **consistently implementing** core components? Is this sufficient?
- What system do we use to reflect on **areas of challenge**? How does that inform our process?
- What method do we use to **monitor implementation** across sites? Are we vigilant enough? Does feedback get incorporated?



Advancing Where We Do It

- Resources for Replication
 - Staffing
 - Partnerships
 - Funding
- Protocol for Dissemination
 - Program curriculum
 - Training process
 - Evaluation
- Packaged program materials
 - Curriculum
 - Evaluation
- Strategic Approach to Replication
 - Varied populations
 - Varied context



Reflection & Action Planning

- Define short-term, intermediate, and long-term goals
 - Goals
 - Opportunity
- What can we learn from each other?
 - Identify colleagues as mentors
 - Gather resources & references
- How can we support you in your climb to the top?
 - CARS customized TA and Training plans

Advancing SDFSC Programs: Where We Are Today*

One aspect of program advancement is REPLICATION. This is where SDFSC programs are on the spectrum when it comes to replication programming elements...

	Never heard of it & not interested	Never heard of it, DO Tell!	Heard of it, would consider it	It's in the works, but not perfected	In place & in good shape	N/A
Replication manual (or protocol manual)	15% (2)	31% (4)	15% (2)	23% (3)	8% (1)	8% (1)
Replicating at other schools or sites	8% (1)	23% (3)	23% (3)	15% (2)	23% (3)	8% (1)
A "branded" program identity (e.g. use of logo)	9% (1)	9% (1)	9% (1)	9% (1)	45% (5)	18% (2)
Definition of core program components	10% (1)	10% (1)	20% (2)	10% (1)	30% (3)	20% (2)
Collaboration with the developer on some aspect of replication	7% (1)	7% (1)	7% (1)	7% (1)	36% (5)	36% (5)
Total Respondents						16
(skipped this question)						5

Another aspect of program advancement is PACKAGED PROGRAM MATERIALS. This is where SDFSC programs are on the spectrum when it comes to elements related to advancing program materials...

	Never heard of it & not interested	Never heard of it, DO Tell!	Heard of it, would consider it	It's in the works, but not perfected	In place & in good shape	N/A
Packaged training materials	8% (1)	8% (1)	8% (1)	8% (1)	50% (6)	17% (2)
Packaged curriculum	12% (2)	6% (1)	12% (2)	19% (3)	31% (5)	19% (3)
Packaged activities	9% (1)	9% (1)	9% (1)	27% (3)	27% (3)	18% (2)
Packaged evaluation tools	17% (2)	8% (1)	25% (3)	17% (2)	17% (2)	17% (2)
Total Respondents						16
(skipped this question)						5

Another aspect of program advancement is program MARKETING or PROMOTIONAL MATERIALS. This is where SDFSC programs are on the spectrum when it comes to elements related to advancing marketing or promotion...

	Never heard of it & not interested	Never heard of it, DO Tell!	Heard of it, would consider it	It's in the works, but not perfected	In place & in good shape	N/A
Summary of key findings/executive summary report	11% (1)	0% (0)	56% (5)	22% (2)	0% (0)	11% (1)
Program video	10% (1)	20% (2)	30% (3)	10% (1)	10% (1)	20% (2)

Program brochure	10% (1)	0% (0)	30% (3)	30% (3)	20% (2)	10% (1)
Program website	9% (1)	0% (0)	36% (4)	18% (2)	18% (2)	18% (2)
Application for field recognition (e.g. exemplary program status, service to science academy, journal articles)	9% (1)	0% (0)	18% (2)	27% (3)	18% (2)	27% (3)
Total Respondents						14
(skipped this question)						7

SDFSC Grantee questions related to advancing SDFSC programs

- How does one apply for exemplary/proven program status? How do I know which one to apply for?
- Can this be done with science-based programs that have already been approved?
- Our model is really a hybrid model combining CMCA and a youth development approach. How can we best to market this hybrid model?

**Information based on SDFSC Grantee Statewide Planning 2006 Survey conducted online in May and June 2006. Total sample size = 21.*



Ain't No Mountain High Enough: TRAIL MARKERS OF PROGRESS

	Where I am NOW	Next Step(s)	When	Where I want to be: Ultimately	When	Resources/Support
Logic Model						
Core Program Component						
Defining Population						
Needs Assessment						
Recruitment						
Retention						



	Where I am NOW	Next Step(s)	When	Where I want to be: Ultimately	When	Resources/Support
Fidelity						
Innovation						
Cultural Relevance						
Marketing						
Replication						



	Where I am NOW	Next Step(s)	When	Where I want to be: Ultimately	When	Resources/Support
Process Evaluation						
Outcome Evaluation Design						
Instruments						
Sample Size						
Data Management						
Data Analysis						




	Where I am NOW	Next Step(s)	When	Where I want to be: Ultimately	When	Resources/Support
Dissemination of Findings						
Sophistication of Reporting						


Peer Presenters

Fresno, Santa Clara, Sutter-Yuba






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**REPLICATION and Collaboration in
a High School Setting**


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growth sustainability
development peer learnings





**Santa Clara County SDFSC Olweus
Bullying Prevention Program**




1. Grant was designed to be a control study
2. Grant studies implementation of program in High Schools instead of K-8 grades for which Olweus' program was designed
3. Project is an adaptation of a Model Program, so Fidelity, Refinement and results are viewed through the context of the adaptation (that is, determining what a successful HIGH SCHOOL Olweus program looks like..)




**"BUT the devil is in the
details.."**

Replicate a program but at the
same time adapt it for different age
groups? HOW?









What do we keep? adapt? delete?


Original Olweus component	Keep, change or delete?	Adaptation for High School Implementation
Coordinating Committee	KEEP	Added members needed for HS that weren't in the Blueprint
Train Committee and School Personnel	KEEP	Had to fit training into shorter timeframes; many more teachers and staff at high schools
Administer Questionnaire	KEEP	Had survey translated into Spanish
Develop School Rules	KEEP	Changed the language of Rule #4 to "HS" terms






What do we keep? adapt? delete?

Original Olweus component	Keep, change or delete?	Adaptation for High School Implementation
Increase supervision in "hot spots"	KEEP	Different "hot spots" identified, like <i>"the Quad"</i> instead of the <i>playground</i>
Use consistent positive/neg. consequences	KEEP	Different pos/neg consequences due to developmental stages and legal issues
Staff Discussion Groups	NOT SURE	These groups have worked at K-8 level and haven't materialized at the HS level





What do we keep? adapt? delete?

Original Olweus component	Keep, change or delete?	Adaptation for High School Implementation
Involve parents	KEEP	Instead of parent/teacher conferences, a 10 hour, multilingual parent education training was developed
Hold "kickoff" events	KEEP	Instead of mascots or clowns, DJs, art contests, skits, dance and poetry were utilized at HS level

Results in Santa Clara County after year 3

1. Andrew Hill High School (AHHS) has completed 3 years of the Olweus program
2. AHHS's statistics show significant improvement
3. After 2 unsuccessful high school implementations, Oak Grove High School (our 3rd school) has successfully completed year 1 implementation and is going strong!!
4. Developed a parent education program in 3 languages

Summary of Violations (AHHS vs. Control School) PRELIMINARY RESULTS

Violations	AHHS 2003- 2004	AHHS 2004- 2005	Net change	Control school 2003- 2004	Control school 2004- 2005	Net change
Defiance/ Insubordi- nation	729	530	- 27%	321	541	+ 40%
Disturbance	404	308	- 24%	251	239	- 4.8%
Truancy and Burglary Suppression (TABS)	472	200	- 57.6 %	146	103	- 29.4 %

LESSONS LEARNED

- Work with schools whose staff members have a strong interconnectedness
- Teachers can create amazing, successful programs with little support from their district's administration
- When a school district administration provides both verbal and actual support programs can be effectively replicated despite significant adaptations and show reliable results



LESSONS LEARNED

- Utilize the expertise of the Program Developer, school leaders and your State Rep. throughout the entire process
- Let the school leaders drive the process
- Make difficult changes if needed;
don't stay stuck!!





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Sutter and Yuba Counties
 Second Step Project

Parent Component
 Fidelity & Adaptation


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**Second Step
 Project Overview**

- Violence Prevention Model Program
- Targets social skills of children
 - empathy, problem solving (impulse control), and anger management
- Anticipated long-term impact:
 - reduction of youth violence
 - use of illicit drugs and alcohol.




**Second Step
 Program Components**

- Targeted:
 - Under served and un-served youth
 - PreK-5th grades.
 - Various settings in the community
- Curricula disseminated with Friday Night Live Mentors and Community Youth Outreach
- *Second Step* Parent Training Component.




Second Step Parent Training Component

- Six sessions of parent training
- Parents learn effective communication, empathy, problem-solving and anger management skills.




Parent Training Component


- Fidelity:
 - We have been able to reach parents, and keep fidelity to the program.
 - Parents state the program is easy to use.
 - Can use the skills in keeping individual family values.
 - Program has been disseminated to Spanish, Hmong, and Punjabi speaking families.



Parent Component Successes


- Over 800 parents attended at least one session, surpassing our goal.
- Helped get the program disseminated to more children.
 - ❖ Parents have advocated to have the program at their schools or agencies.
 - ❖ Staff have requested the program for parents and children at their sites.
- Hired a parent partner.






Parent Component Challenges


- Program fit and cultural adaptation.
- Modifying the program while accommodating and respecting cultures.
- Replicating the success with parents of Hmong, Latino, and Punjabi families.






Parent Component Strategies

- Provide support for the program in unique ways to adapt it for the cultures.
- Systematic and strategic exploration of what the needs are of the community.
 - Hmong- Cultural exchange.
- Parent Partner
- Go to the parents, i.e., community centers, churches, schools, clinics, programs.
- Kept log of comments and adjustments.
- Adapted the curriculum as needed.





...Parent Component Strategies

- Had translators or person who spoke the groups language facilitate the sessions.
- Present the overview session, then asked if parents wanted to continue.
- Assure attendance, use various fliers, incentives, reminder phone calls.
- Schedule adaptation.
- Parent evaluations.



Lessons Learned

- Motivate community for desired outcomes.
- Organization and planning is essential.
- Minimize lecture and written materials, and increase other aspects as needed.
- Variety of techniques to present materials.
- Modify materials in a way that meets each family's needs and build upon strengths.

Second Step Parent Training Series.

The complete **Second Step** program includes facilitator-led sessions, four videos, participant handouts (including at-home activities), and participant magnets. Each session is approximately 1 hour, and also includes role play activities and group practice exercises. The program focuses on exposure to three competency areas: Empathy, Problem Solving and Impulse Control, and Anger Management.

Session I

Welcome and Introductions
Looking Ahead for Children
The Second Step Program Overview
Closure

Session II- Empathy

Review At Home Activity
Empathy and Identifying Feelings
Empathy and Listening/ Communication
At-Home Activity
Closure

Session III and IV- Impulse Control and Problem Solving

Review At-Home Activity
Impulse control and Problem Solving Overview
Presentation and Practice of Problem Solving
Practice Problem Solving in daily lives
Problem Solving in Family Meetings
At-Home Activity
Closure

Session V and VI- Anger Management

Review At-Home Activity
Anger management
Anger Styles- How does my body feel?
Anger Management Steps
Using the Second Step Skills in our Daily lives
Closure and Evaluation.

Notes for Second Step Parent Training Sessions

Group_____

Dates_____

Facilitator_____

Session	# of parents	Notes:
Introduction (Session 1)		
Empathy (Session 2)		
Problems Solving (Session 3)		
Problem Solving (Session 4)		
Anger Management (Session 5)		
Anger Management & conclusion (Session 6)		

*Indicate any changes, adjustments, comments in "Notes" column.

Ssessions

Start with What They Know and Build on What They Have: Creative Ways to Empower Youth

Facilitators: The Resiliency Sisters – Bonnie Benard and Carol Burgoa

Peer Presenters: Butte, Placer, San Mateo

Abstract: This workshop will demonstrate the power of prevention programs that give youth meaningful opportunities for leadership and contribution. After a review of the research supporting youth empowerment, three projects doing successful youth empowerment programming will share their experiences, their challenges, and their lessons learned. Youth participants will also share their experiences in the respective projects. Workshop participants will then have the opportunity to dialogue with the project presenters as well as participate in a reflective discussion of common themes and lessons learned from these successful youth empowerment projects.



Bonnie Benard - For over 20 years, Bonnie Benard, M.S.W., has brought the concept of resilience to the attention of national and international audiences. She writes widely, leads professional development, and makes presentations in the field of prevention and resilience/youth development theory, policy, and practice. Her 1991 WestEd publication, *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*, is credited with introducing resiliency theory and application to the fields of prevention and education. Her most recent publication, *Resiliency: What We Have Learned* (2004), synthesizes a decade and more of resiliency

research and describes what application of the research looks like in our most successful efforts to support young people. Benard's work in resilience has also led to the development of the California Department of Education's Healthy Kids Survey's Resilience and Youth Development Module, which surveys students throughout California and elsewhere on their perceptions of supports and opportunities in their schools, homes, communities, and peer groups. Benard has been recognized for her contributions to the fields of prevention and youth development with the Award of Excellence from the National Prevention Network, the Paul Templin Award for Service by the Western Center for Safe and Drug-Free Schools and Communities, the Spirit of Crazy Horse Award from the Black Hills Reclaiming Youth seminars, and the Paul D. Hood Award from WestEd for Distinguished Contribution to the Field.

Carol Burgoa - Now an independent consultant as well as a part-time WestEd employee and formerly a Prevention Programs Coordinator at Contra Costa County Office of Education, Ms. Burgoa was responsible for the Safe and Drug-Free Schools and Communities program, the School Violence Reduction Program, the Tobacco Use Prevention Education program, and all school safety and violence prevention activities, as well as authoring the *Student Leadership Program Handbook* and *Yellow Ribbon Resource Guides* for youth led and initiated prevention activities for the California Department of Education's School Safety and Violence Prevention Office. She developed a

statewide competitive process for high school students to design their own safe school projects, the Student Leadership Grant Program, for that agency. A long time member of the California School Law Enforcement Partnership, Ms. Burgoa is a trainer in their Safe School Planning process. Previously, Ms. Burgoa was the training coordinator for the Western Regional Center for Safe and Drug-Free Schools and Communities where she was widely known for her ground breaking work in providing staff development in the broad area of fostering resiliency in youth. In this role, she designed, delivered and coordinated all workshops/presentations for Northern California and provided technical assistance to state, regional and local youth serving agencies. Prior to this, she served as project director for California Department of Education's innovative Pros for Kids, a community based drug prevention program which used professional and amateur athletes to deliver services throughout California. She also has over 20 years of teaching experience at the elementary and secondary levels.



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Start With What They Know &
 Build With What They Have

Creative Ways to Empower Youth


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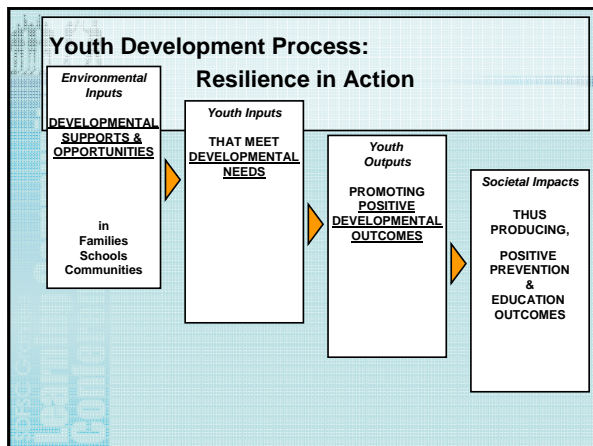
Facilitators:
 The Resiliency Sisters
 (aka Bonnie Benard &
 Carol Burgoa)

Co-Presenters:
Butte (Danelle Campbell &
 Amanda Montgomery)
Placer (Shari Crowe)
San Mateo (Esther Lucas,
 Eton Zaitzu, & Margaret
 Sadillo)



Why give youth
 leadership roles
 in our programs?

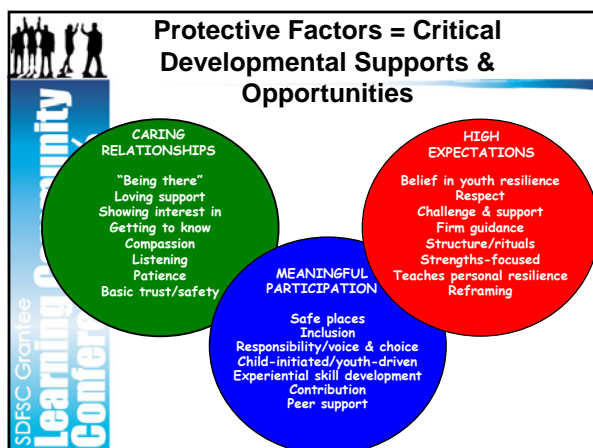
Activity



Features of Positive Developmental Settings

- Physical and Psychological Safety
- Appropriate Structure
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy and Mattering

Community Programs to Promote Youth Development



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Youth Development & Health-Risk Behaviors

High levels of perceived external assets in families, schools, & communities are associated with lower levels of involvement in health risk behaviors.

Findings from the *Resilience & Youth Development Module* of the California Healthy Kids Survey

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Youth Development & Student Achievement

STAR test scores increased more in schools where students reported high levels of Caring Relationships at school, High Expectations at school, & Meaningful Participation in the community.


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Meta-Analyses of Effective School-Based Drug Prevention Programs

Substance	Condition	Weighted Effect Size	n
Tobacco	Non-Interactive	0.04	30
Alcohol	Non-Interactive	0.054	45
Marijuana	Non-Interactive	0.026	25
Tobacco	Interactive	0.146	112
Alcohol	Interactive	0.128	70
Marijuana	Interactive	0.130	37

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**Bonnie Benard's Research
on Prevention & Resilience**

"Authentic decision-making and leadership responsibilities are often the characteristics distinguishing successful from unsuccessful youth programs and settings."



Q & A



**Common
Themes &
Lessons**



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Meaningful Participation


“When one has no stake in the way things are, when one’s needs or opinions are provided no forum, when one sees oneself as the object of unilateral actions, it takes no particular wisdom to suggest that one would rather be elsewhere.”
-Seymour Sarason, 1990

Most of all, authentic and meaningful participation requires a radical shift in adult thinking and behavior - from an exclusionary to an inclusionary approach to children and their capabilities - from a world defined solely by adults to one in which children contribute to building the kind of world they want to live in.
-UNICEF, *The State of the World’s Children*, 2003


Peer Presenters

Butte, Placer, San Mateo







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**Butte County Youth
Evaluation**

John Lopez
Joe Mills
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Desiree Bewley
Danelle Campbell dcampball@buttecounty.net
Amanda Montgomery amontgomery@buttecounty.net


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Truth on Youth (TOY)

- Butte County Department of Behavioral Health Prevention Unit hires young people to plan, implement and evaluate services.
- This team is made up of 8 young people between the ages of 16 and 18.
- TOY (Truth on Youth) is a team of youth that evaluate the experience of young people in programs such as FNL/CL, FNL Mentoring and Youth Nexus as well as the individual and community impact of FNL/CL environmental prevention projects.




TOY

- TOY implements a large scale evaluation plan which includes multiple data collection methods (pre/post survey, yd survey, observations, interviews and focus groups, case studies).
- TOY reviews and analyzes the data and makes program recommendations to improve services, increase member involvement, improve the experience young people are having and improve the execution/success of environmental change efforts.
- Youth Leadership Institute (YLI) partners with TOY to provide training, evaluation tools, data entry, and helps to facilitate the analysis process.




Quantitative Methodology Tools

- Environmental Prevention Assessment
- Pre-Post Skill Survey
- Youth Development Survey
- Observation Tools
- Parent Survey
- Merchant Survey




Qualitative Tools

- Interviews
 - “Can you describe the process of your environmental prevention project?”
- Focus Groups
 - “What was your role in the project? If you didn't have a role, what would you like to do next year?”




Friday Night Live/Club Live Friday Night Live Rock Creek

- Reduce youth exposure to and use of ATOD use and violence.
- Provide youth led environmental prevention programming, - including needs assessment, planning, implementation and program evaluation.
- Provide skill building to chapter members in the areas related to environmental prevention, leadership and advocacy.
- Implement projects that are designed to elicit community or neighborhood-wide social, norm, or policy change.
- Engage young people in opportunities that provide a youth development framework and support young people as change agents




Environmental Prevention

- FNL - "Parents Who Host Lose The Most"
- EP Assessment - when youth are drinking at a social event/celebration 44% of you reported that adults know young people are drinking.
- Chapters designed and implemented a media campaign.
- CL - Merchant Education and partnership with FNL to implement decoy operations.
- CL hosted a press conference to announce their findings and present merchant awards.
- CL implemented a media campaign (including billboards, radio, and television commercials) thanking the responsible merchants.



Key Findings

- Through EP assessment youth report that they are saturated with pro-use messages and provided with fairly easy access to alcohol.
- Through FNL/CL youth experience a safe environment. FNL members report a YD score of 5.18 (scale of 1-6) on this standard.
- FNL/CL participants are learning skills and increasing knowledge. Rock Creek participants reported a pre-test mean of 1.25 – working with other youth on a projects/campaign, the post-test mean was 4.25.
- FNL/CL members report that their participation increases their commitment school or fosters learning, the YD survey score is 4.5 (scale of 1-6).



Key Findings

- Young people get involved for personal reasons and to prevent abuse of alcohol – "I have friends that have gotten into trouble because of drinking, and I don't believe it... Plus my little sister is getting to that age where she's getting experimental, so I don't want her to be experimenting with alcohol.
- Are training events provide an opportunity to build skills – "After the officers training, I learned more about how to communicate with others".
- The BYN Coalition provided support and additional community involvement.



Recommendations

- Restructure meetings to demonstrate progress attained and include more member interaction.
- Work on age appropriate language - variations for CL and FNL.
- Increase CL members opportunities for decision making and leadership.
- Provide some meetings focused only on building a skill.
- Continue county-wide focus on one EP topic.

Butte County Friday Night Live Partnership Youth Development Outcomes Assessment Project Year Five, 2004-2005

Youth Leadership Institute (YLI) has been working closely with the Butte County Department of Behavioral Health for the last six years to assess their efforts to integrate the youth development standards of practice into their local Friday Night Live programs and their youth programs more generally. This Year Five Assessment report includes the results of the evaluation approach that has been in place for three years: youth development evaluation undertaken by youth and adults in partnership. This report includes recommendations by youth evaluators who collected data through focus groups and interviews, as well as data from pre-post surveys of attitudes, knowledge, skills, and behavior, and YLI's youth development survey. Key findings are summarized below:

❶ FNL is reaching a diverse group of young people, many from high-risk environments.

Youth participants are largely female, predominantly youth of color, and most are from low-income families (FNL - 76%, CL - 80%, Mentors - 62.5%, Protégés - 74%). Additionally, over half come from families that speak a language other than English. This indicates that nearly half of youth participants may come from families marginalized by linguistic and cultural barriers. Many participants reported that alcohol, tobacco and other drugs are easy to access in their community (FNL - 71.6%, CL - 65.7%, Mentors - 65.2%, Protégés - 40.9%).

❷ FNL is providing youth with evidence-based youth development supports & opportunities.

Youth reported that they were experiencing FNL programs characterized by the features of positive developmental settings. In particular, youth participants reported that they experience a safe environment and that FNL provides them with opportunities to build and apply leadership and advocacy skills and to build relationships with their peers and adults. Furthermore, longer involvement in Butte County FNL is related to stronger experience of these youth development supports and opportunities. In addition, not only do youth participants report a strong experience of skill building opportunities, but pre-post survey results show a statistically significant gain in skills from the beginning to the end of the program year.

❸ FNL is providing young people with an alternative to ATOD.

While about two thirds of youth reported that *"It is easy for youth to get alcohol, tobacco, and other drugs (ATOD) in my community,"* 82.5% of FNL participants and 92.0% of Mentors reported that their *"involvement in FNL / Club Live helps them decide to do other things instead of using ATOD."* Most younger participants also thought they *learned reasons not to use ATOD* in their programs (CL - 78.8%, Protégés - 77.3%).



④ Youth participants report that FNL makes them feel more connected to school.

The majority of participants (FNL - 74.0%, Mentors - 76.0%, CL - 87.8%, Protégés - 59.1%) reported that their program *"makes me feel better about school."* Most high school age participants reported that *"Because of my involvement in my program, I plan to continue my education (either through college or vocational training)"* (FNL - 85.2%, Mentors - 72%).

⑤ FNL is providing youth with opportunities to build violence prevention skills.

More than four out of five high school age participants (FNL - 83.9%, Mentors - 95.7%) reported that *in my program, we learn healthy and positive ways to deal with conflict.* More than two-thirds of middle school participants reported that *"in my program, we learn ways to deal with problems with other people"* (CL - 71.9%, Protégés - 72.8%).

⑥ FNL chapters are implementing data-driven environmental prevention activities that appear to be having an impact on school environments. While more evaluation needs to be conducted, it appears that there have been outcomes associated with these projects, including awareness-building and policy change at specific sites.





YOUTH LEADERSHIP INSTITUTE

BUTTE COUNTY COMMUNITY ASSESSMENT SURVEY PROJECT

The Butte County Department of Behavioral Health Community Services Division partnered with the Youth Leadership Institute (YLI) in an effort to collect data related to youth access to and use of alcohol, tobacco and other drugs (ATOD), as well as their exposure to violence. YLI adapted an assessment survey that was developed and piloted in 2003 using a youth-adult partnership model. The purpose of this survey process is to better understand local ATOD and violence issues and to develop data-driven policy recommendations, which young people can then present directly to key community decision-makers at the countywide Youth Summit. Rather than focusing on what substances youth use and how often or what violent acts they committed, the assessment survey is based on environmental prevention principles and focuses on three key research questions: (1) *ATOD Messages*: What kinds of messages do young people see and hear about ATOD and where do those messages come from? (2) *ATOD Access*: How are young people able to access these substances, despite existing laws? (3) *Violence Messages*: What kinds of messages do young people see and hear about violence?

The summary below provides an overview of the alcohol-related findings for the 2005 survey.

Methodology

With support from the Youth Leadership Institute, Butte County Department of Behavioral Health partnered with the Office of Education to administer the community assessment survey to 957 students from eight Butte County high schools in August and September of 2005. The sample is representative of high school students in Butte County.

Summary of Key Findings

The results indicate that young people in Butte County are growing up in an environment saturated with messages and social norms that promote alcohol use and that provides them with fairly easy access to these substances.



YOUTH LEADERSHIP INSTITUTE

Where Youth See and Hear Messages about Alcohol

- **Television is biggest influence.**
Many youth reported that television is the primary source of messages about alcohol (61.6%).
- **Promotional products send alcohol messages.**
Promotional products were also reported as a primary source of messages related to alcohol (18.3%).

Youth Perceptions About Why Young People Use Alcohol

- **To have fun.**
Youth reported that most often they are trying to relax or deal with stress when they use alcohol (42.8%) while nearly a quarter (22.8%) reported that they are trying to be "cool" or "popular."
- **Most youth report that they do not feel pressure to use alcohol.**
Only 1 in 10 youth (12.2%) reported feeling pressured to drink alcohol.
- **Youth reported that existing pressure comes most often from friends and media.**
The majority of youth reported that pressure to use alcohol (79%) comes from friends. Others reported that most often the pressure to use alcohol (9.9%) comes from media sources (television, movies, radio).

Youth Access to Alcohol

SOCIAL SOURCES

- **Members of the community**
Most youth reported accessing alcohol from other people, either having it given to them (42.3%) or somebody going into a store and buying it for them (42.4%).
- **Friends and family members**
When young people access alcohol through other people, youth reported that friends are most often the source (83.3%). Roughly 1 in 10 reported that parents/guardians/caretakers or other family members are most often the source for alcohol (12.4%).
- **House Parties**
About 1 in 4 youth (27.2%) reported most often seeing other young people drinking alcoholic beverages at larger house parties with more than 15 people while 15% reported the same for parties with up to 15 people.
 - Most youth (82.2%) reported that parents/guardians are not usually at home during house parties. Two thirds of youth reported that neither the parents/guardians of the party host (76.1%) nor the parents/guardians of the youth attending the party (72.6%) know that the youth are drinking.
 - Youth reported friends over 21 are the most common source of alcohol for house parties (69.7%).



COMMERICAL SOURCES

- **Local merchants**

Youth reported that convenience stores (23%), small markets (23.3%) and liquor stores (27%) are most often the points of access to alcohol.

- **Underage purchases**

Nearly two thirds of youth (63%) reported they are inconsistently or never asked for IDs when they attempt to purchase alcohol. Only a third of youth (36.9%) reported that sales clerks consistently check youth ID.

What Youth Most Often Use

- **Alcohol**

Youth reported that young people most often drink beer (49.2%), hard liquor (30.8%), and alco-pops (13.8%). Youth reported that the brands of alco-pops (sweet flavored malt beverages that disguise the taste of alcohol) most often consumed are Smirnoff Ice (35.5%), Jack Daniel's (21.1%), Mike's Hard Lemonade (16.4%), and Bacardi Silver (14.2%).

Norms about Alcohol Use

- **Youth Norms**

13.8% of youth reported that they do not disapprove of youth drinking alcohol at all. Fewer than 1 in 10 (8.3%) youth disapprove a lot of youth drinking alcohol but more have "some" disapproval (33.3%).

- **Parent Norms**

Over three quarters (75.4%) reported knowing at least one youth whose parents are aware of their drinking. Nearly half (42.7%) report just some parental disapproval of youth drinking and almost a quarter (22.7%) report not much disapproval of youth drinking on the part of parents.

- **Community Adult Norms**

Only 3.1% of youth think that adults in their community do not disapprove of youth drinking alcohol whereas most (84%) thought adults disapprove some or a lot. However, only a third (32.3%) reported that adults in the community would step in to step them from drinking.

Where Youth Most Often Use Alcohol

An important note on the findings below:

Three quarters of youth (76.1%) reported that they feel that violence increases in intensity when youth are under the influence.

▪ ***House parties***

Youth reported that young people most often use alcohol (27.2%) at larger parties in a home with more than 15 people while 15% reported seeing young people drink alcohol at house parties with up to 15 people.

▪ ***Social events & celebrations***

1 in 4 youth reported that they most often see young people drinking at these types of social events.

▪ ***College-age parties***

1 in 10 youth reported that they most often see young people drink at college-age parties.

▪ ***Outdoors***

Some youth reported that they most often see young people drinking alcohol at lakes, rivers, and orchards (7.2%) and at parks and recreational areas (6.3%).

▪ ***School, during after school events***

8.4% of youth reported that they most often see youth drinking at school during after school events such as dances or sports events.



TOY: Truth on Youth

Butte County Youth Evaluation Team

SAFETY and LEADERSHIP & ADVOCACY OBSERVATION TOOL

How to use this tool:

Before you observe the meeting or activity, review this observation tool so you remember what is listed here. Then observe the meeting and write down notes if you see anything you want to record. Then, after you are done observing your meeting or activity, fill out this observation tool. Try to do it immediately after so everything is fresh in your mind.

How to score the indicators:

RATING: 1=False 2=Sort of 3=True

The rating system includes three options: 1=False, 2=sort of and 3=true. For example, *if no one is rolling their eyes* during the meeting, then you would circle 3 for *no eye rolling....*because it is **True** that no one was rolling their eyes. When you have finished, add up the scores for each area and figure out what the average score is for each area. The average is the Overall Rating.

SAFETY INDICATORS

GROUP DYNAMICS:	False	Sort of	True
• Respect for everyone	1	2	3
• Saying what they feel	1	2	3
• No foul language	1	2	3
• People are patient with each other	1	2	3
• People are getting along	1	2	3
• Welcoming	1	2	3
• Using youth names (advisor)	1	2	3
• Following guidelines	1	2	3
• Boys and girls are equally involved	1	2	3
• Youth-led/ some adult guidance	1	2	3
OVERALL RATING: _____			

PARTICIPATION:	False	Sort of	True
• Not afraid to express	1	2	3
• Young people lead meeting	1	2	3
• Young people are involved & give input	1	2	3
• No dictatorships	1	2	3
• No one left out	1	2	3
OVERALL RATING: _____			



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INDIVIDUAL BEHAVIOR:	False	Sort of	True
• No eye rolling	1	2	3
• No put downs	1	2	3
• Youth are paying attention	1	2	3
• No one causing disruptions	1	2	3
• Praise and recognition by staff	1	2	3
• No violent behaviors	1	2	3
• Staff handle problems in a positive way	1	2	3
OVERALL RATING: _____			

LEADERSHIP INDICATORS

RATING: 1=False 2=Sort of 3=True

RISK-TAKING/CREATIVITY:	False	Sort of	True
• Youth are stepping out of box	1	2	3
• Leaders can get people involved	1	2	3
OVERALL RATING: _____			

PARTICIPATION:	False	Sort of	True
• People volunteer to do tasks	1	2	3
• Good facilitation	1	2	3
• Everyone is treated equally	1	2	3
• Everyone participates	1	2	3
OVERALL RATING: _____			

YOUTH LEADERSHIP:	False	Sort of	True
• Setting up/ events and planning	1	2	3
• Youth leading activities	1	2	3
• Youth teaching others	1	2	3
• Not same person teaching whole time	1	2	3
• There are officers	1	2	3
OVERALL RATING: _____			

ADULT ALLIES:	False	Sort of	True
• Not adult-run	1	2	3
• Adults following through	1	2	3
• Plan daily activities w/ youth	1	2	3
OVERALL RATING: _____			



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Case Study: Activity Observation Questions

WHO: Who was at the meeting? Do they seem comfortable? Based on what you know about the school population, what students don't seem to be there? Who seemed to be leading the meeting?

WHY: What was the purpose of the meeting? Does it seem clear to the people there? Why do you think they are there?

WHAT: What was taking place (things that seem like they are supposed to happen and things that seem like they aren't supposed to happen)? Is there an agenda? If so, keep a copy with your notes.
Make sure you describe what happens and what they are doing.

WHEN: When is the meeting happening (during lunch, afterschool)? Does the timing seem to make it easier or harder to get things done? How long does the meeting last? Does it seem like they had enough time?

WHERE: Where is the meeting happening? Does the setting seem to make it easier or harder to get things done? Is it noisy? Are there distractions? Do the people seem comfortable there?



Final Reflections:

Are there any other things you noticed about the meeting, the school, the people at the meeting, the dynamic at the meeting that weren't covered above? Please describe them below.


Was there anything they did that worked really well? Do you have any suggestions that would have improved the meeting?



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**Start With What They Know & Build
With What They Have**
Creative Ways to Empower Youth


Placer County Environmental-
Youth Development Grant
July 18, 2006

Shari Crow
scrow@placer.ca.gov




Grant Overview

- Funded 5 Environmental/
Youth Development grants
- Adult leaders advise ~Youth
conduct focus groups
- Youth as paid researchers




Phase I – Data Collection

- Recruit and train youth and
adult advisors
- Conduct youth led focus groups
- Individual group analysis of data




Phase II - Awareness

- Understand the data
- Train youth in public speaking
- Action plan to raise community awareness




Successes

- Youth trained well
- Youth gained skills and confidence




Success Contributors

- Bring in good trainers!!!
- Hands on delivery of the project




Challenges

- Scheduling Focus Groups
- Differing goals between SAP and Grantees
- Teen commitment, schedules and transportation



Overcoming Challenges

- Go to the youth to recruit focus group participants
- Regular group advisor meetings
- Flexibility and patience



Key Lessons

- Youth seen as resources
- Better focus group scheduling
- Technical/emotional support
- Flexibility with dates, deadlines, realities of working with teens



SDFSC Grantee


Learning Community Conference 2006

Ingredient: *something that holds everything together...(like eggs?)*

...or The Stay Safe Youth Coalition (SSYC)

- Recruit from our Stay Safe groups
- Youth to youth interviews
- Youth-led meetings and projects
- Twice monthly meetings
- Youth Interns
- Stipends






SDFSC Grantee

Learning Community Conference 2006

Ingredient: Training

- YLI provides training and capacity building on environmental program components
- Trainings on:
 - Environmental prevention
 - Action planning
 - Project identification and development
 - Youth action research
 - Skill building
- Trainings are engaging and "hands on"





SDFSC Grantee

Learning Community Conference 2006

Current or recent successful SSYC recipes

- Implemented 1000 Youth Access Surveys
- "The SSYC Truth" Press Conference
- International "Smoke-Free" Movies Campaign
- Tobacco Retail License
- Multimedia/Video Projects
- Pacifica Partnership





Challenges to this recipe

- Too much to do; too little time
 - Doing EP in regular groups
 - Providing support/life skills
- Focusing our enthusiasm
- Parent/youth partnership
 - Capacity to build coalition
 - Responding to a crisis
- Incorporating new ingredients
 - Partnership/SSYC not in original plan





Other Spices (Activities)

- Rafting/Camping (ICO, FamCamp)
- Awards Nights
- Culture Day
- Movie Nights
- Poetry workshops and events
- Baseball games (donated)
- Ropes Course






Food helps with Recruitment/Retention

Other things that help...

- Good collaborations
- Tabling and materials
- Youth referral
- Summertime activities
- Opportunities that youth that feel they can benefit from
- Youth friendly environments










Important cooking tips for this Youth Development mixture

- Showing up for their graduations
- Supporting other functions of youth's lives
- Making weekly phone calls
- Communicating with their parents
- Incorporate their ideas
- Make it Fun









Contact Information

- San Mateo County Alcohol and Drug Services
-Esther Lucas (650) 802-6432 Email: elucas@co.sanmateo.ca.us
- Asian American Recovery Services
Stay Safe Programs
-Etan Zaitso (650) 756-3230 Email: ezaitso@aars-inc.org
- Youth Leadership Institute
-Amanda Cue (650) 347-4963 Email: acue@yli.org
- Partnership for a Safe and Healthy Pacifica
(call Amanda Cue)



SDFSC Grantee
**Learning Community
 Conference 2006**




South Coast Children's
 Services

Teen Alcohol Access
 An Environmental Approach


growth sustainability
 development peer learnings




Introduction

- Project Horizons/Proyecto Horizontes
- Service Area
- Population Served
- Strategies
 - Youth Development
 - Environmental Prevention
- Challenges
 - Funding shift from recreation/activity to environmental approach.



Strategic Planning
 Maya Hacke-Sedillo, Project Horizons VP


- Group of youth gathered together to discuss issues in their community
 - Cigarette Butt Littering
 - Youth Health
 - Youth Alcohol Access
- How was this accomplished successfully?
 - Youth Commitment
 - Project Kept Fun
 - “Adult that does not make decisions, but makes sure the decisions get made”



Teen Alcohol Access


Tanya Rodriguez

An Environmental Prevention Project



Challenges

- Youth reluctant to share their personal information.
- Law enforcement accepts drinking as long as youth are not behind the wheel.
- Administrative steps.



Next Steps

Francisco Rodriguez

- Educate
 - Retail
 - Law Enforcement
 - Community
- Youth Council Will Guide This Project Into Our 4th Final Year.
- Committee Formed.



Challenges

- Youth reluctant to share their personal information.
- Law enforcement accepts drinking as long as youth are not behind the wheel.
- Administrative steps.

HOW DO WE AVOID THIS?

- Among the nations 113 million drinkers, 11 million are underage youth.
- Adolescents who begin drinking before the age of 15 are four times more likely to develop alcohol dependency.

YOUTH ALCOHOL ACCESS: MOBILIZING A COMMUNITY FOR EFFECTIVE CHANGE



METHODOLOGY

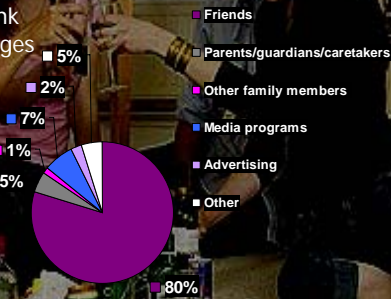
- Survey acquisition and development
- Permission
- Training
- Distribution
- Analysis

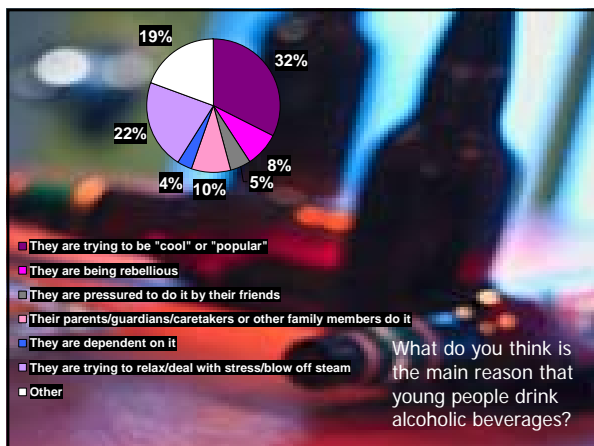
PERCEPTIONS, USE, AND ACCESS

- What messages are youth receiving?
- Why are young people using alcohol?
- How are teens able to access alcohol?

PERCEPTIONS

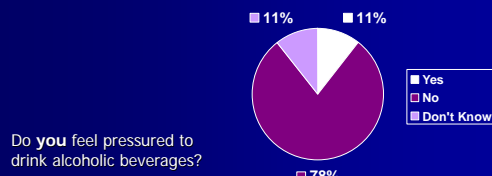
Where do you think most of the pressures to drink alcoholic beverages come from?



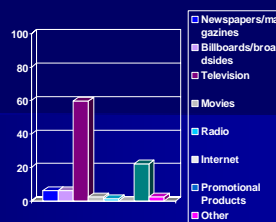


- The main reason young people drink is to be “cool” or “popular”.

- Teens show that there is pressure to drink.

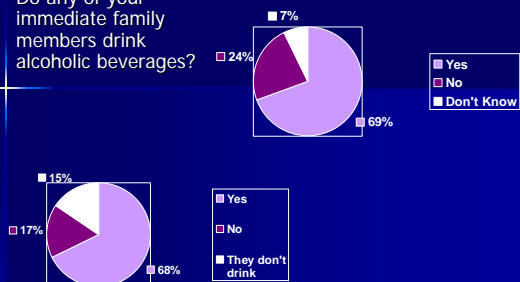


Where do you most often see or hear messages about alcohol?

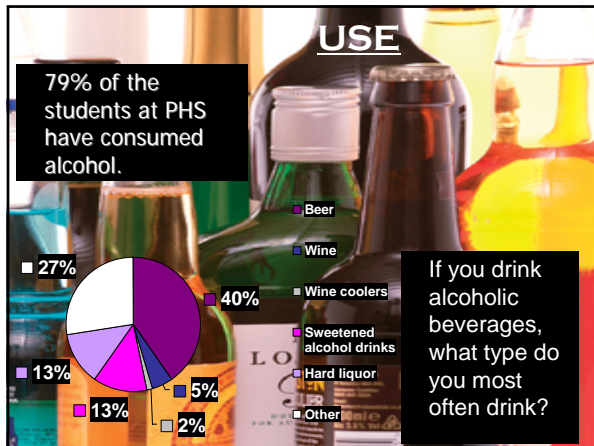


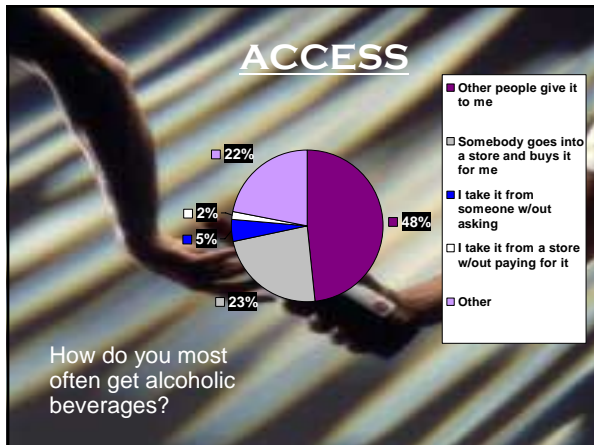
- Teens tend to learn more from television than from other balanced sources.
- By the time they turn 18, teens will have seen approximately 100,000 alcohol advertisements.

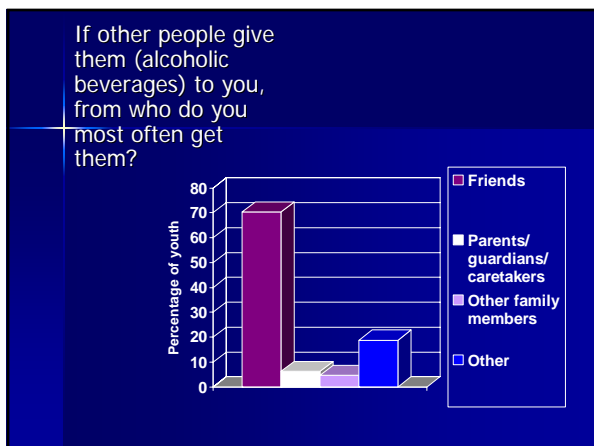
Do any of your immediate family members drink alcoholic beverages?

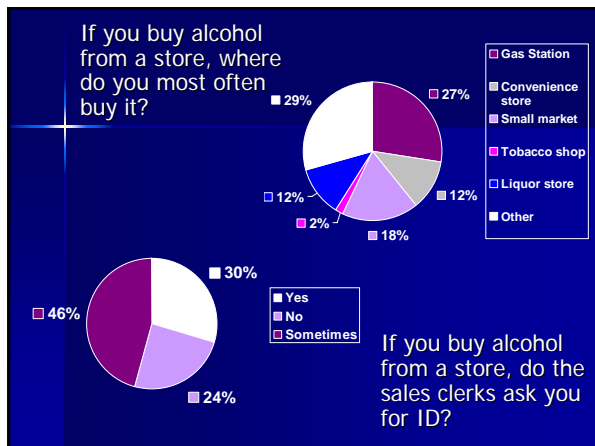


If any of your immediate family members drink alcoholic beverages, do they consume them when you're around to see it?









ACTION PLAN

Awareness

- Develop youth survey
- Analyze results
- Make community aware of results

Education

- Retail
- Law enforcement
- Community

Evaluation

- Re-administration of Youth Alcohol Access Survey

Ssessions

Bam! Kicking It Up A Notch: Strategies for Advancing Your Environmental Prevention Activities

Facilitators: George Vasquez and Lynne Goodwin


Peer Presenters: Marin, Santa Cruz, Santa Barbara

Abstract: Are you satisfied with your current environmental prevention activities, or are you ready to take it into high gear and kick it up a notch? This workshop will focus on ways to advance your youth-led environmental prevention programming. After a brief review of core environmental prevention strategies, grantee presenters will discuss implementation successes and challenges. Core topic areas will include strategies for building partnerships, reducing access, policy development, and methods for utilizing the media. More specifically, the facilitators will guide discussions regarding effective ways to engage youth in focus groups, attempted buys, merchant education, RBS training, policy development and media campaign and advocacy efforts. Come join the fun!

Lynne Goodwin


George Vásquez

George Vásquez is the Director of the Responsible Beverage Service Training Program and the staff Coordinator for the Environmental Strategies to Prevention for Fighting Back Partnership (FBP) in Vallejo, California. His responsibilities at Fighting Back Partnership include the direction and coordination of projects designed to prevent the deterioration of neighborhoods is caused directly and indirectly by the use and abuse of alcohol, tobacco and other illegal drugs. Mr. Vásquez is personally involved in carrying out project strategies, including training and technical assistance to business owners, managers, and staff of on-sale and off-sale alcohol outlets, community coalitions, neighborhood associations, and local law enforcement agencies. Mr. Vásquez was also a member of the technical assistance team for the National Program Office of Free to Grow, a program of Columbia University, New York. His duties at Free To Grow entailed delivering training and technical assistance to professionals and community residents but for communities at the interstate level. Mr. Vásquez's areas of expertise include relationship building, conflict resolution, community organizing, leadership development, alcohol awareness education, and media advocacy. George is also member of the training pool for CADCA and has been able to provide technical assistance at the international level by helping to form five coalitions in Lima, Peru. He has been providing Responsible Beverage Service training throughout Northern California for the past 12 years through his consulting firm, Beverage Consulting Network, Inc. Mr. Vásquez obtained his B.A. from the Universidad Católica de Guayaquil, Ecuador, Law School. In 1969, he moved to New York, where he started his management career in the Food and Beverage Division in the Hotel Industry. After 25 years working for Americana Hotels, Hilton International, Westin Hotels and Embassy Suites, he transferred skills learned in business to his work for nonprofit organizations providing training in Spanish and English to owners of small businesses on the responsible selling and service of alcohol and helping communities to empower residents.



SDFSC Grantee

Learning Community Conference 2006




Bam! Kicking It Up a Notch:
 Strategies for Advancing Your
 Environmental Prevention Activities


Facilitated by:
 Lynne Goodwin, CFNLP and
 George Vasquez

growth sustainability
 development peer learnings

Public Engagement
 Science & Communities
 Technical Assistance Project
Grantee's Program





CARS
CENTER FOR APPLIED RESEARCH SOLUTIONS



Session Overview


- I. Review of Environmental Prevention Strategies
 - Overview of core environmental prevention strategies
 - Reducing Access
 - Policy Development
 - Utilizing the Media
 - Identifying areas for advancing EP efforts
- II. Grantee Case Studies
- III. Group Discussion Continued
 - Sharing of other successful strategies
 - How are you going to kick it up a notch?






PUBLIC HEALTH MODEL

ENVIRONMENT




AGENT HOST

Problems arise through relationships and interactions among the agent, host, and the environment




The Four P's

- Price – elasticity, price competitiveness,
- Product – expand markets, build youth annuities
- Place – retail and social availability
- Promotion – appeal to young markets, emphasize rewards




Counter-Strategies: Place

- Restrict retail availability
- Restrict social availability for youth
- Give adequate zoning and licensing powers to cities & counties
- Restrict "special use" availability parks, beaches, cultural events, stadiums & arenas, college campuses
- Institute responsible beverage service programs managers & servers




Counter-Strategies: Place (Institutional)

- Age identification
- Server training
- Warning posters
- Incentives for checking age identification
- Secret shopper program
- Warning fliers
- Restricting sales to those accompanied by individuals under age 21




**Counter-Strategies:
Product**

- Ingredient labeling (including alcohol content)
- Regulate where alcopops and other high-risk beverages can be sold
- Warning labels (stronger, larger)
- Restrict placement according to product



**Counter-Strategies:
Price**

- Raise excise taxes
- Regulate "happy hours" and cheap drink promotions




**Counter-Strategies:
Promotion**

- Restricting TV advertising during prime viewing hours for children
- Limit sponsorship of sports and other youth-related events
- Counter-advertising
- Promote media literacy curricula in schools
- Restrict/ban sampling activities




Top 10!
Practices for Promoting EP to Youth

- 1) Inspire Them!
- 2) Leadership and Skill Development
- 3) Meet Youth and Community Leaders
- 4) Feasible Meeting Times
- 5) Manageable Responsibilities




Top 10!
Practices for Promoting EP to Youth

- 1) Inspire Them!
- 2) Leadership and Skill Development
- 3) Meet Youth and Community Leaders
- 4) Feasible Meeting Times
- 5) Manageable Responsibilities



Top 10!
Practices for Engaging Youth in EP


- 1) Skill and Capacity Building
- 2) Community Mapping and Assessment
- 3) Clearly Defining the Issue
- 4) Active Facilitation and Engagement
- 5) Developing a Clear Strategy and Action Plan



Top 10!


Practices for Engaging Youth in EP


- 6) Parent, Family, and Community Engagement
- 7) Fun and Interesting Activities
- 8) Media Advocacy
- 9) Reflection and Recognition
- 10) Documenting and Telling Their Story



Case Examples of Taking It To the Next Level

- Statewide youth-led Alcopop focus groups and media effort
- CFNLP underage drinking prevention efforts
- Effective techniques for integrating youth in educating merchants
- Training of Trainers for youth and RBS training
- Engaging youth in local and statewide policy efforts





II. Grantee Case Studies


- Marin
- Santa Barbara
- Santa Cruz



III. Bam! Let's Kick It Up A Notch

- Other grantee success stories
- What are other ways to advance youth-led environmental prevention activities?





“Alcopops” and California Youth A Conversation with Middle and High School Students

A Summary Report

Prepared By:



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March 10, 2006

Introduction

“Alcopop” is a term coined by the popular media to describe bottled alcoholic beverages that resemble sweet drinks such as soda and lemonade. Alcopop products have an alcohol content similar to or slightly higher than beer, with an appearance and taste more like a low alcohol mixed drink; and a palatability more like a soft drink or a fruit drink. Examples of alcopops sold in the United States include Smirnoff Ice, Mike’s Hard Lemonade, Bacardi Silver, Skyy Blue, Seagrams Coolers, Zima, Jack Daniel’s Country Coolers, Lynchburg Lemonade, and Hard Cola. The names themselves do not indicate that these beverages contain alcohol. This combination contributes to concern about the appeal of these beverages to youth, and thereby their contribution to underage drinking and the harm it can cause.

The widespread use of alcopops by youth has been well documented. Over half (55.8%) of high school seniors reported using alcopops in 2004.¹ An Alcohol Policies Project study on alcopops determined that teens are twice as likely to have tried alcopops than adults and three times more likely than adults to be aware of alcopops.² It was estimated that 51% of teens between the ages of 17 and 18 and 35% of teens between the ages of 14 and 16 have tried alcopops.

Less is known about how youth perceive alcopops. How do young people think alcopops drinks compare to other alcoholic beverages? Does the appeal of alcopops vary across different age groups or genders? Why would young people drink alcopops rather than other alcoholic beverages? Does this affect the amount they might drink, or the potential for harm? How accessible are alcopops to young people? Statistical studies do not provide solid answers to these kinds of questions, and the answers are necessary to a full understanding of why and how youth use these beverages.

The California Prevention Institute (CPI) implemented this project to inform evidence-based prevention strategies and public policy concerning alcopops. Statistics alone do not provide sufficient guidance to specifically target prevention initiatives to youth most at risk for using alcopops. Neither do statistics provide the detailed guidance necessary to develop effective prevention initiatives, or to develop public policies that will help protect use against illegal and harmful use of these beverages. In addition to generating answers to the questions identified above, this project uses empowerment strategies that CPI has developed to involve youth themselves in developing awareness and solutions for underage drinking and associated problems. To do this, we train youth to lead group discussions and record responses using focus group techniques. This brief summary describes that process and highlights the results of those group discussions.

The Participants and the Process

To organize our conversations with California youth, CPI worked through prevention organizations that serve youth across the state. These organizations, including providers for Safe and Drug Free Schools, Friday Night Live affiliates, and other members of California’s prevention community, recruited youth leaders to lead the groups by asking

¹ Johnston, L. D., O’Malley, P. M., Bachman, J. G. & Schulenberg, J. E. (December 19, 2005). *Teen drug use down but progress halts among youngest teens*. University of Michigan News and Information Services: Ann Arbor, MI. [On-line]. Available: www.monitoringthefuture.org; accessed 03/03/06.

² *Summary of Findings: What Teens and Adults are Saying about “Alcopops”*. Alcohol Policies Project: Center for Science in the Public Interest; May 2001.

questions, facilitating the discussions, and taking notes concerning the ideas of participants, and the degree of consensus or difference of opinion. Leaders were trained using a youth focus group procedure and training materials developed by CPI and successfully applied in other projects. The training included instruction in ensuring inclusiveness of participation and rules of mutual respect, in taking complete and accurate notes, and in assuring and achieving anonymity of responses.

The group conversations took place between January 15th, 2006 and February 22nd. The participants were recruited through school and community outreach to youth who were not involved in prevention activities sponsored by the organizing agency, and who represented varying levels of exposure to risk. The location, number and size of groups are summarized in the table in Appendix One of this report.³

In summary, the results reported here are based on conversations involving 304 California youth in 41 groups. Just over half (51 %) of these youth were juniors or seniors in high school; boys (52 %) and girls (48 %). Participants were ethnically diverse. The largest number (43 %) were Hispanic/Latino; just over one fourth (27 %) were white, non-Hispanic; 13 percent were African American, 12 percent Asian or Pacific Islander, and five percent other.

While youth participants were diverse, they do not represent a statistical sample. The thoughts and comments they offered were not meant to support numeric estimates of their exact prevalence. They were meant to provide insight into the ways in which youth perceive, think about and use alcopops. Therefore, our analysis was qualitative rather than quantitative. We identified the themes that constitute the similarities in discussions and comments across these diverse groups, differences in opinion when they occur, and the characteristics that distinguish youth that have different experiences with alcopops. We identify those common themes, and those differences, that are more or less prominent in the experience of youth, but we do not assign these responses to different numbers of young people in the state. The intention is to give deeper interpretation and understanding of the statistics concerning the prevalence of attitudes and use that have been documented through statistical surveys.

The remainder of this summary highlights what the youth told us.

Are California youth aware of Alcopops?

Alcopops is a term coined to refer collectively to a range of products that have diverse names and tastes. The products are thought to be successful because they are the classic “bridge” drink for people who do not like the taste of alcohol.⁴ There was strong consensus across the groups, including the youngest, that the participants and their peers were aware of these drinks, and perceived that they were different than other alcoholic beverages. Typically, participants referred to different examples by (approximate) brand name. While participants were not always familiar with the term

³ Parental consent was obtained according to the policy of the hosting county agency. Focus group participants were provided a monetary incentive of \$10 upon completion of the session; co-leaders received a total of \$20 per facilitator. The youth were drawn from a wide variety of settings related to different risk environments, including standard classrooms, alternative and community schools, and foster care. Details are provided in the full report of findings available from CPI.

⁴ “Alcopops” *Saturate Youth Market*. Nutrition Health Review: The Consumers’ Medical Journal. 2003; 88:3.

alcopops, they clearly recognized this beverage by its dominant characteristic – a palatable, sweet taste. This was true whether they had actually tasted them or not.

- *“Everyone knows what they are and a lot of people drink them. They like them because they taste like soda.”*

Youth gained their awareness through multiple channels, including peer communications and advertising. On a per capita basis, underage youth were exposed to 63% more alcopops magazine advertising than legal-age adults in 2001, and this grew to 72% in 2002, and finally to 92% in 2003.⁵

Our youth conversations prompted widespread discussion of advertisements for alcopops, and clearly indicated widespread exposure to these messages. Discussion included specific references to numerous ads, and lively discussion of what they liked or disliked about specific ads. The most widely referenced ads were the TV commercials. Just a few examples out of many comments give the sense of the impression these make on youth.

- *“Smirnoff Ice on TV with the bottle crashing on to some ice”*
- *“An ad that I remember is a bunch of girls trying to lose weight and they choose to use a drink because it get you drunk but is calorie free”(Bacardi Silver)*
- *“Smirnoff Twist TV ad where screwdriver is ...to a bottle and unscrews it. They unveil a new flavor as if it is a major invention.”*
- *“The Smirnoff ad with the naked lady that has the orange peel wrapped around her”*
- *“The Smirnoff ad that shows the girls drinking that are pretty, and innocent, and delicate”*
- *“The one with the race car driver and the gorgeous models” (Smirnoff Ice)*
- *“The one with the guy Snowboarding with the girl in the bikini and they go into the pool”*
- *“Smirnoff Twist”*
- *“Bacardi-with rappers”*
- *“Bacardi and diet cola”*
- *“Mike’s Hard Lemonade commercial is fast paced and chaotic—it’s cool”*

In addition to pervasive exposure to TV commercials, youth discussed (in order of prominence of mention) presence of alcopops in music videos, movies and TV shows; ads in magazines and newspapers; billboards; ads in stores; internet adds; and a variety of less mentioned sources including radio, vehicle posters and even clothes.

The high level of advertising awareness was evident in the discussion of themes that are used to appeal to youth including attractive and “cool” people (including ties to well-known celebrities); sex appeal; and an association with fun, activity, and music. Again, comments highlight the level of awareness of our young discussants.

- *“They always use pretty girls and attractive people”*
- *“People in the ads are always cool and sober, they aren’t drunk and acting stupid”*
- *“Add fruit, fun, and stir it in a glass with ice”*
- *“They use tropical settings and make it seem like everyone is laid back and relaxing”*
- *“They look real icy, and the bottles are cool—the colors and the way they are shaped”*
- *“I really like the bottles, I have a bottle collection at home”*
- *“Mike’s Hard Lemonade has really cute bottles, so I want to drink it”*
- *“The music they play, it’s our music, it’s the stuff we listen to”*

⁵ Youth Overexposed: Alcohol Advertising in Magazines, 2001 to 2003. The Center on Alcohol Marketing and Youth. Georgetown University; Apr 2005.

Studies have found that alcopop advertising female youth in particular, documenting, for example, that nearly half of all girls aged 16-18 report seeing alcopops ads on TV, compared to only 34 percent of women 21 or older.⁶ Our discussants frequently associated advertising appeals, such as packaging, to girls.

Finally, there were varying opinions about the impact of these advertisements on behavior. Some comments indicated a degree of oversaturation with alcopops ads, but these were more often an expression of dislike for commercials generally. A substantial number of more specific comments volunteered that these advertisements do influence the drinking behavior of them and their peers.

- *"The more and more you see it, the more obligated you feel to taste it. If it tastes good you will want more"*
- *"They show you these pictures over and over again and make it sound so good, they make you crave it and you have to try it"*
- *"The more you see something the more you want it"*
- *"Maybe, probably, when I go to a party I'm going to want to try the drink that I saw"*
- *"It's like a deodorant ad—cool people use it and then you want to buy it at the store"*

What is the Alcopops "image" for California youth?

The discussions by participating youth were lively, and revealed clear themes in the way that California young people perceive alcopops. Several broad characterizations are widely shared by young people. California youth clearly see alcopops as ...

- **Palatable and "sweet".** The dominant characteristic of these drinks is there drinkability. They are seen as more "...like soda or juice..." than other alcoholic drinks. There is a clear consensus among youth that these drinks taste good.
- **Easy to drink.** Youth also were in broad agreement that alcopops are easy to drink compared to other alcoholic beverages.
 - *Beer and wine burn the throat, but (alcopops) don't hurt*
 - *Hard liquor takes your breath away, (an alcopop) is a smooth drink*

While not as widely discussed, there are other characteristics of alcopops on which there is broad agreement.

- **Easier to conceal.** Youth believe that alcopops are less detectable on the breath than beer or "hard" liquor. The color and odor of these drinks make them easier to conceal in other ways also. Participants mentioned that they can be poured into soft drink bottles and consumed without attracting attention. This makes it easier to avoid getting caught drinking.
- **Easier to control.** Many youth believe that it is easier to control one's intake of alcopops compared to other alcoholic beverages. This is based partly on a misperception about the strength of alcopops compared to other alcoholic beverages. Participants were more than twice as likely to state that alcopops are "weaker" than other forms of alcohol, as opposed to thinking they were about the

⁶ *Teenage girls targeted for sweet-flavored alcoholic beverages.* American Medical Association. Dec. 16, 2004.

same. Many participants associated drinking alcopops with getting a “slow buzz” rather than getting drunk. One consequence was that they take some of the “worry” out of drinking.

- *It's a drink you can control without passing out. You feel comfortable drinking them.*
- *These drinks don't teach you a lesson because they're easy to drink.*

There was less consensus concerning the physical effects of alcopops compared to other liquors. Participants were evenly divided about whether alcopops would be more or less likely to produce a hangover or to make the drinker feel sick.

Who is attracted to Alcopops?

The youth discussions clearly indicated that alcopops are more appealing to some youth than others. There was consensus that two groups of young people were specifically attracted to alcopops – girls, and younger teens.

- **Teen Girls.** Research also demonstrates that girls are more at-risk for alcopop use than boys.⁷ The AMA research on alcopops consumption found that more teen girls had consumed alcopops in the past six months than teen boys (31 % versus 19 %). Teen girls reported drinking alcopops more than other alcoholic beverages while women 21 or older reported alcopops as the type of alcoholic beverage they drank least often.

California youth share the perception that alcopops are more attractive to girls than boys. The perception that alcopops are for or preferred by girls was a consistent theme across the groups. Participants sometimes explicitly indicated that alcopops are not for boys, suggesting that there may be some stigma attached to these drinks among males, especially older teen males (see below). Alcopops are “‘chicks beer’ not heavy duty stuff.” In several cases, alcopops were considered “fancy” beverages “like something Carrie Bradshaw (HBO’s *Sex in the City* character) would drink”. In the discussions, the appeal of alcopops to girls was linked back to issues of taste, strength, and attractiveness of packaging.

- **Younger Teens.** Among teens who are current drinkers, 78.5% of eighth-graders, 71.3% of 10th-graders, and 64.8% of 12th-graders reported drinking alcopops in the past month.⁸ These data clearly suggest that alcopops have their highest relative popularity among younger teens, and that youth transition to other alcoholic beverages as they get older. There was a strong consensus among California youth that alcopops were most targeted at the youngest teens. However, this was seen as primarily true for boys. Group participants perceived that older boys were less attracted to alcopops, while older girls still found them appealing.

⁷ Layman, M. *Alcopop drinks lure young adults*. Spectator Online. Seattle University. Jan 21, 2005. <http://www.spectator-online.com/vnews/display.v/ART/2005/01/21/41f0b8efb7d00>

⁸ These figures are derived from MTF data by dividing the % of teens reporting last month alcopops use by the % of teens reporting any alcohol use. Johnston, L. D., O'Malley, P. M., Bachman, J. G., & Schulenberg, J. E. (2005). *Monitoring the Future national survey results on drug use, 1975-2004. Volume I: Secondary school students* (NIH Publication No. 05-5727). Bethesda, MD: National Institute on Drug Abuse, Table 4-7, p. 126.

- **Light drinkers.** Another widely held perception among our group participants was that alcopops are most popular for youth who are “light” drinkers, or who do not want to get drunk. Examples of these kinds of comments include.

- *Drink (alcopops) to relax, don't want to get too drunk*
- *Drink (alcopops) at the river where you don't want to get too drunk*
- *Most alcopops are very popular because it doesn't have any effect and it is like a soft drink.*
- *You can't really feel it. I mean you can feel it slowly, but not really*
- *Teens drink to get drunk so they choose the hard stuff (not these) if they want to get messed up.*

This theme was consistent, and respondents referenced the idea of not getting “drunk” or “buzzed” or gaining a “slow” or low grade “buzz” from consuming alcopops. This type of effect was considered desirable for casual social gatherings or “fancy” social events (as opposed to occasions of “wild” parties or for drinking to get “wasted”).

A corollary of these perceptions is that alcopops are not as appealing to those teens who are interested in getting drunk.

How do California youth get alcopops?

There was broad consensus among California youth across the groups that alcopops are “easy to get.” Teens have a similar perception about alcohol of any kind, but the groups consistently mentioned some attributes of alcopops that make them even easier to access.

- **Considered to be “lighter.”** Youth repeatedly referenced the idea that because alcopops are “lighter” store clerks and family-run convenience stores were more willing to sell them to underage youth, adults (over 21 years of age) would more readily purchase them on youths’ behalf, or parents were more willing to provide them for youths’ consumption.
- **Less concern about security.** Whether true or not, youth conveyed the impression that alcopops could be stolen more easily because there was less security related to them than to other forms of liquor. Some participants perceived it to be less difficult to acquire them in the home environment because parents were less concerned about them as alcoholic drinks.

Overall, these findings create an image of youth taking advantage of the alcopop reputation as a “fun”, “light”, “kiddie” drink in order to obtain them from consenting or tacitly consenting adults. This theme suggests that the perception of alcopops as less harmful or something other than traditional alcoholic beverages is widespread and not limited to youth.

Conclusion

These youth-led focus groups provide important insights into the role of alcopops in underage drinking in California. Important implications of what these youth told us include the following.

- California youth are very aware of alcopops as a distinct type of alcoholic beverage. This awareness is fueled by advertising as well as peer interaction, and the youth are very familiar with the youth-oriented appeals of the alcopops advertisements, particularly on television.
- California youth share perceptions of what makes alcopops different than other alcoholic beverages. They are seen as palatable and sweet, easy to drink, easier to conceal physically and after consumption than other alcoholic drinks, and they are often seen as producing a “buzz” that is easier to control and less dangerous than other alcoholic beverages.
- California youth agree that alcopops are more appealing to girls than to boys, that they are more appealing to younger teens (though this is mostly true for boys), and that they are more appealing to lighter drinkers.
- California youth agree that alcopops are more available, and that the adult perception that they are less serious as alcoholic beverages makes them easier to obtain through a variety of methods.

Taken together, the perceptions of these youth suggest that alcopops fill a specific niche in underage drinking in California. This niche has three primary components. First, alcopops are a “transitional” drink that appeals to inexperienced and younger drinkers because of its non-alcoholic taste and ease of drinking. The potential here is to encourage younger drinking, and to remove initiation difficulties associated with taste and harshness. Many young drinkers of alcopops may transition to other alcoholic drinks that are more amenable to binge drinking and other high risk drinking behaviors. Second, alcopops appeal to youth who do not wish to be associated with “hard” drinking but who seek the social acceptance of light drinking. In this case, alcopops may make underage drinking more appealing to some youth. Finally, alcopops suit the tastes of some teen drinkers, particularly girls, who prefer their taste and image. These drinkers will also tend to transition to other alcoholic beverages in their adult years.

These results provide a more in depth picture of the appeals of alcopops to California’s youth, the motivations of California youth to use alcopops, and the contribution of these beverages to underage drinking. This understanding, developed through the involvement of California youth themselves, provides a basis for prevention planners and public policy makers who are concerned with underage drinking in our state.

Appendix One
Summary of Location and Size of Alcopops Youth Focus Groups

ID	County	Middle School	High School	# Groups	# Youth
1	Alameda		X	4	25
2	Contra Costa	X	X	4	25
3	Del Norte	X	X	3	21
4	Fresno		X	2	21
5	Kern		X	4	31
6	Marin		X	1	4
7	Monterey		X	2	17
8	Orange		X	2	19
9	Placer		X	1	5
10	Sacramento	X	X	5	41
11	San Diego	X	X	3	31
12	San Mateo		X	3	13
13	Santa Cruz	X	X	4	26
14	Sutter-Yuba	X		1	8
15	Trinity		X	1	5
16	Ventura	X	X	1	12
				41	304

Peer Presenters

Marin, Santa Cruz, Santa Barbara




SDFSC Grantee
**Learning Community
 Conference 2006**




Marin County

Communities Mobilizing for
 Change on Alcohol


growth sustainability
 development peer learnings




Greatest Achievements

- Implementation of CMCA exists within a County-wide Prevention Strategic Plan
- Adaptation of a national model to be youth-led
- Passage of community based policy changes
- Increased media attention to the issue of youth access & environmental prevention




Most Notable Challenges

- Adaptation of the model
- Tension between community organizing and youth development as strategies
- Environmental Prevention is not always tangible to communities
- Staff turnover



Key Lessons

- Adults in the community need significant and repeated training on Environmental Prevention
- Strategic use of adults versus youth for accomplishing various goals and objectives
- Significant investment of time required



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LOGIC MODEL

PROBLEM	STRATEGY	ACTIVITY	IMMEDIATE OUTCOME	INTERMEDIATE OUTCOME	LONG-TERM OUTCOME	IMPACT
<ul style="list-style-type: none"> Easy Access to Alcohol from Commercial and Social Sources Lack of enforcement of alcohol laws Lack of policies limiting youth alcohol access High Rate of Youth Alcohol Use High Rates of Driving Under the Influence High Rate of Juvenile and School AOD Arrests High Rate of Binge Drinking High Rates of Students Drunk at School 	Implement Communities Mobilizing for Change on Alcohol (CMCA) Program in Novato, San Rafael and Marin City					
		Recruitment (Diverse youth and non-traditional leaders from Marin City, San Rafael and Novato)	Recruit a diverse group of youth to form the youth councils	Retain youth involvement for at least 1 year	Large cadre of youth involved and able to mobilize their peers, parents and communities	Increase youth and community mobilization around alcohol.
		Training (Action plan development, media, diversity, policy advocacy, leadership, alcohol industry tactics, etc.)	Experience a safe environment (ex. trust and acceptance), free of ATOD and violence.	Increased skills and knowledge of AOD issues; prepared to mobilize and address a policy issue	Demonstrate increased knowledge, cultural competency and ability to mobilize around a policy issue	Increase youth and community awareness and mobilize on alcohol issues
		Youth-led assessment, planning and project development (Plan and implement campaigns that reduce alcohol problem)	Opportunity for involvement and connection to community and/or school	Demonstrate leadership and advocacy skills	Increase resiliency and individual, peer, school and community protective factors	Youth are involved in the solutions to the community-defined problems
		Review existing data and explore additional data on norms, issues and interests relevant to each community, and select an issue of significance. (Via Community Mapping Project, focus groups, etc.)	Increase awareness about an issue; provide opportunity for community participation and involvement	Increase broad-based community participation in planning and implementing campaigns	Impact norms around alcohol issues (e.g. Provision of alcohol to youth)	Decrease youth alcohol use; Decrease youth access to alcohol by social sources
		Mobilize the community around the issue (e.g. Ease of youth access to alcohol)	Increase community awareness and participation around youth access to alcohol	Increase number of policies reducing access and availability of alcohol	Decrease youth access to alcohol; influence norms about youth access and use of alcohol	Decrease youth alcohol use; decrease binge drinking; decrease driving under the influence
		Advocate for policies limiting youth access to alcohol. (e.g. Social Host Liability Policies, Zoning/CUP Policies, Responsible Beverage Service)	Develop model policies.	Present policies to key decision-makers.	Policies are enacted and enforced.	Decrease youth alcohol use

CMCA Member Survey

Circle the name of your group: Novato, San Rafael, Southern Marin

1. How long have you been a member your CMCA (Coalitions Mobilizing for Change on Alcohol) group? Please check one answer

- ☐ 0-3 months
- ☐ 4-8 months
- ☐ 9-12 months
- ☐ 13-24 months
- ☐ 25-36 months

2. What is the main reason you decided to join CMCA ? (Please circle only one number below for each item to indicate the extent to which each reason contributed to your decision.)

	Didn't influence decision influenced decision					Greatly	
	1	2	3	4	5	6	7
a. Desire to contribute to the community	1	2	3	4	5	6	7
b. Concern about youth-related issues	1	2	3	4	5	6	7
c. Desire to meet new people	1	2	3	4	5	6	7
d. Desire to learn new skills	1	2	3	4	5	6	7
e. It was required by my job/my school	1	2	3	4	5	6	7
f. Belief that this project could make a difference.	1	2	3	4	5	6	7
g. Someone I know has been affected by alcohol related problems (myself or others)	1	2	3	4	5	6	7
h. Belief that alcohol is a problem in this community	1	2	3	4	5	6	7

3. How were you recruited to be a CMCA member? Please check one answer.

- ☐ A friend, co-worker, family member, or someone I knew at work or school was joining and told me about the opportunity
- ☐ The Project Coordinator (Katherine/Jacob) asked me to join
- ☐ I saw a display or table at a fair, Farmers Market, or some public place.
- ☐ I found out about CMCA through radio, television, or the newspaper.
- ☐ A CMCA member I did not know before joining CMCA asked me to join.
- ☐ I approached CMCA on my own.
- ☐ A teacher, counselor or some other adult at school asked me to join

4. Did you know the Project Coordinator before he or she first approached you about CMCA? Please check either yes or no.

- ☐ Yes
- ☐ No

5. How many of the CMCA team members (excluding the Project Coordinator) did you know before your involvement with CMCA? Please check only one answer below.

- ☐ None
- ☐ One to three
- ☐ Four to six
- ☐ Six to eight
- ☐ Nine or more

6. Each CMCA member has his or her own network of groups and individuals in the community that he or she is connected to through school, job, membership in groups, friendships, family, neighbors, or other contacts. Which sectors did you have links with **before** joining the CMCA team? Please circle a number for each item below.

	Not at all linked				To a great extent		
	1	2	3	4	5	6	7
a. Student government/leadership							
b. Organized sports, e.g. soccer, basketball, etc							
c. Law enforcement							
d. Alcohol merchants	1	2	3	4	5	6	7
e. Religious groups	1	2	3	4	5	6	7
f. Public/government officials (other than law enforcement)	1	2	3	4	5	6	7
g. After-school activities	1	2	3	4	5	6	7
h. After-school activities	1	2	3	4	5	6	7
h. Education/schools	1	2	3	4	5	6	7
i. Media	1	2	3	4	5	6	7
j. Parent group/PTA							
k. Fraternal groups (such as Lions Club, etc.)	1	2	3	4	5	6	7
l. Civic or service groups (such as Jaycees, Junior League)	1	2	3	4	5	6	7
m. Business/industry	1	2	3	4	5	6	7
n. Military	1	2	3	4	5	6	7
o. Alcohol prevention groups	1	2	3	4	5	6	7

7. How do/did find out about CMCA meetings or activities? Please check all that apply.

- ☐ By other CMCA members (the Caller)
- ☐ By the Project Coordinator
- ☐ Other, please specify _____

8. For each item below, please indicate the number of times you have engaged in that activity **as a member of the** CMCA team.

	Number of times:
a. Talked within our own group about CMCA and what it was trying to accomplish in order to bring another member up to speed	
b. Talked informally to another community member about CMCA or youth access to alcohol.	
c. Participated in a formal interview (one- on-one or two-on-one) about CMCA or youth access to alcohol.	
d. Tried to recruit a new member for our group.	
e. Led an ice breaker at a CMCA meeting	
f. Was the "Caller" for a meeting, letting other members know the time and place of the meeting.	
e. Facilitated a CMCA meeting.	
f. Took minutes at a CMCA meeting.	

9. For each item below, please indicate the number of times you have engaged in public activities on behalf of CMCA..

	Number of times:
a. Wrote a letter to the editor about youth access to alcohol.	
b. Wrote a CMCA column for the local newspaper.	
c. Worked on media projects for TV or radio (recorded PSAs, made videos, etc.)	
d. Was interviewed about CMCA or youth access to alcohol for TV, radio, or the newspaper.	
e. Participated in an event sponsored by CMCA or that CMCA took part in, e.g. CMCA Summit, etc.).	
f. Attended a meeting of a City Council, County Board of Supervisors or other government body because an alcohol issue was being discussed.	
g. Testified/spoke at a meeting of a government body, e.g. Board of Supervisors or City Council.	
h. Contacted a public official (by phone, letter, fax, in person) to express your views on youth and alcohol.	

10. To what extent do you agree with the following statements about your CMCA group?
Please circle one number for each item.

	To no extent great extent					To a	
a. This team has confidence in itself	1	2	3	4	5	6	7
b. This team feels it can solve any problem it encounters	1	2	3	4	5	6	7
c. This team believes it can be very productive	1	2	3	4	5	6	7
d. This team can get a lot done when works hard	1	2	3	4	5	6	7
e. No task is too tough for this team	1	2	3	4	5	6	7
f. This team expects to have a lot of influence around here	1	2	3	4	5	6	7

11. In general, how effective do you think your CMCA team has been at changing or enacting policy? Policy includes not just passing laws, but also getting an organization to change the way it responds to underage drinking. Please circle one number for each item.

Not at all effective 1 2 3 4 5 6 7 **Very effective**

12. How important was each of the following to the efforts of CMCA? Please mark one response for each item

	Not at all Important		Very		Did Not See	
a. Information <u>on alcohol purchase attempts</u> in your community (decoy sting information).	1	2	3	4	5	6
b. Information on student and young adult <u>alcohol use</u> in your community.	1	2	3	4	5	6
c. Information on <u>policies and practices of alcohol merchants</u> in your community.	1	2	3	4	5	6
d. General background information on <u>environmental prevention</u> .	1	2	3	4	5	6
e. <u>Model/sample ordinances</u> on youth and alcohol.	1	2	3	4	5	6
f. General background information on <u>community mobilization/organizing</u> .	1	2	3	4	5	6

13. Do/Did any of the roles listed below exist while you were a CMCA member? Please check all that apply.

- ☐ Facilitator or Chair
- ☐ Co-facilitator or Co-chair
- ☐ Ice breaker Facilitator
- ☐ Caller
- ☐ Note taker

14. Does your CMCA team have any of the written documents listed? Please check all that apply.

- ☐ Statement of purpose/mission statement
- ☐ Roles for members,
- ☐ Action Plan
- ☐ Ground rules
- ☐ A formal membership or call list
- ☐ Record keeping mechanisms (agendas, minutes binder, etc.)
- ☐ Don't know

15. How much influence do you feel you have had personally on decisions made by the CMCA team? Please circle one number below.

Very Little 1 2 3 4 5 6 7 **Very Much**

16. Who usually introduced project ideas to your CMCA group? Please circle one number below.

Proj. Coordinator always introduced ideas	Proj. Coord. half the time, CMCA team member half the time	CMCA team member always introduce ideas
1 2 3	4 5	6 7

17. What do you think were the most important goals of your CMCA group. Please circle one number for each item below.

	Not at all important Important					Very Important	
a. Educating youth so they will not want to try alcohol/drink.	1	2	3	4	5	6	7
b. Providing alternative activities for youth	1	2	3	4	5	6	7
c. Changing local policies and practices to reduce youth access to alcohol	1	2	3	4	5	6	7
d. Empowering the community to change things they don't think are right	1	2	3	4	5	6	7
e. Other _____	1	2	3	4	5	6	7

18 The following are issues which may or may not have been obstacles for your CMCA team. If the issue was an obstacle, please **rate the extent to which it was an obstacle**. If it **was not an obstacle**, circle the number in the "not an obstacle" column.

	Issue was an obstacle			Not an obstacle		Very major obstacle	
a. The community did not want any new restrictions around alcohol.	1	2	3	4	5	6	7
b. The community did not consider underage drinking to be a problem.	1	2	3	4	5	6	7
c. The community viewed CMCA as a group that wanted to stop adults from drinking.	1	2	3	4	5	6	7
d. Limited resources (amount of time CMCA team members could contribute; funding)	1	2	3	4	5	6	7
e. Personal conflicts between community decision-makers.	1	2	3	4	5	6	7
f. Personal conflicts within CMCA members	1	2	3	4	5	6	7
g. Low attendance at CMCA meetings	1	2	3	4	5	6	7
h. A high level of turnover CMCA members.	1	2	3	4	5	6	7
i. Turnover of the CMCA organizers	1	2	3	4	5	6	7
j. Differing perspectives among the CMCA team members about CMCA's goals.	1	2	3	4	5	6	7

DEMOGRAPHIC INFORMATION

Please tell us something about yourself. Your answers will be completely confidential.

What is your gender?

- ☐ Male
- ☐ Female
- ☐ Declined to state

What is your ethnic identity?

- ☐ White
- ☐ African American
- ☐ Latino/Hispanic
- ☐ Asian/Pacific Islander
- ☐ Native American
- ☐ Other

Are you currently in school?

- ☐ No
- ☐ Yes

Are you currently employed?

- ☐ No
- ☐ Yes

a. What is your job title?

b. Who is your employer?

What is the highest level of education you have completed?

- ☐ Did not complete high school.
- ☐ Completed high school.
- ☐ Completed junior college, business college, technical/vocational school or at least two years of college.
- ☐ Completed a bachelor's degree
- ☐ Completed a graduate degree

What is your age? __ __ (in Years)

Have there ever been any alcohol-related problems among:

- | | | |
|---|------------------------------|-----------------------------|
| a. Family members (parents, spouse, siblings, aunts, uncles, cousins, children, etc.) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. Friends | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Do you have children under age 18?

- ☐ No
- ☐ Yes

Communities Mobilizing For Change on Alcohol

FIDELITY CHECKLIST

Communities Mobilizing for Change on Alcohol (CMCA) projects employ a range of social organizing techniques to change or enact legal, institutional, social, and health policies in order to reduce youth alcohol use by eliminating illegal alcohol sales to youth by retailers and obstructing the provision of alcohol to youth by adults.

CMCA is an adaptable community approach, and can be tailored to your community's specific problems and issues. At the same time, a sanctioned CMCA project in good standing utilizes specific strategies and targets specific outcomes. This Fidelity Checklist is a tool to help you (1) determine where your project is in compliance with these strategies and outcomes and (2) identify areas where you can improve compliance. The main fidelity elements of CMCA are:

- Using a grassroots **COMMUNITY ORGANIZING** process that builds a network through one-on-one interviews and develops a strategy team that leads the effort and mobilizes others.
- Focusing on **POLICY CHANGES** to reduce youth access to alcohol; these can be either formal or informal policy changes
 - a. Formal policies refer to policies, laws, ordinances, or regulations, such as Good Neighbor policies
 - b. Informal policies refer to policies adopted by organizations, communities or other groups that are voluntary, such as Parent Agreements not to provide alcohol to minors or committee decisions not to accept alcohol sponsorship of a community event.

PROCESS

- Complete this checklist 3 times over the first 12 months of your project (every four months) to track your progress. After the third time, official compliance will be documented. Send the completed checklist to the Youth Leadership Institute at 246 First Street, Suite 400, San Francisco, CA 94105.
- The Compliance Checklist is on pages 3-5; supporting information about CMCA appears on the remaining pages.
- BOXES are areas of compliance for you to check off; BULLETS are "working areas" for you to keep track of your progress towards compliance.



IMPLEMENTATION ESSENTIALS

CMCA is a community-based program that can be implemented by a range of groups, from grassroots activists to nonprofit organizations or public agencies of any size. In order to successfully replicate **CMCA**, organizations need to be able to do the following:

- Hire a full-time community organizer; if full-time is not possible, make the position as close to full-time as possible, and definitely not less than half-time.
- Assess community norms, public and institutional policies, and resources.
- Conduct at least 100 one-on-one interviews in the community.
- Use the one-on-one process to identify people for the strategy team who have a strong interest in reducing youth access to alcohol and who are committed to working on access as a policy issue.
- Develop and implement an action plan.
- Build a mass base of support from a wide range of citizens, groups, and sectors in the community.
- Evaluate changes on an ongoing basis.



FIDELITY ELEMENT: COMMUNITY ORGANIZING

☐ We have hired a **community organizer** to lead our CMCA project, OR the current staff member leading the project has received training in grassroots community organizing skills.

☐ Our lead community organizer has completed **at least 100** "one-on-ones" in our target community.

- Total number of one-on-ones: _____

Note: the majority of the project's one-on-ones should be done at the start of your project; as your team forms, you should continue to conduct these, for the purposes of expanding your base and generating support for your project.

- Through our one-on-ones, we are identifying 8 to 10 people to recruit for our strategy team.

☐ yes ☐ no ☐ not yet; we are still conducting one-on-ones.

- Our one-on-one interviews are helping us identify specific problems that the community sees as issues of concern with respect to alcohol access, including (list at least three):

- Our one-on-one interviews are helping us identify community attitudes and characteristics that **may create support** for our project.

☐ yes ☐ no ☐ not yet; we are still conducting one-on-ones.

- Our one-on-one interviews are helping us identify community attitudes and barriers that **may create resistance** to our project:

☐ yes ☐ no ☐ not yet; we are still conducting one-on-ones.



- Our one-on-one interviews are helping develop meaningful relationships with individual community members.

☐ yes

☐ no

☐ not yet; we are still conducting one-on-ones.

☐ Our one-on-ones include a broad range of people and organizations, representing the diversity of our community.

☐ From our one-on-ones, we have formed a **strategy team** that focuses *exclusively on policies* to reduce access to alcohol. (Note: you might call your team something else – an action team, committee, task force, group, etc.)

☐ We are recruiting (or have recruited) members to the strategy team that **BOTH** (a) are genuinely interested in and concerned about issues of alcohol access **AND** (b) represent the diversity of the communities, stakeholders, and issues involved. (Note: this means that people joining the team are there because they care about the issues and not just because they fill a demographic need for the team.)

☐ Our community organizer (or identified strategy team member) has done a community assessment to familiarize herself with the community's geography, resources, media, organizations, areas where alcohol is or could become an issue for youth, elected official power and decision-making structure (who decides what, jurisdictions, etc). *Check this box **after** using the Community Assessment tool.*

☐ Members of our team have researched the issues related to the policies we want to change. This includes, but is not limited to existing or non-existing policies, laws, and/or ordinances that would support specific interventions; prevailing community attitudes; established community norms, etc. *Check this box **after** using the Policy Review tool.* (Note: the lead community organizer supports and facilitates the research, but does not DO the research for the team.)

☐ Members of our team have developed or are developing relationships with elected officials, key decision-makers, potential partners, etc. (Note: the lead community organizer does not develop these relationships, although can attend these meetings with the team members.)

FIDELITY ELEMENT: POLICY AND ACCESS

☐ Our team is focused on **SOURCES** of alcohol specific to teens in their community, not on teen consumption or use; we are focusing on the **SUPPLY** of alcohol and not the **DEMAND** for alcohol.

☐ We have identified a specific **COMMERCIAL ACCESS** policy to pursue. (List below.)

☐ We have identified a specific **SOCIAL ACCESS** policy to pursue. (List below.)

☐ We know that the above policies are relevant to our community because of the assessment work we have done. Specific reasons are:

- ---
- ---
- ---
- ---
- ---
- ---

☐ We have created a **WORK PLAN** for how to achieve our policy goals.

- Our team has identified **the steps** we need to take to address the access policies we want to change.
- Members of our team have taken on the various **tasks and responsibilities** necessary to complete each step.

CMCA: WHAT IT IS, WHAT IT ISN'T

First and foremost, CMCA is about enacting or changing policies that address youth access to alcohol. Anything that does not address ACCESS POLICIES is not CMCA.

	THIS IS CMCA	THIS IS NOT CMCA
Enforcement efforts	<ul style="list-style-type: none"> • Providing incentives for checking ID's • Enacting compulsory compliance checks 	<ul style="list-style-type: none"> • Tagging kids at parties • Targeting individual users with Just Say No messages
Community projects	<ul style="list-style-type: none"> • Parents adopting home policies to prevent alcohol access and publicly committing to such policies • Promoting server training • Imposing use and sale restrictions at community events 	<ul style="list-style-type: none"> • Parents agreeing to confiscate keys from youth at adult-hosted parties • Providing alternative or extracurricular activities that focus on keeping kids safe and busy • Erecting car crash displays
Strategy Team Approach	<ul style="list-style-type: none"> • Work led and done by Strategy Team members who want to address ACCESS POLICY issues • Professional community organizer • Policy enactment for long term change • One-on-ones that build relationships 	<ul style="list-style-type: none"> • Team members who are not interested in alcohol access policy issues • Team recruited without one-on-one interviews. • One time activities, like health fairs or surveys • Professional coalition

Other Characteristics the Do Not Comply with the CMCA Model

- ☐ A project that does not utilize the "one-on-one" interview process to form the strategy team, build a base of support or establish a network;
- ☐ Implementing the project with a professional coalition, and without community-level, grassroots participation;
- ☐ Any project that does not focus on policy or policy change outcomes; any project that is primarily about alternative activities or individual behavior.



GOOD ENVIRONMENTAL PREVENTION STRATEGIES

Environmental prevention strategies develop or modify written and unwritten community standards, policies, practices, and norms, in an effort to influence the frequency and severity of alcohol-related problems. This involves cooperative efforts to develop support for solutions, formal adoption of plans, and follow-through to assure that the changes are sustained.

Policies that come from environmental strategies focus on specific places (problem alcohol outlets, public areas, commercial districts) or events (graduation parties, sport events, concerts, festivals) where alcohol-related problems occur (sales to minors, drinking and driving, police incidents, loitering, violence, public drinking, etc.).

Policies to Reduce Social Access

PUBLIC

- Impose use and sale restrictions at community events
- Impose use and sale restrictions in public places
- Require parking lot lights at alcohol outlets
- Restrict billboards
- Restrict noisy assemblies
- Enact social host policies

INSTITUTIONAL

- Enact school/college policies use and access policies
- Cite/arrest adult providers
- Lock-up alcohol in the home
- Distribute warning fliers
- Promote Counter-advertising
- Get alcohol stories in mass media
- Restrict age of hotel room renters
- Impose use and sale restrictions at stadiums/events

Policies to Reduce Commercial Access

PUBLIC

- Establish a minimum seller age
- Ban home delivery
- Provide server and manager training
- Enact compulsory compliance checks
- Impose administrative penalties

INSTITUTIONAL

- Check age identification
- Provide server training
- Provide incentives for checking I.D.
- Post warning signs
- Conduct secret shopper programs





YOUTH LEADERSHIP INSTITUTE

Who We Are

We are **Novato Youth for Responsible Alcohol Policy** or Novato Youth RAP. We are a group of 15-17 year-olds representing three different schools in Novato and six adult allies representing local businesses, law enforcement and the community. Novato Youth RAP is part of a countywide project called **Communities Mobilizing for Change on Alcohol (CMCA)**. We are looking for a way to make our community a healthier place for youth by reducing underage access to alcohol. Our process involves community research, data analysis, policy change efforts, and community organizing.



Our Mission Statement

Novato Youth RAP is a group of teens that works on projects to reduce youth access to alcohol by addressing accessibility, availability, and acceptability of alcohol in Novato.



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Our Current Project

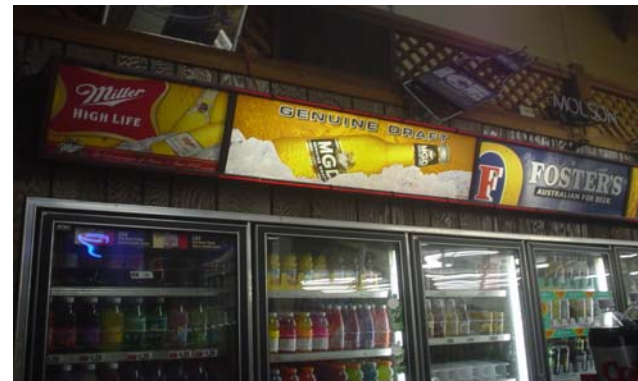
Our goals this year are 1) to partner with local stores who already have a policy around alcohol placement or would like to adopt one and 2) to pass a public policy regulating the placement of alcohol products in local stores. By working with local stores and city government to improve alcohol-related policies, we hope to reduce youth exposure to alcohol products and marketing and we hope to make it harder for teens to get alcohol.

According to local store managers who have responsible alcohol placement policies, the adoption of these policies can reduce theft of alcohol products by minors, improve product presentation and maintenance, and increase the community's view of you as a socially-responsible business.



Alcohol placed with candy (or other items typically bought by youth) increases youth access and exposure to alcohol.

Non-alcohol products placed with alcohol advertisements sends mixed messages and increases youth exposure to marketing tactics.



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Next Steps

We will be calling you to schedule an appointment at a time that is good for you, and we will be asking you to fill out **a short survey**. This survey is about product placement in your store and it will only take **3-5 minutes** of your time. The survey results from your store and many others in the 94947 zip code will be used to determine what type of policy on product placement would be most effective.

Thank you so much for your time. We look forward to working with you to create a healthier community and environment. And we hope to see you soon.

**Thank you for reviewing this information,
Anya Fleischer, Chris Peters, Kyle David, LaQuita
Newsome, Matt Simionato, Dan DeGabriel, Rhyne Erde,
and Marianna Walsh**

For further information feel free to contact the Prevention Department at:
(415) 455-1676.



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Facts You Could Help Change

"Ten students from Novato and San Marin high schools - eight boys and two girls - were suspended after being found under the influence of alcohol on the San Marin campus after homecoming football games at both schools last Saturday, district officials said"

www.marininstitute.org/marin/cops.htm



- 30% of Marin 9th graders and 54% of Marin 11th graders currently drink alcohol. Marin teens drink alcohol at a higher level than the California and national averages (California Healthy Kids Survey 2001).
- 75% of Marin 9th graders and 84% of Marin 11th graders report that alcohol is easy to obtain (California Healthy Kids Survey 2001-2002).
- 38% of Marin 11th graders report binge drinking in the past 30 days. Marin teens drink alcohol at a higher level than the California and national averages (California Healthy Kids Survey 2001).
- A Novato parent focus group estimated 80-90% of high school aged youth in Novato have tried alcohol at least once.



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I, _____, own or manage the following business that is licensed to sell alcoholic beverages: _____, located at _____ in Novato, California. Member(s) of Novato Youth Changing Alcohol Policies (NYRAP), a program of the Youth Leadership Institute, have spoken with me about their interest in reducing youth access to alcohol. As part of this effort, I agree to implement and enforce the following conditions as policies for my business (check all that apply):

- ☐ A sign shall be prominently posted stating: "California State law prohibits the sale of alcoholic beverages to persons under 21 years of age" or something to that effect.
- ☐ No employee or volunteer shall consume alcohol on the premises during his or her work shift.
- ☐ Alcoholic beverages shall not be given or sold to patrons who are under the influence.
- ☐ Signs shall be posted that notify the prohibition of consuming alcoholic beverages outside the building and its parking area(s) and also precludes loitering. The signs shall contain the appropriate codes for enforcement.
- ☐ The total amount of alcohol advertising and promotion shall not exceed 30 percent of the window area off the building.
- ☐ No beer or wine shall be displayed within five feet of the cash register (unless behind the register) or the front door unless in a permanently affixed cooler.
- ☐ The owners and all employees who serve customers alcoholic beverages shall complete a course in RBS (responsible beverage service) training. Employees shall be trained within 60 days after beginning employment.

Continued on the other side...

- ☐ Beer and/or malt beverages shall be sold in original factory packages. At no time, shall a single unit be sold individually or in conjunction with another

brand/size container of beer and/or malt beverage to constitute a six-pack or larger quantity.

- ☐ Alcoholic beverages shall be stocked and displayed in separate areas of the store from non-alcoholic beverages and from youth-oriented items such as candy and snacks.
- ☐ Agree to prominently post the (provided) poster notifying customers that "It's a crime to furnish alcohol to a minor."

For those who select all the conditions above, members of NYRAP agree to: assist in accomplishing the above by providing either their time or technical assistance as requested by the storeowner and also to make efforts to promote the store in their schools and to the media as "NYRAP certified" thus identifying the store and owner as a good neighbor in Novato.

Name (print)

Signature



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ACCESS SURVEY 2005 RESULTS SUMMARY

The Marin Youth Health Advisory Council (MYHAC) is concerned about the issues of access to and use of alcohol and other drugs (AOD) by their peers. MYHAC approached their survey project from an environmental prevention perspective and focused on the following key research questions:

- (1) Where are youth drinking?
- (2) How are young people *accessing* AOD?
- (3) Why are young people using alcohol and drugs?
- (4) Where do *messages* about AOD use come from?

Methodology

In partnership with adult allies from the Youth Leadership Institute, MYHAC members created and administered the Youth Access Survey to 2,990 students in 12 Marin County high schools from January through March 2005. The sample size is representative of high school students in Marin County.

Summary of Findings

Youth Most Often Use AOD at Parties, at Home and at School.

- Of the approximate **1,800** respondents who drink alcohol, 72.3 percent said they drink alcohol most often at parties and other social events; 11.5 percent drink alcohol most often at home; and 4.3 percent drink alcohol most often at school.
- Of the approximate **1,100** respondents who use drugs, 57.8 percent said they use drugs most often at parties and other social events; 12 percent use drugs most often at home; and 7 percent use drugs most often at school.

Recommendations: Efforts should be made to decrease the use of alcohol at house parties in Marin County. Adopting and enforcing social host liability laws will deter parents from hosting parties where alcohol is provided. In addition, schools need to make changes and send a clear message that drinking alcohol and doing drugs on campus will not be tolerated.

Young People Access AOD through Friends and Family Members, Local Stores, and from Members of the Community.

- More than three quarters of youth reported that **friends** are most often the source of alcohol (77 percent) and other drugs (82.4 percent).





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- Twenty-six percent of youth who drink alcohol reported that they most often get alcohol from someone who buys it for them at a store.
- More than 14 percent of youth who drink alcohol reported they most often get alcohol from family members.
- Young people who buy alcohol most often purchase it from convenience stores (22.5 percent), liquor stores (21.2 percent) or small markets (18.3 percent).
- Nearly 57 percent of youth who purchase alcohol said they are not consistently asked for an ID when they buy alcohol from a store.
- Sixty-five youth, or 5.5 percent of the respondents, said they are most often given drugs from their family members.

Recommendations: It's easy to purchase alcohol from supermarkets and liquor stores. In order to restrict access:

- Stores must reconfigure their layout to minimize alcohol access and theft. Move alcohol away from the entrance in supermarkets and away from the candy section in convenience stores.
- Stores selling alcohol in Marin County must implement mandatory staff trainings on requiring ID for alcohol purchases.
- Implement more shoulder tap operations and compliance checks with local police to see that youth cannot easily obtain alcohol.
- Create a social norm change among family and friends around young people drinking and using drugs.

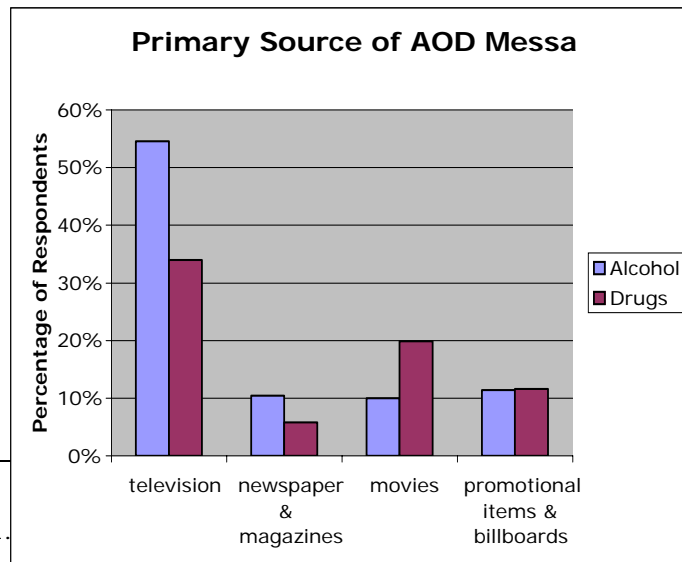
Youth See and Hear AOD Messages from Media and Family Members

Table 1

Young people reported their primary source of messages around AOD come from television, newspapers and magazines, movies and advertisements (Table 1). In addition, young people see family members drink alcohol and/or use drugs (68.2 percent and 3.8 percent, respectively).

Recommendations:

- Develop prevention programs and campaigns that focus on family use and adult role modeling of alcohol and other drugs.



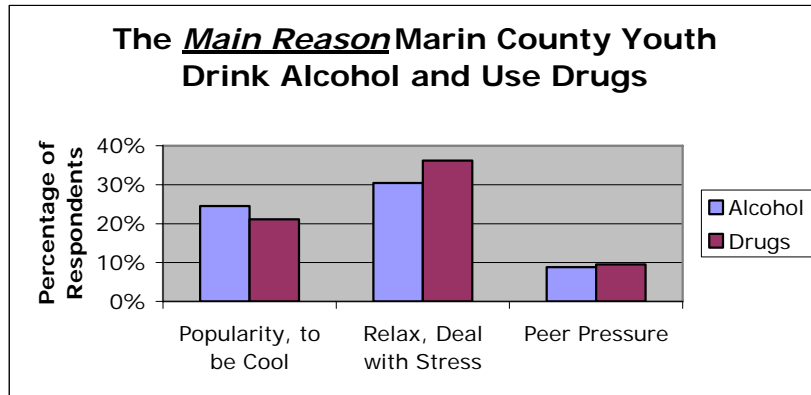


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- Schools could adopt media literacy campaigns to further awareness around how marketing and advertising of alcohol and other drugs affect youth perceptions.
- Promote youth to join the smoke free movies project to better understand the subliminal messages of tobacco advertising in film.

Young People's Perceptions about Why Their Peers Use AOD

Table 2



- 36.2 percent of young people reported that the **main reason** youth use drugs is to relax and deal with stress.
- 30.4 percent of young people reported that the **main reason** youth drink alcohol is to relax and deal with stress.
- Youth reported that young people **most often** use drugs and drink alcohol to be cool or popular (21.1 percent and 24.5 percent, respectively).
- Nearly three-quarters of youth reported that pressure to use alcohol (73.3 percent) and other drugs (75.4 percent) comes from friends.

Recommendation: Community decision makers, parents, schools and other organizations serving youth should support programs that assist young people in developing healthier coping strategies, providing positive support and opportunities to practice healthy coping skills as well as to promote positive ways of dealing with stress.

For more information about the Access Survey results, please call the Youth Leadership Institute's Director of Prevention in Marin County at (415) 455-1676.

The Marin Youth Health Advisory Council is a component of the Marin County Friday Night Live Partnership. Marin County Friday Night Live Partnership, a program of the Youth Leadership Institute, is funded by the Marin Community Foundation and the Marin County Department of Health and Human Services Division of Alcohol Drug and Tobacco Programs.



ACCESS SURVEY 2005

The Marin Youth Health Advisory Council (MYHAC) is collecting information about what influences teens to drink alcohol and use drugs.

Your responses to the questions in this survey are confidential.

The information you give will provide a greater understanding of the youth issues related to alcohol and other drugs in Marin County.

Thank you for taking the time!



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Marin Youth Health Advisory Council
Access Survey 2005
 Novato

Please **ONLY CHECK ONE** box in response to each of the following items. If you indicate "Other," please clearly write your response in the space provided.

For the following questions, the term "young people" refers to persons 18 years of age and younger.

1. What do you think is the main reason that young people in Marin County drink alcohol? n=385	23.9% Popularity / cool 6% Rebellious 7.5% Peer pressure 1.3% Other family members do it. .8% They are dependent on it. 23.4% They are trying to relax / deal with stress / blow off steam. 37.1% Other: _____
2. Where do you think most of the pressures to drink alcohol come from? n=395	71.4% Friends 4.6% Parents / guardians / caretakers 1% Other family members 7.8% Media programs (movies, television shows, music, etc.) 1.3% Advertising (billboards, commercials) 13.9% Other: _____
3. Where do you most often see or hear messages about alcohol? n=389	12.6% Newspapers / magazines 4.6% Billboards 53.7% Television 9.5% Movies 3.9% Radio / Music 1.3% Internet 7.5% Promotional products (hats, t-shirts, key chains, etc. with alcohol company logos or brand names on them) 6.9% Other: _____
4. Do you feel pressured to drink alcohol? n=415	10.1% Yes 84.3% No 5.5% Don't know
5. Where do you most often see other young people drinking alcohol? n=386	4.1% School 0% Workplace .8% Mall / shopping center 4.1% Parks / beaches / recreational areas 76.7% Parties / social events .8% In a car 6.5% At home 7% Other: _____

6. How do most young people get alcohol? n=374	19.8% Other people give it to them. 5.1% They buy it from a store. 55.3% Someone buys it for them. 4.8% Steal it from someone. 6.7% Steal it from a store. 8.3% Other: _____
7. If you believe that other people give it to them, from whom do you think young people most often get alcohol? n=368	72.6% Friends 5.2% Parents / guardians / caretakers 6.5% Other family members 15.8% Other: _____
8. Where do you think most young people are able to buy alcohol? n=357	13.7% Gas station 26.9% Convenience store (7-11, Circle K, etc.) or corner store 17.9% Small market 11.5% Supermarket (Safeway, Albertson's, etc.) .8% Tobacco (smoke) shop 18.2% Liquor store 10.9% Other: _____
9. Do any of your immediate family members (parental figures and siblings) drink alcohol? n=412	66.7% Yes 28.9% No 4.4% Don't know
10. If any of your immediate family members drink alcohol, do they consume it when you're around to see it? n=401	64.1% Yes 11.5% No, not when I'm around. 24.4% No, they don't use it.
11. If any of your immediate family members drink alcohol, where do they most often consume it? n=309	1.6% School 1% Workplace .6% Mall / shopping center .6% Parks / beaches / recreational areas 23.9% Parties / social events 0% In a car 68.9% At home 3.2% Other: _____

If you drink alcohol, ...		
12. ... what type do you most often drink? n=247	31.6% 47.4% 2.4% .8% 13.4% 2.8% 1.6%	Beer Hard liquor (gin, tequila, vodka, whisky, etc.) Wine Wine coolers (Bartles and James, etc.) "Alco-pops" (Bacardi Silver, Smirnoff Ice, etc.) Malt liquor (St. Ides, Colt 45, King Cobra, etc.) Other: _____
13. If you drink "alco-pops," what brand do you most often consume? n=197	18.3% 1.5% 5.6% 13.2% 13.7% 43.7% 4.1%	Bacardi Silver Bodean's Twisted Captain Morgan's Gold Jack Daniel's (Hard Cola, Lynchburg Lemonade, etc.) Mike's Hard Lemonade Smirnoff Ice Other: _____
14. ... how do you most often get alcohol? n=266	53.4% 4.1% 30.8% 1.5% 40.1% 6%	Other people give it to me. I buy it from a store. Somebody goes into a store and buys it for me. Steal it from someone. Steal it from a store. Other: _____
15. If other people give alcohol to you, from whom do you most often get it? n=255	80.4% 5.1% 7.5% 7.1%	Friends Parents / guardians / caretakers Other family members Other: _____
16. If you buy alcohol from a store, where do you most often buy it? n=176	9.1% 21% 20.5% 21% 1.7% 18.2% 8.5%	Gas station Convenience (7-11, Circle K, etc.)/ corner store Small market Supermarket (Safeway, Albertson's, etc.) Tobacco (smoke) shop Liquor store Other: _____
17. If you buy alcohol from a store, do the sales clerks or cashiers ask you for ID? n=221	48% 42.5% 9.5%	Yes, all the time. Sometimes. No, they don't at all.
18. ... where do you most often consume alcohol? n=249	4% .8% 1.6% 2.4% 71.1% .4% 12% 7.6%	School Workplace Mall / shopping center Parks / beaches / recreational areas Parties / social events In my own or someone else's car At home Other: _____

19. What do you think is the main reason that young people in Marin County use drugs ? n=369	19.8% Popularity / Cool 6.2% Rebellious 7.9% Peer pressure .5% Other family members do it. 1.4% They are dependent on it. 33.4% They are trying to relax / deal with stress / blow off steam. 30.9% Other: _____
20. Where do you think most of the pressures to use drugs come from? n=372	72.8% Friends 3.5% Parents / guardians / caretakers .3% Other family members 5.1% Media programs (movies, television shows, music, etc.) .8% Advertising (billboards, commercials) 17.5% Other: _____
21. Where do you most often see or hear messages about drugs? n=357	8.7% Newspapers / magazines 2.2% Billboards 33.6% Television 16.8% Movies 10.6% Radio / Music 3.9% Internet 9.2% Promotional products (hats, t-shirts, key chains, etc. with company logos or brand names on them) 14.8% Other: _____
22. Do you feel pressured to use drugs? n=395	10.6% Yes 83.5% No 5.8% Don't know
23. Where do you most often see other young people using drugs? n=335	9% School .6% Workplace 2.4% Mall / shopping center 8.1% Parks / beaches / recreational areas 54.6% Parties / social events 3.3% In a car 8.7% At home 13.4% Other: _____
24. How do most young people get drugs? n=369	16.3% Other people give it to them. 72.6% They buy it from somebody else. 3.3% Somebody buys it for them. 1.6% Steal it from someone. 6.2% Other: _____
25. If you believe that other people give it to them, from whom do you think young people most often get drugs? n=333	80.8% Friends 2.4% Parents / guardians / caretakers 1.2% Other family members 15.6% Other: _____

26. Do any of your immediate family members (parents / guardians / caretakers, brothers or sisters) use drugs? n=394	24.9% Yes 71.3% No 3.8% Don't know
27. If any of your immediate family members use drugs, do they use them when you're around to see it? n=361	14.7% Yes 16.3% No, not when I'm around. 69% No, they don't use them.
28. If any of your immediate family members use drugs, where do they most often use them? n=115	6.1% School 0% Workplace 7% Mall / shopping center 3.5% Parks / beaches / recreational areas 29.6% Parties / social events 4.3% In a car 40% At home 9.6% Other: _____
If you use drugs, ...	
29. ... how do you most often get them? n=175	45.1% Other people give it to me. 42.9% I buy it from somebody else. 5.1% Somebody buys it for me. 4% Steal from someone. 2.9% Other: _____
30. If other people give them to you, from whom do you most often get them? n=172	89% Friends 1.7% Parents / guardians / caretakers 3.5% Other family members 5.8% Other: _____
31. ... where do you most often use drugs? n=149	4.7% School 1.3% Workplace 2.7% Mall / shopping center 4% Parks / beaches / recreational areas 56.4% Parties / social events 3.4% In a car 19.5% At home 8.1% Other: _____

32. What is your gender? n=393	48.6% Female 44% Male 7.4% Decline to state
33. What is your age, as of today? N=386	14-18 years old (M=16.08, SD=0.937)
34. What is the zip code where you are living now? N=	94947 - 36.5% 94954 - 1.4% 94949 - 28.9% Others - 19.1% 94945 - 14.1%
35. Do you <i>qualify</i> for free or reduced lunch at school? n=388	13.4% Yes 61.9% No 24.7% I don't know
36. What is the <i>primary</i> language spoken by your family? n=371	English Only - 81.7% English and another language - 1.6% Language other than English - 16.7% (Languages include Spanish and others.)
<p>OPTIONAL</p> <p>37. Which of the following best describes your ethnicity or cultural background? Please feel free to specify in the spaces provided. n=315</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>2.5% African-American / Black: _____</p> <p>8.3% Asian / Pacific Islander:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cambodian <input type="checkbox"/> Chinese <input type="checkbox"/> Filipin(-a / -o) <input type="checkbox"/> Hawai'ian <input type="checkbox"/> Indian <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Pakistani <input type="checkbox"/> Samoan <input type="checkbox"/> Thai <input type="checkbox"/> Tongan <input type="checkbox"/> Vietnamese <input type="checkbox"/> _____ <p>2.9% Middle Eastern / North African:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arab <input type="checkbox"/> Iranian / Persian <input type="checkbox"/> _____ </div> <div style="width: 48%;"> <p>14.9% Latin(-a / -o) / Hispanic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Caribbean <input type="checkbox"/> Central American <input type="checkbox"/> Mexican / Chican(-a / -o) <input type="checkbox"/> South American <input type="checkbox"/> _____ <p>11.4% Multi-ethnic / -racial: _____</p> <p>.6% Native / Indigenous: _____</p> <p>50.5% White / European: _____</p> <p>.3% Ethnicity / cultural background not listed above: _____</p> <p>8.6% Decline to state</p> </div> </div>	

Day 2: Wednesday, July 19th

Keynote

“Bringing Out the Best In Every Child: Your Role as a Merchant of Hope”

Presenter: [Dr. Crystal Kuykendall](#)

Wrapping It All Up

Taking It Home: Action Planning Exercise
TA and Training Follow-Up Items
Drawing

Day 2



Keynote

Bringing Out the Best in Every Child

Abstract: Dr. Crystal Kuykendall will insight the causes of apathy, alienation, under performance, under achievement, drug & alcohol use, anger, rage and violent propensities in many of today's youth. Importantly, presenter will share insight on how best to meet student needs and develop appropriate relationships, teaching and counseling strategies which can abate self-based insight on how best to develop a school and classroom climate most conducive to student success and prevention of drug & alcohol abuse, teen pregnancy, gang affiliation and acts of violence. Moreover, Dr. Kuykendall will provide tips on how best to build on student strengths, foster goal setting, abate school-related obstacles which often preclude student achievement, enhance student academic performance, improve student discipline, strengthen the home-school-community bond and ultimately "bring out the best in every child." Conferees will be enlightened, informed, inspired and uplifted to make those requisite changes which will assure student success.



Dr. Crystal Kuykendall

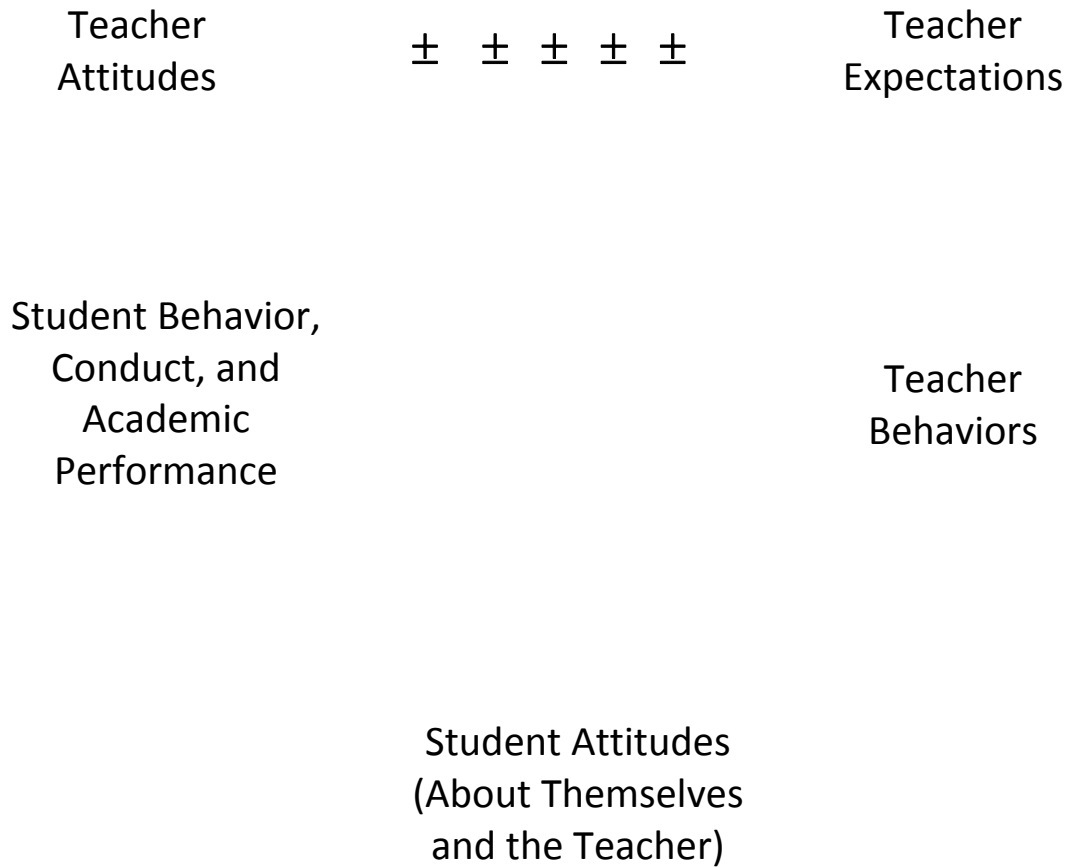
Crystal A. Kuykendall is truly a gifted and gracious public speaker. She has spoken on 4 continents and is considered by many to be one of the most powerful, dynamic and inspiring speakers in the world, giving over 150 speeches annually. Her audiences laugh, cry and experience an incredible array of emotions as she weaves her magic behind a microphone. Audiences connect instantly with her high energy, charm, charismatic delivery and moving messages. She not only facilitates self-analysis, she inspires personal and organizational change, growth and powerful results in personal and professional pursuits. It doesn't matter who she addresses -- cafeteria workers or CEOs, educators or entrepreneurs, private or public employees, youth or senior citizens -- the results are the same and she receives thundering standing ovations wherever she goes. Crystal's speeches reflect her own unique background replete with personal victories and many professional responsibilities. A former school teacher, University Instructor, and Executive Director of the Nat'l Alliance of Black School Educators, she has also been Director of Urban & Minority Relations for the Nat'l School Boards Association and Director of Marketing for RLA, Inc. as well as Director of the Citizens Training Institute of the Nat'l Committee for Citizens in Education. She holds a Doctorate in Educational Administration, law degree & life memberships in NCNW, the Nat'l Urban League, NAACP & Alpha Kappa Alpha Sorority. She also received the Honorary Doctorate, Doctor of Humane Letters, honoris causa, in 2002. A member of the D.C. Bar Association, she has been President and General Counsel of her own firm, Kreative and Innovative Resources for Kids, Inc. (K.I.R.K.) since 1989. Appointed by U.S. President, Jimmy Carter to the National Advisory Council on Continuing Education, she served as Council Chairperson from 1979-1981. Author of 4 books, including the highly acclaimed best seller, *From Rage to Hope*, and recently published *Dreaming of a PHAT Century*, she is Mother of 3, mentor, school & church volunteer and the ultimate "Merchant of Hope" for she enriches the lives of thousands.

HANDOUTS FOR TEACHERS

FACTORS WHICH INFLUENCE TEACHER EXPECTATIONS

- **Prior Student Achievement**
- **Prior Student Behavior**
- **Prior Student Placement**
- **Socioeconomic Status**
- **Language Ability**
- **Physical Attraction**
- **Gender**
- **Race/Ethnicity**

MODEL FOR UNDERSTANDING TEACHER EXPECTATIONS



STUDENT NEEDS AND STUDENT FEARS

Students Need.....

**AFFECTION
APPRECIATION/APPROVAL
ACHIEVEMENT**

Without These, They Develop.....

**FEAR OF FAILURE
FEAR OF PEOPLE
FEAR/REJECTION OF SUCCESS**

CLIMATE VARIABLES

TEACHER BEHAVIORS WHICH AFFECT STUDENT ATTITUDES TOWARD SELF AND STUDENT BEHAVIORS WHICH BUILD OR DESTROY RESPECT BETWEEN STUDENTS AND TEACHERS

- **Physical Proximity**
- **Courtesy**
- **Praise, Affirmation**
- **Acceptance of Feelings**
- **Appreciation of Differences**

PREVENTATIVE STRATEGIES FOR EFFECTIVE CLASSROOM MANAGEMENT

- 1) Make certain your attitude about every student is positive.**
- 2) Use effective teaching strategies.**
- 3) Keep students interested and excited.**
- 4) Foster the development in students of an inner locus of control.**
- 5) Provide for the collaborative development of class rules and consequences through “social contracts”.**

PRINCIPLES OF EFFECTIVE DISCIPLINE

- 1) Treat students with dignity and respect.**
- 2) Teach Students to behave responsibly.**
- 3) Understand and respond appropriately to habitual behavior.**
- 4) Give Students more of what they need.**
- 5) Model the behavior you expect.**

FIVE BASIC STUDENT NEEDS

- 1) The need to feel capable and successful.**
- 2) The need to belong and to feel cared about by others.**
- 3) The need to have power and influence over events and people.**
- 4) The need to be more helpful and generous.**
- 5) The need for stimulation and fun.**

LEARNING STYLES OF CONTEMPORARY LEARNERS.....

FIELD DEPENDENT LEARNERS LEARN BEST THROUGH THE USE OF.....

- 1) Group Discussions, sharing, student centered activities, interaction with others.
- 2) Personal examples, anecdotes, stories.
- 3) Activities that reflect their own experiences.
- 4) Use of praise and affirmation.

Lecture/Discussion A

Student Self-Image and Its Impact on Student Performance and Motivation

Self-image in Urban Youth is often based on how they think they are being perceived by significant others in their lives. Numerous studies show that students try harder in school as a result of efforts to improve their self-image. (Lazar and Darlington, 1978)

Enhanced by praise and acceptance, self-image is lowered by criticism and unwarranted disapproval. It is shaped and molded over and over again by an individual's life experiences and is molded as children derive satisfaction from their ability to do well at something. Perhaps the most important barometer of assessing the probability of future success is the development of a child's self-image.

The building of self-image requires constant renewal and reinforcement for as long as an individual lives. Children often lose self-image when they perceive the loss of love and regain it when they think they have regained it. (Gilmore, 1982). Teachers, schools, parents, peers and significant others have a critical role to play in the development of urban and at-risk youth.

Children are known to develop two self-images as they mature into adulthood: a social self-image and an academic self-image. The distinctions between the two are significant.

The Social Self-Image...

Best described in relation to others who are a part of the social environment, the social self-image is reflected most in the home, the playground, the streets, the dance floor, football field, etc. It determines how most individuals feel about their interaction with others. The social self-image is reflected in how individuals carry themselves, how they speak, how they adorn themselves, how they interact in crucial settings and how they develop their social skills. There are three primary influences for the social self-image in urban and at-risk youth: the home/family, the peer group, other social systems.

The Academic Self-Image...

The academic self-image dictates how well children fare in a society which requires higher order thinking skills and other academic competencies. It is molded in our classrooms. It is not unusual for a child to display a positive social self-image within their own families and among their peers and a negative self-image in educational environments.

Research shows that 80% of urban youth have positive self-images when they enter school, 20% still do by the fifth grade, but only 5% so by their senior year in high school. In a 1985 study of the progressively decreasing scores of Black students on comprehensive tests of basic skills in the District of Columbia, noted psychologist, Carl Bell, found that as children mature, they experience many hostilities imposed by the majority culture with most of these hostilities rooted in the inability of schools to augment the academic self-image (Bell, 1985).

The key ingredient for augmenting the academic self-image of urban youth is accomplishment. An academic environment which offers encouragement, praise, the opportunity for achievement will promote the development of a more positive academic self-image (Mitchell & Conn, 1985). Children who are without significant opportunities for in-school success are likely to feel frustrated and inept and more prone to seek accomplishment outside of school even if it means through illegal or unacceptable behavior.

The academic self-image can be enhanced through attempts by teachers to build on the positive social strengths of the child (Martin, 1980). When a child's academic self-image improves, his desire to learn and the motivation to succeed also improve.

An understanding of how the social self-image can be used to bolster the academic self-image is critical. Many urban youth may be taught to appreciate certain skills that are not always valued in classrooms because they don't reflect the school's norms (i.e., nonverbal communication, dance, rhythmic movements, learning through cooperation and verbal interplay during instruction). It is important that the duality between the culture of the school and the culture of the home/community be addressed so as not to create conflict and the discrepancy which often exists between academic and social self-image.

HANDOUTS FOR PRINCIPALS

PRACTICES FOR PRINCIPALS TO ENHANCE ACHIEVEMENT IN MINORITY YOUTH & “AT-RISK” LEARNERS

- Issue mission and policy statement that indicates high expectations for all students;
- Establish an inviting school climate for minority students and parents;
- Promote an academically rich environment for all students;
- Establish goals to eliminate tracking and ability grouping;
- Introduce cooperative learning and heterogeneous grouping;
- Provide hands-on materials and opportunities for field experience;
- Promote the use of a variety of teaching styles;
- Teach teachers to teach persistence;
- Use diagnostic evaluation.

SIX E's OF EFFECTIVE LEADERSHIP

- 1) Example**
- 2) Explanation**
- 3) Exhortation**
- 4) Experience**
- 5) Environment**
- 6) Excellence of Expectation**

THE TEN COMMANDMENTS OF LEADERSHIP

- 1) People are illogical, unreasonable, and self-centered.
Love them anyway.**
- 2) If you do good, people will accuse you of selfish ulterior motives.
Do good anyway.**
- 3) If you are successful, you win false friends and true enemies.
Succeed anyway.**
- 4) The good you do today will be forgotten tomorrow.
Do good anyway.**
- 5) Honesty and frankness make you vulnerable.
Be honest and frank anyway.**
- 6) The biggest person with the biggest ideas can be shot down by the
smallest person with the smallest mind.
Think big anyway.**
- 7) People favor underdogs but follow only top dogs.
Fight for a few underdogs anyway.**
- 8) What you spend years building may be destroyed overnight.
Build anyway.**
- 9) People really need help, but may attack you if you do help them.
Help them anyway.**
- 10) Give the world the best you have and you'll get kicked in the teeth.
Give the world the best you have anyway.**

**I don't know what your destiny will be, but one thing I know: the only ones among
you who will be really happy are those who have sought and found how to serve.**

-Albert Schweitzer

PRINCIPLES FOR SCHOOL PRINCIPAL LEADERSHIP

- 1) Well Planned Goals**
- 2) Effective Communication**
- 3) Use of Resources**
- 4) Morale**
- 5) Innovation**
- 6) Autonomy**
- 7) Timing**
- 8) Use of Time**
- 9) Cohesiveness**
- 10) Problem Solving**

Wrapping It Up

Taking It Home: Action Planning Exercise

TA and Training Follow-Up Items


Drawing

Kerrilyn Scott-Nakai
SDFSC TA Project Director
Center for Applied Research Solutions




Kerrilyn Scott-Nakai is a senior Project Director for the Center for Applied Research Solutions and oversees the Safe and Drug Free Schools and Communities Technical Assistance Project. She has over 12 years of progressive experience conducting research and evaluation projects focusing on ATOD and violence prevention services for youth and their families—with an emphasis on school-based programs. Ms. Scott-Nakai has worked at the local, state, and federal levels. She has overseen several local and statewide evaluation projects (including the California Friday Night Live Mentoring Project, the California Youth Council, and the Orange County On Track Tobacco Free Communities Project) and has substantially contributed to the management and design of large-scale multi-site federally funded prevention studies (including Project Youth Connect and the Mentoring and Family Strengthening initiative). Before joining CARS, Ms. Scott-Nakai conducted school safety research as a

consultant for the Florida Safe and Drug Free Schools Program and the Florida Safe Learning Environment Data Project (a three-year longitudinal study). During this time, she provided technical assistance and support to SDFSC Coordinators regarding evaluation and measurement issues. Additionally, Ms. Scott-Nakai taught a Theory of Measurement course at the University of Florida for two years.



SDFSC Grantee

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Wrapping It Up


Kerrilyn Scott-Nakai, CARS

growth sustainability
development peer learnings

State & Territorial
Technical Assistance Project
Confidentiality & Privacy Program



CARS
CENTER FOR APPLIED RESEARCH SOLUTIONS




SDFSC Grantee


Learning Community Conference 2006

Conference Themes

Ain't No Mountain High Enough:
Climbing the Peaks of Program Excellence

- Program Advancement
- Sustainability
- Peer Learnings





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Taking It Home: Action Planning Exercise

- Reflecting on learnings and resources
- Identifying *Taking It Home* action items
- Identifying resources to support your plan





Technical Assistance

- How can the CARS team help you achieve your goals?
 - Individualized Consultation?
 - Customized Training?
 - Workshop-By-Request?









Interested in Hosting?









Conference Feedback

- Evaluation Forms
- Drawing

Ain't No Mountain High Enough

2006 SDFSC Learning Community Conference

Taking the Learnings Home: ACTION PLAN

Please take 15-20 minutes to create an action plan based on what you have learned during the two-day conference.

STEP 1: Refine Your Thoughts

Based on what I learned during the conference, I plan to...

My allies for this action plan will be...

Potential barriers to implementation of applying this plan might include...

Potential solutions to the above barriers are...

Areas for further investigation include...

Ain't No Mountain High Enough

2006 SDFSC Learning Community Conference

Taking the Learnings Home: ACTION PLAN

Step 2: Complete Action Planning Grid

Action: _____ **Coordinator:** _____

Description:_____

[illegible]

Ain't No Mountain High Enough 2006 SDFSC Learning Community Conference Taking the Learnings Home: ACTION PLAN

Step 3: Outline Resources to Support Your Plan

The following people can help me make my action plan a reality. I will ask them to...

Financial resources for this plan amount to...

In-kind resources for this plan include...

How can the CARS team help you succeed in accomplishing your goals? What types of consultation and/or training do you want to request from the SDFSC TA team?

TECHNICAL ASSISTANCE APPLICATION

(For SDFSC Grantees funded by the Governor's Program)

Safe and Drug Free Schools and Communities (SDFSC) Technical Assistance Project



ADMINISTERED BY CARS, INC.
FOR THE
CALIFORNIA DEPARTMENT OF
ALCOHOL AND DRUG PROGRAMS

Please submit completed application **four weeks prior** to proposed training to:

Kerrilyn Scott – Nakai
Center for Applied Research Solutions
558 B Street Suite 100
Santa Rosa, CA 95401
Fax: (707) 568-3810
Email: kerrilyn@emt.org

If you are a SDFSC Grantee, please visit our website www.ca-sdfsc.org for more information about our technical assistance and training projects. If you are not a Governor's Program SDFSC grantee, and would like to receive technical assistance, please visit our website at www.emt.org or contact the CARS office to identify additional TA opportunities.

APPLICANT INFORMATION

Contact Person: _____ Title: _____

County: _____

Program Title: _____

Phone: _____ Fax: _____

E-Mail: _____ Other: _____

TECHNICAL ASSISTANCE INFORMATION (Use additional paper, if necessary.)1. What kind of assistance is needed? (Check all that apply)☐ Training ☐ Consultation ☐ Other

Please Describe: _____

2. Please identify the primary goal(s) to be achieved through the requested technical assistance or training.

Goal: _____**Outcome(s):**

1. _____
2. _____
3. _____

3. Which of the following is your preferred format to receive technical assistance/training?

☐ On-site ☐ Other off-site location ☐ Conference Call ☐ Other4. Proposed **training date(s)** :

5. Estimated **# of participants**:

6. Would you like to request a specific consultant or consultants?

☐ Yes ☐ No

If yes, please specify: _____

Day 2: Wednesday, July 19th

Break-Out Sessions

Session A

If You've Got It, Flaunt It!: Ensuring Long-Term Sustainability/ Strategies for Marketing Your Program for Field Recognition

Facilitator: Christina Borbely, Ph.D.

Peer Presenters: Butte, Orange, Santa Cruz

Session B

Keeping Up The Momentum: Culturally Appropriate Strategies for Engaging Youth and Families

Facilitators: Rocco Cheng, Ph.D. and Martha Madrid

Peer Presenters: Solano, Sonoma, Santa Barbara

Session C

Stop The Train, I Want to Get On: Building Sustainable Partnerships with Schools

Facilitators: Jan Ryan and Belinda Basca

Peer Presenters: Fresno, Riverside, Santa Clara

Session D

You've Done It Before, You Can Do It Again: Strength-Based Communication Strategies for Working with Youth

Facilitator: Charlie Appelstein

Day 2



Ssessions

If You've Got It, Flaunt It! Strategies for Marketing Your Program for Field Recognition

Facilitator: Christina Borbely, Ph.D.

Peer Presenters: Butte, Orange, Santa Cruz

Abstract: Mirror mirror on the wall...who *is* the fairest of them all??? Prevention programming is no beauty contest, but that's no excuse to be a Sleeping Beauty. Promoting your successful prevention program benefits the population served, the community, other service providers who want to implement good programming, prevention science/research, and – oh yes, you too. Whether you are ready to get out there and flaunt it or just want to see what the options entail, this is no time to be a shrinking violet. Hear about the hard-won success of three veteran SDFSC programs making their mark on the field and improving their programs as they do it. Share your experiences, hopes, dreams, disappointments, and doubts within a constructive, forward-thinking, creative, and committed group of SDFSC colleagues. Prevention programming is no fairytale, so come explore the reality of benefits associated with field recognition and the process of making it happen for your project.

Goals: Grantee-led focus on methods and means for achieving field recognition.

Objectives:

1. To learn about motivation for and opportunities to achieve field recognition.
2. To understand the real-life successes and challenges associated with the process of earning field recognition.
3. To acquire specific tips, tools, strategies, and examples of how to prepare your program for field recognition opportunities and how to pursue them.



Christina Borbely

Christina Borbely, Ph.D. is a research consultant at CARS providing technical assistance to California's Safe and Drug Free Schools & Communities grantees. Also a member of the EMT team, Christina coordinates program evaluations for El Dorado County Office of Education and Big Brother Big Sister of the Bay Area. Prior to joining EMT/CARS, Christina was a member of the research staff at Columbia University's National Center for Children and Families. Her work in the field of youth development and prevention programs has been presented at national conferences and published in academic journals. Specifically, Christina has extensive knowledge and experience in program evaluation and improving service delivery by identifying factors that impact today's young people. She is also involved as a volunteer in providing mentoring and developmental support to youth in underserved populations. Christina received her doctoral degree in developmental psychology, with a focus on children and adolescents, from Columbia University (2004).



SDFSC Grantee
**Learning Community
 Conference 2006**




If You've Got It, Flaunt It!

Ensuring Long-Term Sustainability
 Strategies for Field Recognition & Marketing Your Program

Facilitator: Christina J. Borbely, Ph.D.
 July 19th, 2006
 Orange County, CA


growth sustainability
 development peer learnings




Reasons to Show Off!

- Recognition/**Validation** from field
- Gain **supplemental support/resources**
- Participate in science-service dialog
- **Replicate innovative strategies**
- Provide effective program to others




**Opportunities to Show'em
 What You Got**

- NREPP status
- Exemplary Program Award
- Service to Science Award
- Local/state recognition
- Recognition by professional organizations
 - In the field
 - In related fields (e.g. foundations, corporations)
- Publications




What "They" Look For...

- Specific **program focus** (e.g. ATOD prevention)
- **Innovative and effective** programs that respond to the needs of the target populations
- Development of a **strong evaluation** and/or research design
- Document & demonstrate success in the form of **quantifiable outcome data** (i.e. behavioral change)




Do You "Got It"?

- formal evaluation reports
- (un)published research articles
- narrative sections of grant applications
- training materials
- Implementation/procedural manuals
- concise summary of the intervention:
 - program name,
 - description of main components,
 - target population
 - behavioral outcomes targeted



Common Award Criteria & Plain Ol' Good Practice


- Philosophy
- Needs Assessment
- Population Served
- Goals & Objectives
- Activities & Strategies
- Evaluation
- Program Management
- Community Coordination



For Instance...

Needs Assessment (35 points)


This section should describe the background leading to the program's development; the gaps or needs the program fills; and how the program integrates philosophy, empirical research, needs assessment, And evaluation data into its ongoing planning. A brief description of relevant prior work, observations, or experiences of the applicant program should be included here. When possible, a logic model, flowchart, or grid should be included.



Needs Assessment cont.



The applicant should address the following questions:

- What are the sound, long- and short-term planning processes that include a needs assessment and reflect a research base?
- What epidemiological data and/or other information are available in the community that lead to the establishment of this particular program?
- What type of analysis has been conducted to clarify and articulate the scope and nature of the substance abuse problem (or other problem) in the community?
- What actions were taken to involve representatives of the target population(s) in program planning and implementation to ensure that the program is responsive to their needs?



Predictors of Success

- program **alignment** with agency/department mission and service focus
- service **infrastructures** in place to facilitate service continuity
- agency/department has **history of and focus on** providing services to the program target population
- program successfully built **partnerships** (with other agencies, service providers, or schools)



Reflection & Action Planning

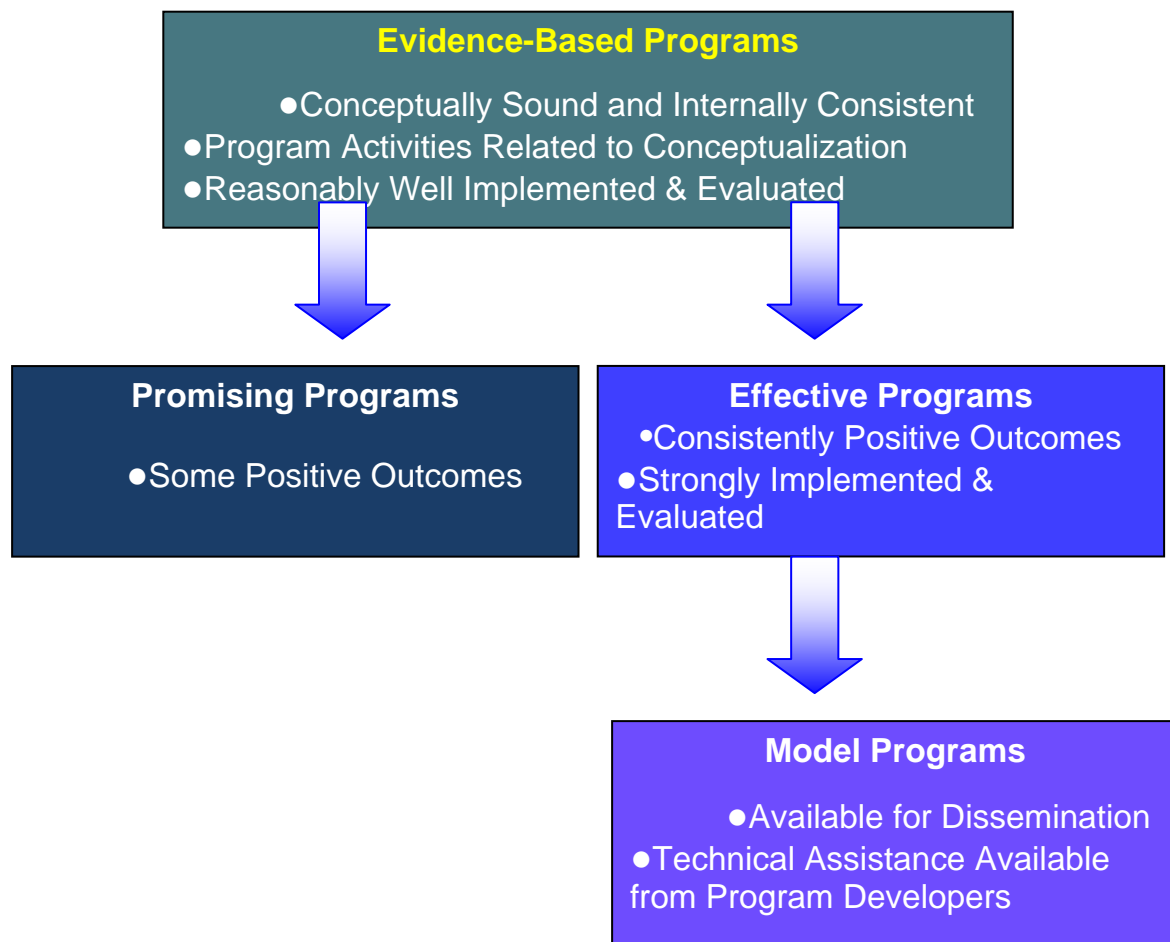
- Define short-term, intermediate, and long-term goals
 - Goals
 - Opportunity
- What can we learn from each other?
 - Identify colleagues as mentors
 - Gather resources & references
- How can we support you in your climb to the top?
 - CARS resources & customized TA

Details on NREPP, Exemplary Program, & Service to Science Awards

National Registry of Effective Prevention Programs (NREPP)

NREPP is coordinated by the Center for Substance Abuse Prevention (CSAP) under the federal Substance Abuse and Mental Health Services Administration (SAMHSA)

NREPP is: “a system designed to support informed decision making and to disseminate timely and reliable information about interventions that prevent and/or treat mental and substance use disorders.”



Original NREPP Designations: History

- A program will be considered “Model” if the NREPP review team appointed your program as an *effective* program, and an agency agrees to participate in CSAP’s dissemination efforts. Model programs also provide training and technical assistance to practitioners who wish to adopt a program in order to ensure that the program is implemented with fidelity.

- A program is considered “Effective” if it is science-based, and produces consistently positive patterns of results. Only programs positively affecting the majority of intended recipients or targets are considered effective.
- A program will be considered “Promising” if it provides useful and scientifically defensible information about what works in prevention, but has yet to gather sufficient scientific support to standards set for effective/model programs. *Promising* programs are sources of guidance for prevention practitioners, although they may not be as prepared as *Model* programs for large-scale dissemination.

NEW NREPP: Eligibility Criteria

- Open submission; review based on alignment of intervention with NREPP priorities
- SAMHSA's three Centers -- the Center for Mental Health Services, the Center for Substance Abuse Prevention, and the Center for Substance Abuse Treatment -- will establish priorities for the types of interventions to be reviewed and highlighted on NREPP.
- Priorities are based on dialogues with treatment and prevention stakeholders & with SAMHSA's Federal partners
- Established priorities provided to the public annually via NREPP Web site (<http://modelprograms.samhsa.gov/template.cfm?page=nreppover>).

The Exemplary Program Awards

- The Exemplary Program Award is designated by CSAP
- The Exemplary Awards program recognizes prevention programs in two tracks: Promising Programs and Model
- The Exemplary Awards recognize prevention programs that are innovative and effective and that successfully respond to the needs of their target populations, both as Promising Programs and Model Programs.

Exemplary Program Award: Application & Review Process

- Applications for the Innovative Programs may be obtained from State Alcohol and Drug Agencies, the NASADAD/NPN Web page (www.nasadad.org) and office.
- Applicants submit application to their national nominating organization (see application appendix) for sign-off. Applicants return the original signed, completed application (including cover sheet) and three copies to the NASADAD/NPN central office in Washington, D.C. For more information about the application process, call or write:

NASADAD/NPN
808 17th Street, NW, Suite 410
Washington, DC 20006

Attention: Exemplary Programs
Web page: www.nasadad.org
E-mail: amoghul@nasadad.org
(202) 293-0090, Fax (202) 293-1250

Annually nominated programs submit to a three-level review process.

- First, state agency personnel and national organizations submit their formal nominations.
- Applications are then reviewed by experts in the field of substance abuse prevention and former Exemplary Substance Abuse Prevention Program Award winners.
- Finally, the National Review Committee reviews and scores the top applications according to eight criteria and recommends those that merit an Exemplary Substance Abuse Prevention Program Award. Final selections are made jointly by NASADAD, CADCA, and SAMHSA/CSAP.

Service to Science

- *Service to Science* is a national initiative supported by SAMHSA/CSAP to enhance the evaluation capacity of innovative programs and practices that address critical substance abuse prevention or mental health needs.

Service to Science Academy

- Designed to enhance capability of community-based prevention strategies, programs or practices that demonstrate effectiveness.
- Each Academy is customized to support the needs of the groups/organizations and programs accepted to attend,
- Emphasis on the development of a strong evaluation and/or research design.
- Participants receive training and technical assistance helping them move along the evidence-based continuum

Service to Science Academy: Application Process

- The application to attend a Service to Science Academy is a modified National Association of State Alcohol & Substance Abuse Directors (NASADAD) application for Innovative/Exemplary Programs.
- Applications are reviewed by a panel who makes recommendations for acceptance to the Academy.

http://captus.samhsa.gov/northeast/special_projects/service_to_science/main.cfm

Examples of Opportunities for Recognition

Children's Report Initiative Awards

Peninsula Partnership for Children Youth and Families

1700 South El Camino Real, Suite 300, San Mateo, CA 94402-3049

http://www.pcf.org/peninsula_partnership/pdfs/nomination_form_english.pdf

The Recognition & Awards Celebration is part of the Children's Report Initiative, a public-private effort to achieve real improvements for children. An essential step in improving children's lives is to recognize and support effective strategies. Nominate your program or an outstanding program in your community.

California Youth Advocacy Network

Attn: Erich Jenkins Memorial Award

4811 Chippendale Dr., Suite 300

Sacramento, CA 95841

Contact Andrea Valdez by phone at

(916) 339-3424 x25 or email at

andrea@cyanonline.org for more information.

<http://www.cyanonline.org/cyan.asp>

Erich Jenkins Memorial Youth Advocate of the Year Award

The Erich Jenkins Memorial Youth Advocate of the Year Award is presented to outstanding youth advocates of high school age for their exceptional accomplishments and leadership in the youth tobacco control movement.

CADCA GOT OUTCOMES! Coalition of the Year Awards

Attn: Evelyn Yang

Re: Coalition of the Year Awards

CADCA

625 Slaters Lane, Suite 300

Alexandria, VA 22314

Fax: 703-706-0565

Email: eyang@cadca.org

<http://www.coalitioninstitute.org/Evaluation-Research/GotOutcomes/GotOutcomesHome.asp>

The *Got Outcomes! Coalition of the Year Awards* are a National Coalition Institute-sponsored competition recognizing coalitions that have successfully impacted substance abuse outcomes in a measurable way through the implementation of a sound strategic plan/logic model.

College and University Drinking and Driving Prevention Awards Program

The Center for College Health and Safety

Education Development Center, Inc.

55 Chapel St.

Newton, MA 02458-1060

Phone: (617) 969-7100, ext. 2366

Fax: (617) 928-1537

E-mail: cchs@edc.org

<http://www2.edc.org/cchs/aaa-awards/>

The *College and University Drinking and Driving Prevention Awards Program* is a partnership among various AAA Clubs and CCHS to respond to the continuing campus need for innovative and effective approaches to alcohol and other drug problems. Since its inception, the program has presented awards to dozens of colleges and universities in six Western states and is expanding to encompass more states.

American Public Health Association College-Based Leadership Award

800 I Street, NW

Washington, DC 20001

e-mail: comments@apha.org.

(202) 777-2742 (APHA)

<http://www.apha.org/>

The *College-Based Leadership Award* acknowledges leadership and innovation in campus ATOD programs that impact students, faculty and administration and recognizes outstanding effort in a college-based campaign to reduce, alcohol, tobacco or other drug use among college-age students.

Youth Crime Watch of America Casey Awards

Casey Awards

Youth Crime Watch of America

9200 South Dadeland Boulevard, Suite 417

Miami, Florida 33156

Fax: (305) 670-3805

Phone (305) 670-2409.

<http://www.ycwa.org/youthcon/caseyawds2007.pdf>

The *Casey Awards* were established to recognize individuals and organizations that provide leadership, resources and exemplary support for youth-led crime prevention efforts/programs. The awards are sponsored by Youth Crime Watch of America, a national non-profit organization that promotes youth-led crime prevention programs across the nation and internationally. These awards will be presented at the conference.

PRIDE YOUTH PROGRAMS AWARDS

PRIDE Awards/PRIDE Youth Programs

4 West Oak Street

Fremont, MI 49412

Call 231-924-1662

or 1-800-668-9277

E-Mail: peggy@prideyouthprograms.org

<http://www.prideyouthprograms.org/PRIDE2006/Awards2006Ap.pdf>

The *PRIDE Youth Programs Awards* are annually bestowed on individuals and groups who have successfully addressed issues facing youth and their families. These awards recognize drug-free youth and others for their exemplary dedication, creativity and resourcefulness.

BRAND NEW YOUTH AWARDS

1) Drug Education Award (PRIDE and non-PRIDE)


These youth have actively supported their team in the area of drug education by gathering and disseminating drug education material for their team. This can include mentoring younger students to live safe and healthy drug-free lifestyles.

2) Community Service Award (PRIDE and non-PRIDE). These youth have actively supported their team in the area of community service by seeking and organizing community service projects for their team. They are active participants in all community service projects sponsored through their team. 3) Community Outreach Award (PRIDE and non-PRIDE). These youth have actively supported their team in the area of community outreach by sharing their special talents with their team. Examples include: skit writers, vocalists, choreographers, actors, Web designers, poets, and team motivators. 4) Drug-Free Activities Award (PRIDE and non-PRIDE). These youth have actively supported their team by organizing and implementing drug-free activities for their team. Examples include: lock-ins, fundraisers, school or community dances, and team building activities.

Peer Presenters


Butte, Orange, Santa Cruz





SDFSC Grantee

Learning Community Conference 2006



Butte County



Friday Night Live


Friday Night Live Mentoring

Danelle Campbell

Amanda Montgomery

growth sustainability
development peer learnings



SDFSC Grantee

Learning Community Conference 2006


Defining The Program Model

Friday Night Live & Club Live

Each Chapter is designed to:

- 1) Reduce youth exposure to and use of ATOD use and violence.
- 2) Youth led environmental prevention programming, - including needs assessment, planning, implementation and program evaluation.
- 3) Provide skill building to chapter members in the areas related to environmental prevention, leadership and advocacy.
- 4) Implement projects that are designed to elicit community or neighborhood-wide social, norm, or policy change.
- 5) Engage young people in opportunities that provide a youth development framework that supports young people as change agents.

- *FNL/CL aims to reduce youth use of alcohol, tobacco, and drug use by mobilizing young people to address environmental factors that influence use.*



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Defining the Program Model

Friday Night Live Mentoring

- Friday Night Live Mentoring (FNL) is an innovative program that utilizes a cross-age (high school-to-middle school student) mentoring approach which infuses research-based youth development and ATOD prevention practices and is designed to:


- 1) reduce individual risk factors,
- 2) increase individual protective factors, and
- 3) ultimately reduce youth ATOD use, violence and academic failure.

- FNL provides young people with ongoing mutually beneficial, caring relationships, which strengthen a young person's resiliency to challenges in life.




Planning Process and Needs Assessment

- Local profiling of population needs and identifying community readiness analysis;
- Archival local data used to help identify needs and establish prevention program design;
- Analysis of research and identification of science based programs; and
- A youth evaluation team or a participatory evaluation model.
- Capacity building and community mobilization take place during all steps of the process.



Evaluation

- Butte County FNL/CL is reaching a diverse group of young people, many from high-risk environments.
- FNL/CL is providing youth with evidence-based youth development supports and opportunities.
- FNL is providing young people with an alternative to ATOD. While 65% of young people responded that it is easy for youth to get ATOD 78.6% reported that their involvement in FNL/CL helps them decide to do other things instead of using ATOD.
- Youth participants report that FNL makes them feel more connected to school. Three quarters reported the FNL/CL makes me feel better about school. More young people reported that because of their involvement in FNL/CL, I plan to continue my education (either through college or vocational training).
- FNL is providing youth with opportunities to build violence prevention skills. 80% reported that in FNL/CL they learn healthy and positives ways to deal with conflict.
- FNL/CL chapters are implementing data-driven environmental prevention activities that appear to be having an impact on school environments.



Demonstrating Replication

- This is evident through the implementation of chapters on 13 unique and different sites, ranging from traditional and alternative school settings to group homes. All elements of program design are replicable yet offer flexibility to meet unique needs and outcomes.
- **Bidwell Junior High School:** Located in the North side of Chico is characterized by a mix of students from very high and very low socio-economic backgrounds. The faculty works very closely with FNLM staff in the recruitment and retention of protégés.
- **Chico Junior High School:** Located in the heart of Chico near the downtown are is a more diverse campus and has a lower socio-economic background. The faculty are more focused tend to provide limited support for the FNLM program.
- **CAL Middle School:** An alternative junior high school in Chico. Young people are transferred to CAL for academic and behavior issues they are exhibiting in a traditional school site. The protégés tend to have more complex situations and the FNLM staff member works closely with the school intervention and prevention counselor on that campus to best fit the needs of the protégés.
- **Biggs Middle School:** Located in Biggs California is a very small farming community with young people from families of migrant farm workers as well as young people from very large farms. The middle school and high school are located on the same campus.
- **Sycamore Middle School:** Located in Gridley which houses a migrant farm camp is characterized by a large Latino population with Spanish speaking only families. The Gridley community has been struggling the past three years with rising gang violence in and around the city.

Butte County Friday Night Live Mentoring Exemplary Award Abstract

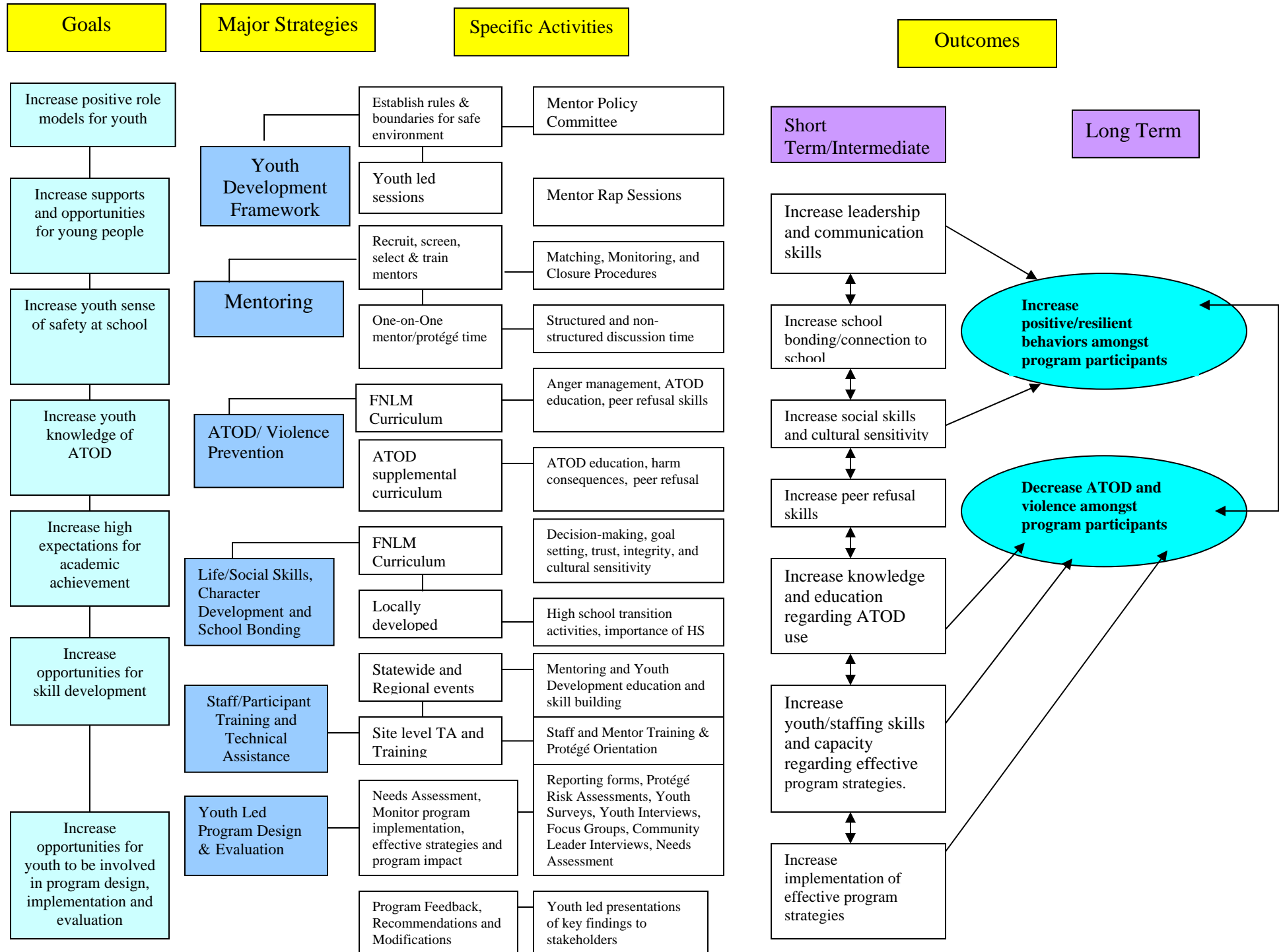
Butte County Department of Behavioral Health Prevention Unit provides FNL Mentoring(FNLM) an innovative program that utilizes a cross-age (high school-to-middle school student) mentoring approach which infuses research-based youth development and ATOD prevention practices and is designed to: 1) reduce individual risk factors, 2) increase individual protective factors, and 3) ultimately reduce youth ATOD use, violence and academic failure. FNLM provides young people with ongoing mutually beneficial, caring relationships, which strengthen a young person's resiliency to challenges in life.

FNLM spans an academic school year including a 16-week curriculum, with a minimum of 2 hours of service provision after school per week which matches 10 mentors to 10 protégés per school site. FNLM adheres to the California Mentoring Quality Assurance standards and utilizes research-based strategies such as an interactive and engaging format for youth participation, extensive mentor training, on-going monitoring of the mentoring relationship, and parental involvement.

The FNLM model has demonstrated replicability having been successfully implemented in rural, suburban, and urban school settings as well as a variety of alternative education and community-based settings. The program was originally piloted in 5 counties, and overtime, with model refinement, has been successfully expanded and replicated in 26 counties. Preliminary program evaluation findings indicate that both the protégés, as well as the mentors, are benefiting from the program in critical protective factors such as school bonding and the development of interpersonal and communication skills.

In summary, FNLM offers an innovative approach to blending FNLM model activities and curriculum with a supplemental ATOD and/or violence prevention curriculum into a cross-age mentoring framework. Butte County further enhances this innovative model by creatively integrating youth led components at all levels of programming—including needs assessment and planning, session implementation, and program evaluation. Additionally, the program reaches an ambitious number of youth in a cost effective manner, is coherently designed to apply evidence-based ATOD and youth development principles within a cross-age mentoring framework, and has demonstrated consistent positive findings regarding participant benefits over the past five years.

Friday Night Live Mentoring Logic Model



Key Evaluation Findings

for Friday Night Live and Club Live

Core FNL/CL members participate in a pre-post skill survey to measure their increase in skills and knowledge. This includes Environmental Prevention as well as their perception, attitude and use of ATOD.

Young people reported the highest knowledge increase in the area of knowing how to take action in their community. Young people report they have implemented projects/campaigns with other youth in the community.

The skill that had the highest positive changes was speaking in public (i.e. press conference, city council, or school board meetings). Overall, the items related to Environmental Prevention (norms related to ATOD, policies and knowledge about how to plan and carry out effective EP projects) had the highest rate of change when comparing other knowledge and skill areas.

The most significant finding in the pre and post data is among our chapters located on the CL alternative school site. Participants reported a significant increase committing not to drink alcohol. In addition, they reported an increase in knowledge of ways to take action in their community.

FNL/CL group home chapter members reported a significant increase in public speaking ability. In addition, participants reported significant increases in making decisions, handling conflict, planning meetings/events, communicating in writing, and assessing community's strengths and challenges.

FNL is reaching a diverse group of young people, many from high-risk environments. 77% of youth are from low income families, over half of the families speak a language other than English. Two thirds reported that alcohol, tobacco and other drugs are easy to access in their community.

Key Evaluation Findings

for Friday Night Live and Club Live

The overall analysis of the data that includes the pre - post survey, Youth Development Survey, interviews, focus groups and case studies is summarized in the following key findings:

FNL is providing youth with evidence-based youth development supports and opportunities. In particular young people reported that they experience a safe environment and FNL provides them with opportunities to build and apply leadership and advocacy skills as well as build relationships with their peers and adults.

FNL is providing young people with an alternative to ATOD. While 65% of young people responded that it is easy for youth to get ATOD, 79.6% reported that their involvement in FNL/CL helps them decide to participate in other alternatives - instead of using ATOD.

Youth participants report that FNL makes them feel more connected to school. Three quarters reported that FNL/CL makes them feel better about school. More young people reported that because of their involvement in FNL/CL, they plan to continue their education (either through college or vocational training).

FNL is providing youth with opportunities to build violence prevention skills. 80% reported that in FNL/CL they learn healthy and positives ways to deal with conflict.

FNL/CL chapters are implementing data-driven environmental prevention activities that appear to be having an impact on school environments. While more evaluation needs to be conducted, it appears that there have been outcomes associated with these projects, including awareness-building and policy change at specific sites.

Key Evaluation Findings

for Friday Night Live Mentoring


The overall analysis of the data that includes the pre - post survey, Youth Development Survey, interviews, focus groups and case studies is summarized in the following key findings:

Young people reported a high level of agreement that they are concerned with ATOD use among youth and that the FNLM program provides an alternative to ATOD use. Both mentors and protégés (5.44 and 5.39 respectively on a scale of 1-6 indicated very strongly (that they had many opportunities to build on conflict resolution skills and learn techniques to deal with situations where others are being harassed or teased.


Both mentors and protégés reported high scores 5.27 (the scale being 1=strongly disagree and 6=strongly agree) showed both groups of young people received many opportunities to build meaningful relationships within the program. 92% of mentors reported that they had the opportunity to build the skill working as part of a group and 61% of Protégés reported that working as part of a group was a new skill they learned.

The skill most mentors reported building were working as part of a group, facilitating a groups discussion and active listening, while protégés mostly reported learning public speaking and group work.

FNL Mentoring increases school bonding and academic achievement for under served youth from diverse backgrounds. This is measured through the YD survey. The FNL/CL Mentors and Protégés report a strong connection (5.07 and 4.90 respectively on a scale of 1-6) that they are gaining between involvement in the FNL Mentoring program and their interest and abilities in school. In addition, Mentors scored 4.83 (scale of 1-6) a fairly high level of agreement, that they had opportunities to talk about culture while protégés scored even higher (5.15).






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**The Orange County Friday Night
 Live Partnership: Making
 Evaluation
 Our Friend**


growth sustainability
 development peer learnings




OCFNLP Program Overview

- Youth development based prevention program and part of the statewide California Friday Night Live Partnership.
- Established in California in 1984 and in Orange County in 1991.
- Serves youth in after-school programs and schools in grades 4-12th.
- Currently have 50 chapters throughout the county in schools and after-school programs.
- As part of our SDFSC grant funding, began infusing environmental prevention strategies and projects into our program along with evaluation.




OCFNLP Program Overview

- Implemented simple evaluation tools- pre/post surveys, an annual youth development survey, and documentation of student work.
- Initial evaluation data and environmental prevention projects demonstrated program success.
- Invited to participate in Western CAPT Service to Science Initiative.




Purpose of Service to Science

- Broaden the amount of research-based and proven effective substance abuse prevention programs.
- Attended a two-day conference to orient us to this initiative and create an action plan to enhance our evaluation measures and documentation.
- Receive Evaluation TA to develop a comprehensive evaluation plan and short and long-term outcomes.
- Need to move in this direction as we search for program funding and to sustain our program.



Befriending Evaluation & Data...Where We Are Now

- Initially used pre-post student surveys, documentation of student work, and an annual youth development survey.
- Currently developing a more comprehensive evaluation plan which includes:
 - Developing evaluation tools that are feasible in a school setting and for staff to utilize
 - Identify short-term and long-term goals with program stakeholders
 - Determine what data we have collected and what we need
 - Moving towards becoming a program on the NREPP list



Challenges & Strategies

Challenges:

- Documenting youth behavioral change
- Demonstrating application of skills learned from program participation
- Developing feasible evaluation tools that staff can utilize in a school setting

Strategies:

- Using the Service to Science program to strengthen our evaluation and data collection
- Looking for creative and setting-friendly ways to gather data



Learning Experiences

- Developing appropriate and feasible evaluation measures and documentation processes is tricky, but it can be done.
- Creating an evaluation plan is a process, but the move towards research-based programs is not going away.
- Embrace data & evaluation- it's our key to program sustainability.

Ssessions

Keeping Up the Momentum Culturally Appropriate Strategies for Engaging Youth and Families

Facilitators: Rocco Cheng, Ph.D. and Martha Madrid

Peer Presenters: Solano, Sonoma, Santa Barbara

Abstract: This workshop will review key cultural factors in recruiting and retaining youth and families. Administrative considerations and program activities will be shared. The importance of challenging staff and program participants will be illustrated with specific examples. The presenters will cover culturally appropriate recruitment and retention strategies in targeting culturally diverse youth and families for substance abuse prevention programs. Highlights of successful family-based programs utilizing parental involvement as an integral component in targeting at-risk youth will be shared. Presenters will discuss unique approaches to staffing, curriculum, and other recruitment and retention strategies. Audience members will “take away” a new perspective in tailoring and adapting programs for their populations.



Rocco Cheng, Ph.D.

Dr. Cheng has been a licensed clinical psychologist since 1995. He has been working in Asian Pacific Family Center since 1994 as a crisis counselor, team leader, project coordinator, and program director. He has been directing several prevention projects in the APFC. Currently, he functions as a program director responsible for the APFC satellite office in City of Industry. In a recently completed parenting project, he led a team with only one FTE position yet trained over 1,000 Chinese parents who attended series of parenting classes ranging from 8 to 13 weeks. He has implemented and completed 8 federal substance abuse prevention and youth violence prevention projects since 1995. Presently, he is directing a substance abuse and HIV prevention project, a parenting program, and a gang education program. Dr. Cheng has also taught at CSPP and has been a consultant/grant reviewer for Substance Abuse and Mental Health Services Agency (SMHSA) since 1999.

Martha Madrid

Martha Madrid has over 20 years of experience serving youth and over 12 years specifically serving high-risk youth in mentoring, diversion, substance abuse and HIV prevention programs. She has an extensive background in marketing and community outreach to diverse populations. As Director of HIV Health Education and Mentoring Programs for the Orange County Bar Foundation, she has been responsible for several federally funded grants and currently oversees three (3) programs- *Project Self*, *Higher Education Mentoring* and *The Hermana Project*. The programs target at-risk youth, two (2) are single gender programs specifically designed for young Latinas, one (1) serving incarcerated young women. Martha has successfully developed and implemented culturally competent programs for both youth and adults. Ms. Madrid has also worked closely with evaluation teams to accurately collect quantitative and qualitative data from the Latino families they serve.



Ms. Madrid is a current member of the HIV Prevention Planning Council of the County of Orange, a scholar of the CDC/ASPH Institute for HIV Prevention Leadership, has served on the past Steering Committee of the PYC National Cross-Site Mentoring Project as well as on various local committees and boards. She is a Past President of MANA of Orange County, *A National Latina Organization*; Girl Scout Council of Orange County, Board of Directors and is a recipient of the Woman of Vision and LULAC Woman of the Year awards.



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Keeping Up the Momentum:
 Culturally Appropriate Strategies
 for Engaging Youth and Families

C. Rocco Cheng, Ph.D.
 RoccoCheng@yahoo.com


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 development peer learnings






BEFORE participants
 entering the program

- The first impression and perception of the program and its staff may make or break the program
 - Where to find your target audience
 - How to represent your program
 - Who is it for and who else is there
 - Culturally and linguistically appropriate materials
 - What is your credibility: endorsement
 - What is it in for me/my children




BEFORE participants
 entering the program (cont.)

- It is important to create a sense of comfort for participants to be associated w/ the program
 - Am I just another number to you?
 - Focus on personal needs and provide individualized care
 - Help participants understand the importance of associating w/ the program may get them what they need/want for themselves/children




Taking care of shame: saving face

- Normalized the struggle participants go through
 - Address acculturation stress and losses
- Identify examples how others make through: testimony
- Help provide a sense of hope
- Importance of confidentiality
- Reframe their struggle/effort




Involve parents & family members

- Participants may show up w/ their parents/children and/or friends
- Find out the key decision makers in the family and engage him/her
 - Respect family hierarchy
 - Address to the parents directly even when translation is needed
- Get the buy-ins from parents/family members so they can be your ally




Help Participants develop a strong sense of identity to the program

- Get a good name for the program
- Make the space comfortable and culturally relevant
- Create program banners, logos, uniform/t-shirts, buttons




Provide rewards for participants by staying in the project

- Food
- Relevant information and fun activities
- Rewards
 - Stickers and special treats
- Social rewards
 - Affirmation
 - Support and encouragement



Increase the accessibility of program staff

- When and where can they find you in need
 - Bilingual business cards
 - Bilingual receptionist and greeting on the voice mail
 - Extended “office hour?”
 - Other approaches: do they know how to use it?
 - Pager
 - E-mail



Elicit long-term commitment of staff and volunteers

- Participants feel a sense of stability by seeing same reliable people in the program



Keeping up the momentum: Making a stale-proof program

- Get the buy-in from staff and program participants
- Keeping up staff morale
- Novelty factor
 - New challenge, new life
 - Taking the program to a new height
 - End strong, end w/ a bang!



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Culturally Competent Mentoring Services

Presented By:

Martha Madrid, Director
HIV Health Education & Mentoring Services
Orange County Bar Foundation

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Project Youth Connect is a unique mentoring program for Latina girls and their families.





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Program

- Project Youth Connect is a 12-month, after school substance abuse prevention & HIV education mentoring program.
- Program included a randomized study for all youth and parent participants to determine the programs effectiveness.
- A control group of an equal number of like families with the same criteria was also evaluated.



Project Youth Connect is designed to increase the resiliency factors needed by girls to successfully overcome the effects of a high-risk environment and to develop social competence to make better decisions in order to prevent substance abuse and HIV/AIDS.






PYC Overview
Costa Mesa & Santa Ana

GOAL:

- Reduce, prevent or delay the onset of substance abuse and risky behaviors that could lead to HIV/AIDS.


OBJECTIVES:

- Strengthen school bonding & academic performance
- Improve life management skills
- Improve family bonding & family functioning
- Increase cultural pride



PYC-Overview (Continued)


- Risk Resiliency Model with a Mentoring Approach
- Youth & Family; Mother Daughter Models
- Single Gender Program Targeted young Latinas
- Sites 85/90 service families & 85/90 control families



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Criteria for participation:

- Latina female
- Live in the City of Costa Mesa or Santa Ana
- Between 9-15 or 12-17 years of age
- Low to moderate income
- A sibling, family or extended family member has had contact with the criminal justice system or live in a high-risk environment.
- Be referred by a school, community agency or law enforcement agency as "at-risk".



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Additional criteria

- Engage in unprotected sex
- Share injecting equipment



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Girls in the program meet with a bilingual bicultural Latina adult mentor for weekly 1-hour one-on-one sessions.





Small Peer Group Sessions



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Monthly Group Youth Sessions



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Monthly Group Sessions/Parent Platicas



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Once a Month Cultural Activities




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The girls participate in various educational and fun activities.



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The girls are also exposed to positive role models they can identify with and experiences to broaden their horizons.



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6

Referrals and Resources

A Mentor Will Make Referrals and Is Available to Assist Families With Accessing Resources.





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Mentors, youth and parents working together to create healthier girls, healthier families.





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F I N





Culturally Appropriate Recruitment & Retention Strategies
Recruitment of Staff


- Bilingual Bicultural
- Female
- Must pass FBI & State Background Check
- Previous experience working with Latino families and youth
- Excellent Communication Skills
- Pride in Heritage



Mentor requirements

There is No Spanish language word for Mentor: *Friend, Guide, Comadre*

Project Youth Connect provided girls and their families with caring individuals who truly understood the needs of the target population.




Requirements continued:

Sensitive to Risk Factors

- Economic
- Environmental
- Familial

Levels of Acculturation


- Separation issues, strict traditional rules, traditions



Mentor Requirements continued:


School
 Language Broker
 Parents Intermediary Authority

Cultural Definition of ATOD / HIV
 Denial
 Ignorance
 Tolerance / Intolerance
 Weakness




Location! Location! Location!

Must be in the Neighborhood-
 Walking Distance
 Transportation
 Parking
 Bus routes?
 Near Schools?
 Hours of Operation-
 After School
 Late pm, weekends?




Program Site continued

Type of Building –
 History
 Intimidating? Hard to find?
 Phone Services –
 Bilingual & Direct
 Reception Area
 Bilingual, Bilingual Signage
 Child Friendly, Childcare
 Safe & Welcoming offices-
 Décor / Music



Outreach

- Where we go to recruit:
 - Schools- Teachers, Counselors, Aides
 - Mothers
 - Local & Neighborhood Community Resources
 - Programs already serving target population
 - Coalition Members
 - Parks / Community Events
 - Churches
 - Neighborhood Clinics, Mobile Health Van
 - Laundromats, Carniceria, Restaurants
 - Past Participants




Engagement / Retention

- Introduce yourself!
- Know your program and agency
- Program as a safe place
(difficult political climate)
- Welcome environment & attitude
- Listen and do not judge
- Snacks, Food & Beverages
- Offer appropriate verified assistance
& referrals




Incentives

- Snacks & Beverages
- Gift Cards- Target, Wal-Mart, Groceries,
Local Restaurants
- Gas Cards, Bus Pass,
- Appropriate Opportunity Drawings
- Good Customer Service!



Conclusion

- Questions and Answers



Peer Presenters

Solano, Sonoma, Santa Barbara





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Padres Unidos

Recruitment and Retention
Strategies


growth sustainability
development peer learnings







Padres Unidos

- Comprehensive Parent Training and Support for Spanish Speaking Parents
- Parent Project®
- Family & Youth Development
- Alumni Activities



Project Development

- Strategic Planning
- Stakeholders – Prevention, Law Enforcement, Criminal Justice, Kaiser, DAAC, Schools, Parents, Juv. Probation, Family Advocacy
- Focus Groups



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Pre-Program Details


- Staffing – Certified, Language, Culture, Community Connection, Availability, Parent Friendly
- Addressing Barriers – Child Care, Transportation, Time/Day, Location
- Continuous Program Improvement



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Marketing and Promotion


- Gatekeepers
- Parents
- Partners
- Program Champions/Allies
- Community



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Getting the Word Out

- Existing Relationships
- Presentations
- Community Meeting
- Padres Unidos Information and Outreach Meetings
- Media Interviews



Getting the Word Out

- Flyers/Brochures
- Program Video
- Articles
- Alumni Group and Grads as Recruitments
- Word of Mouth



Other

- Sensitive to background, personal experiences, needs, education
- Finding balance between individual and group

PADRES UNIDOS

Parent Project® in Spanish Project Instructors



Blanca Benitez and Carlos del Pozo during Parent Project® sessions at Comstock Middle School 2002-03



Blanca Benitez, Parent Project® certified instructor, was born in Mexico City and raised in Los Angeles. After relocating to Sonoma County, Ms. Benitez graduated from Sonoma State University with a BA in Chicano Latino Studies. She has worked with high-risk youth and families for over sixteen years in Sonoma County. She has worked for Sonoma State University – Pre-College Programs, Sonoma State University – Mini-Corps, Migrant Education, Sonoma County Associates for Youth Development, and Community Action Partnership of Sonoma County (Formerly Sonoma County People for Economic Opportunity). She has developed and implemented programming for high-risk youth and families utilizing her skills gained from her extensive experience in family advocacy and as the Gang Risk Intervention Program Coordinator in Santa Rosa. In addition, Ms. Benitez was employed by the City of Santa Rosa as the Public Education Coordinator working with residents, Police, Building and Fire Inspectors in four Neighborhood Revitalization Program neighborhoods in Santa Rosa. Currently, Ms. Benitez is employed by the Santa Rosa Police Department.



Carlos del Pozo, Parent Project® certified instructor, was born in Antigua Guatemala, and immigrated to the United States in 1990. Mr. del Pozo has worked with high-risk youth and families for approximately fifteen years. He has worked for Migrant Education as a Secondary School Advisor for approximately four years, advocating for migrant students and their families. He has been instrumental in the implementation of the school-based and clinic-linked Family Resource Center at Roseland Elementary School. As the coordinator for the Southwest Family Resource Center, he is responsible for overseeing family outreach workers, coordinating parent education and support activities, providing case management for the parent of high-risk students attending elementary, middle and high school in Southwest Santa Rosa.

For more information about Padres Unidos, please call Vince Harper at 544-6911 ext. 1051.



Padres Unidos

Parent Project® in Spanish

Join us!

1300 North Dutton Avenue
Santa Rosa, California 95401

Mondays at 6:00 P.M., Starting September 18, 2006

- ❖ Is your teen involved in gangs?
- ❖ Is s/he using drugs or alcohol?
- ❖ Are you a parent losing control?
- ❖ Tired of defiant behavior?
- ❖ Grades going downhill and arguments uphill?

Get the tools to regain control.

Proven Strategies

- 16 weeks of structured material and answers, one night per week
- Prevent or stop your teen from using drugs and alcohol
- Protect your teen from gangs
- Improve your teen's grades and school attendance
- Learn how to "out-will" your strong-willed teen

How much does it cost?

- \$25 One parent
- \$45 Couple

*Reasonable accommodations can be made for tuition costs.
Ask about our early bird special!*



**For more information contact Laura Arreguin or Vince Harper at 544-6911.
Childcare and Snacks Provided.**

Mail your reservation form to: CAP Sonoma, Attn: Laura Arreguin, 1300 North Dutton Avenue, Santa Rosa, CA 95401.

Name: _____

Address: _____

City: _____ Zip Code: _____

Day Phone: _____ Evening Phone: _____

- ☐ Contact me at Day Phone
- ☐ Contact me at Evening Phone
- ☐ Enclosed is a check for tuition

Instructors:
Blanca Benitez
Carlos del Pozo

Orientation:

September 11, 2006
Monday 6:00 PM
1300 N. Dutton Ave.
Santa Rosa

Padres Unidos is made possible by funds received from the County of Sonoma Department of Health Services' Prevention and Planning Division through a grant from the Safe and Drug Free School and Communities Act.

Padres Unidos

Proyecto de Padres® en español

¡Acompañenos!

1300 North Dutton Avenue
Santa Rosa, California 95401

lunes a las 6:00 PM, empezando el 18 de septiembre 2006

- ❖ ¿Está su preadolescente o adolescente envuelto en pandillas?
- ❖ ¿Está su preadolescente o adolescente usando drogas o alcohol?
- ❖ ¿Es usted un padre que está perdiendo el control?
- ❖ ¿Está cansado del comportamiento insolente / desafiador?
- ❖ ¿Las buenas calificaciones disminuyendo y las discusiones aumentando?

Obtenga el conocimiento para recobrar el control.

Estrategias Comprobadas

- Prevenga o pare a sus adolescente de usar drogas o alcohol
- Pare las discusiones entre padre e hijo
- Proteja a su adolescente de las pandillas
- Mejore las calificaciones de su adolescente y la asistencia escolar
- Aprenda a tener éxito sobre el carácter fuerte de su hijo
- Reconstruya las relaciones familiares
- Gane apoyo práctico y emocional

¿Cuánto cuesta?

- \$25.00 Un padre
- \$45.00 Una pareja

Se pueden hacer acomodaciones razonables para los costos de inscripción. Pregunte por nuestra promoción especial.

**Para más información llame a Laura Arreguin (707) 544-6911.
Se proporcionará cuidado de niños y bocadillos.**

Envíe su formulario de inscripción a: CAP Sonoma Attn: Laura Arreguin, 1300 North Dutton Avenue, Santa Rosa, CA 95401.

Nombre: _____

Dirección: _____

Ciudad: _____ Código Postal: _____

Teléfono durante el día: _____

Teléfono durante la noche: _____

- ☐ Llámeme al teléfono durante el día
- ☐ Llámeme al teléfono durante la noche
- ☐ Adjunto está un cheque para la inscripción

Instructores:


Blanca Benitez
Carlos del Pozo

Día de Orientación:



lunes a las
6:00 PM
11 de septiembre
2006 en
1300 N. Dutton



Padres Unidos es posible por los fondos monetarios recibidos de la División de Servicios de Prevención y Planeación del Departamento de Salud del Condado de Sonoma y a través de un otorgamiento de Safe y Drug Free School y Communities Act.





SDFSC Grantee
**Learning Community
Conference 2006**






**Future
Leaders of
America**

Culturally Appropriate Strategies
for Engaging Youth and Families

growth sustainability
development peer learnings



**Future
Leaders of
America**

- Youth Leadership Program
- Family Leadership Program
- Leaders with a Social Consciousness
- Alumni Association




**Future
Leaders of
America**

- Youth Leadership Program
 - Summer Leadership Camp
 - School Clubs
 - Enrichment work shops
 - University Seminars

Future Leaders of America

Learning Community Conference 2006

SDFSC Grant/fee

- Family Leadership Program
 - Family Leadership Camp
 - Parent Advocacy Trainings
 - Group Meetings
 - College Campus Tours with entire family






Future Leaders of America

Learning Community Conference 2006

SDFSC Grant/fee

- Family Leadership Camp
 - Engages Spanish-speaking parents through a **culturally proficient**, educational 3-day retreat for parents, teenagers, and younger siblings.






Future Leaders of America

Learning Community Conference 2006


SDFSC Grant/fee



- Parent Advocacy Trainings
 - Communication Workshops
 - Increase parent involvement in School
 - Drug and Alcohol awareness

Future Leaders of America

- Group Meetings
- Parent Orientations
- Camp Banquet
- Civic engagement opportunities









Future Leaders of America

Collage Campus Tours for Entire Family

USC • Westmont • College • UCSB • Cal Poly

Local community colleges





Future Leaders of America

Culturally Appropriate Strategies for Engaging Youth and Families

Culturally Appropriate ?

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Bi-lingual-Bi-cultural

What's the difference?

Bi-lingual

ability to speak two languages easily and naturally.



Bi-Cultural

Relating to or containing two cultures




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Cultural Competency

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Culture

•"culture" refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious or social groups






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Competence

- implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities






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How to function effectively as an organization within the context of the cultural?

Staff needs to speak the language
Understand the culture and norms

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Strategies

When do you meet?
Where do you meet?
Do you have food?
Do you have child care?
Do you have entertainment?
How to present "Taboo" subjects?



Ssessions

Stop the Train, I Want to Get On! Building Sustainable Partnerships with School

Facilitators: Jan Ryan and Belinda Basca

Peer Presenters: Fresno, Riverside, Santa Clara

A public school system that educates every child is an ambitious national vision and attainable only with key partnerships. For SDFSC Grantees, school systems can feel like a speeding train that doesn't stop at the platforms to ensure partners have a way to get on board. Yet as skilled providers who use prevention to help remove barriers to learning, schools need you so meeting the challenge of collaboration is important for both systems. This discussion will start with research on common challenges. Then three county grantees will briefly share the ways they were successful overcoming obstacles and sustaining relationships. With ample time for open dialogue, participants will come away with practical strategies and a network of support. Using the stages of collaboration, the summary will place the strategies within a framework to remember.


Jan Ryan

Jan Ryan has a long history of providing consultation and training services within both the education and prevention fields. Although employed by one district for 28 years, she has been a consultant locally, regionally, state-wide, nationally, and internationally. She recently worked with a collaborative of school partners cooperating closely with the Department of Mental Health Substance Abuse Prevention Services to create the Prevention Education Trust which has become known statewide as one of the most effective uses of the harm reduction funding legislated for primary prevention. In 2002, she co-wrote the largest funded project in the country for the Safe Schools and Healthy Students Initiative. The Connect to Achieve project replicated the Desert Sands Student Assistance Program Model for over 100,000 students in seven school districts. Over the years her career experience have taught her the languages of many systems: schools, prevention providers, law enforcement, mental health, workforce development, community-based agencies and county services. She is often asked to "translate" the complexity of the public school culture to providers in many other systems. Ms. Ryan received her Masters degree from California State University, San Bernardino.

Belinda Basca

Belinda Bell Basca (Ed.M. Harvard University) is a K-5 writer and curriculum specialist of Science Companion®, a hands-on learning program that takes advantage of children's extensive knowledge of--and curiosity about--how things work in the world. As a consultant for EMT and CARS, Belinda has assisted on a variety of mentoring projects and conducted site visits for Friday Night Live Mentoring and the Safe and Drug Free Schools and Community program. As a former researcher at Harvard Project Zero on The Understandings of Consequence Project, Belinda's work focused on complex causal science concepts and their application in the classroom. In particular, she studied how children reason about challenging topics in science at the elementary and middle school level. She developed science curriculum and conducted frequent classroom observations of teachers and interviews with children.







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Stop The Train, I Want To Get On!

Strategies for Building and
Maintaining School Partnerships


growth sustainability
development peer learnings




Introduction

- Common challenges
- Grantee Success Stories
 - Fresno
 - Riverside
 - Santa Clara
- Open dialogue/discussion
- Summary/Stages of Collaboration



Common Challenges

- Access
- Attitude
- Funding Cuts
- Turnover
- Recruitment
- Follow Through



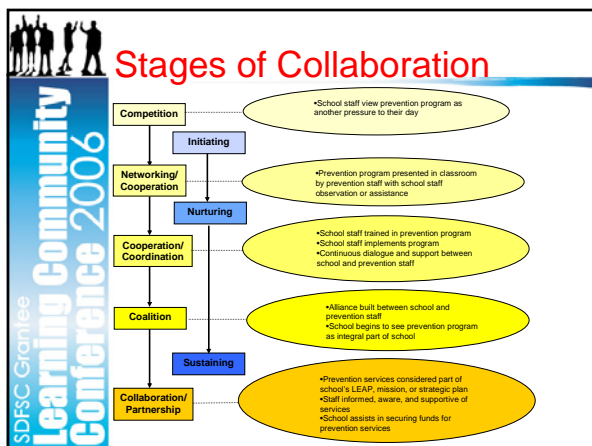
Suggested Strategies


- Begin on common ground
- Establish a common language
- Build linkages between prevention and academic outcomes
- Add value not burden
- Share data
- Manage infrastructure changes




Stages of Collaboration

Competition
Networking/Cooperation
Cooperation/Coordination
Coalition
Collaboration/Partnership









School/Community Relationship

Stages of Collaboration


- Initiating
 - Competition
 - Networking
 - Cooperation
- Nurturing
 - Cooperation
 - Coordination
- Sustaining
 - Coalition
 - Collaboration
 - Partnership






Collaboration

- Written vision and mission
- Interdependent strategies, programs, projects and resources
- Clear and open communication
- Trust and relationships are strong
- Strong sense of accomplishments, belonging, purpose, and responsibility
- Goals clearly defined, often met
- Resources shared inside and outside the collaboration
- Capacity is growing and abundant





Summary/Strategies

- Begin on Common Ground
- Establish a Common Language
- Build Linkages between Prevention Outcomes and Academic Outcomes
- Become a Valuable Commodity Rather than a Burden
- Share Data
- Manage Infrastructure Changes

Peer Presenters

Fresno, Riverside, Santa Clara





SDFSC Grantee
**Learning Community
 Conference 2006**



Peer Presenters

Fresno, Riverside, Santa Clara


growth sustainability
 development peer learnings






Fresno

- Fresno Unified School District
- Rosylin Bessard
- rxbessa@fresno.k12.ca.us]



Riverside

- Bob Alkire
- Prevention Services Coordinator
- Riverside County Substance Abuse Programs
- 951.782.2408


Collaboration in a High School Setting

Amy Brinkman, MA, MPH, CADCII
Prevention Specialist
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 San Jose, California 95116-1901
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SCC SDFSC Grant Partners

Santa Clara County SDFSC Olweus Bullying Prevention Program

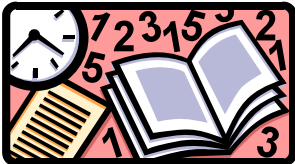
1. Grant was designed to be a control study
2. Grant studies the implementation of the Olweus Bullying Prevention Program in 2 High Schools (instead of K-8 grades for which Olweus' program was designed)
3. Andrew Hill High School (AHHS) has completed 3 years of the Olweus program




Santa Clara County SDFSC Olweus Bullying Prevention Program

SDFSC Grantee Learning Community Conference 2006

4. After 2 unsuccessful high school implementations, Oak Grove High School (our 3rd school) has successfully completed year 1 implementation





School Partnerships STAGES OF COLLABORATION

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- Three (3) concurrent processes of collaboration emerge
 - * implementers (the “inner circle”)
 - * other school staff
 - * district administrators
- Collaboration processes are hindered by lack of ownership of program by non-implementing school staff and the District



School Partnerships

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- Teachers/staff (the “Inner Circle”) create innovative, effective programs even with limited or no support or resources
- Lack of “buy-in” from *other school staff* creates undo stress on implementers and limits program’s ongoing success
- Collaboration process is stagnant unless *district administration* takes responsibility for program sustainability and future funding


Andrew Hill HS				
Stage of collaboration	"Inner circle"	Non-implementing Teachers/staff	ESUHSD District	Stuck Point
Competition	Year 1 done	Years 1-3	STUCK HERE!!	'Too busy doing more important stuff'
Networking/ Cooperation	Year 1 done	Year 2 done		Late contracts delayed services
Coordination	Year 2 done	Year 2 done		Admin. takes weeks or months to respond to emails
Coalition	Year 2 done	Year 3 some progress		Key people not attend meetings
Collaboration	Year 3 (but admin must implement funding plan)			No action to maintain funding

Oak Grove HS				
Stage of collaboration	"Inner circle"	Non-implementing Teachers/staff	ESUHSD District	Stuck Point
Competition	Year 1 done	Year 1 done	Year 1 done	Year 1
Networking/ Cooperation	Year 1 done	Year 1 done	Year 1 done	Allowed grant implement. At Oak Grove HS (school #3)
Coordination	Year 1 done	Year 1 done	STUCK HERE!!	Admin. takes weeks or months to respond to emails
Coalition	Year 1 done	Year 1 done		District policies not developed
Collaboration	Will consider this phase in year 2	Will consider this phase in year 2		No action to maintain funding



Despite obstacles,


AMAZING results are seen!




Multiple partnerships pay off!

Example:


- The *Olweus* program requires that the District develop strategies for spreading the anti-bullying messages to the community
- As year 3 ends, the District has not developed these strategies
- The 2 implementation schools and Friday Night Live are constructing community outreach strategies






Multiple partnerships pay off!



1. Andrew Hill HS's Student Leadership/FNL group makes "Bullying 101" presentations for outside groups
2. Friday Night Live and student groups from each school will be developing Service Learning Projects in year 4
3. Parents from both High Schools attended a Bullying Prevention Parent Education seminar (available twice a year in 3 languages)



Lesson Learned-


- Innovative, flexible collaborations can overcome implementation obstacles





lessons learned..

- Such adaptive strategies may create a need to revise sustainability planning
- District/administrative “buy-in” strongly influences how a group(s) proceed through the stages collaboration (can be positive or negative influence) towards an effective partnership
- Don't give up!!



Ssessions

You've Done it Before and Can Do It Again: Strength-Based Communicating with At-Risk Youth

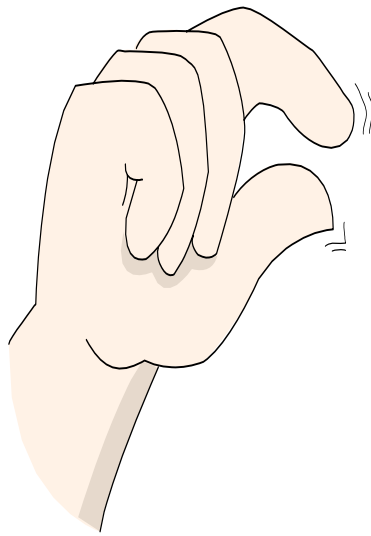
Abstract: When the focus is on building strength rather than fixing flaws, outcomes improve dramatically. This workshop presents key strength-building communication techniques that assist professionals in effectively guiding at-risk children and youth. Highlights include: solution-focused approaches, the use of inspirational metaphors, reframing pejorative language, and taking humor seriously.



Charlie Appelstein

Charlie Appelstein, M.S.W. is a nationally prominent youth care specialist and author whose primary focus is on working with children and youth with serious emotional and behavioral problems. President of Appelstein Training Resources, LLC, Mr. Appelstein trains and consults all over the United States as well as internationally, with treatment facilities, foster care programs, parent groups, schools, and detention centers. He has authored three youth care books that are widely used within the field, including *No Such Thing as a Bad Kid: Understanding and Responding to the Behavior of Troubled Children and Youth*. Mr. Appelstein is considered by some to be the best trainer for direct work with troubled youth in the nation.

**“You’ve Done it Before and Can
Do it Again!”**

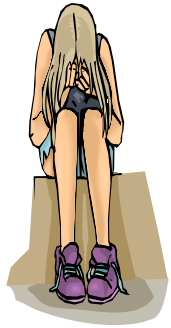


Strength-Based Communication Strategies for Working with Youth

Charlie Appelstein, MSW

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www.charliea.com



Gus on Pejorative Labeling



Look, I know some of us can be quite difficult. I was a hellion my first six months, considered quite obnoxious. But it was simply defensive posturing. (Can you say defense mechanism?) Kids aren't bad. They're just screwed up. The kid who's pushing you away the most is probably the one who needs you the most.

I think every residential center would be better off if they never used words as manipulative, lazy, un-invested, controlling, and obnoxious. They're pejorative adjectives. When you label one of us in such a way, you contaminate the waters and no one wants to swim with us any more.

"Manipulative kids aren't fun to work with."

"They're a pain in the ass."

"Boy, is that kid manipulative!"

Every time we get blasted for being "manipulative" (or any other such term), our self-concept suffers. We take on that word – we internalize a sense of badness. Yet the kid you call "manipulative" might have come to your facility with a history of manipulating his way out of getting beaten. So, maybe manipulating ain't so bad. Maybe it simply needs to be understood in the context of a child's situation. Maybe people don't need to use these words anymore.

Strength-Based Beliefs & Terminology

Pejorative Label	Positive, Hope-Based Reframe
Obnoxious	Good at pushing people away
Rude, arrogant	Good at affecting people
Resistant	Cautious
Lazy, un-invested	Good at preventing further hurts, failures
Manipulative	Good at getting needs met
Just looking for attention	Good at caring about and loving yourself
Close-mouthed	Loyal to family or friends
Different, odd	Under-appreciated
Stubborn & defiant	Good at standing up for yourself
Tantrum, fit, outburst	Big message
Learning disability	Roadblocks

Reframing

Reframing involves taking a seemingly negative behavior and "reframing" it in a positive way. For example, a youth who appears hyperactive could be told: "Billy, you have a lot of energy. You can probably do more things in an hour than most of us can. I wish I could move like you."

Try and reframe the following behaviors exhibited by troubled kids. Write down the reframe you might utilize:

1. A youth who is always looking for attention:
2. A youth who won't talk about his/her feelings:
3. A teen who acts rudely:
4. A youth who makes funny noises at the wrong time:
5. A teenager who acts in a stubborn manner:
6. A youth who acts in an obnoxious manner:
7. A youth who frequently swears:
8. A youth who's bossy with peers:

Providing Hope & Possibility through Metaphors

Poker



“Life is like a poker game. Even if you’re dealt a bad hand, you can still win the game.”

The Melting Snowball



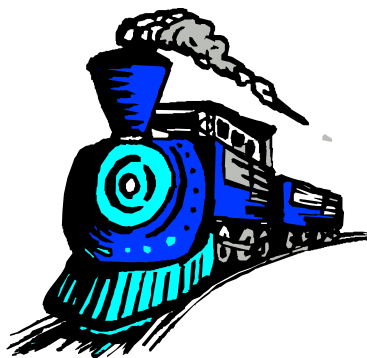
“See your fears and worries about (pending issue/loss/transition) as a big snowball in the middle of your chest, and understand that as each day goes by, it’s going to melt a little. It may stay forever...but it will become so small that you can build a great life around it.”

The Roadblock



“It’s not a learning disability; it’s a Roadblock. All big cities have them, but people get to work on time every day.”

The Train



“You’re Big and Powerful...but a bit off track.”

The 2005 Edition



“Cars and people improve every year. You’re the 2005 Ricky. You don’t over-heat as much...have a sleeker design, follow 5 the road signs better...”

Strength-Based Practice

What is it?: Emerging approach to helping people that is more positive and hope-inspiring.

Powerful combination of the strength-building model and solution-focused therapy

Emphasis is on: *Strength-building* rather than flaw-fixing
 Doing rather than understanding
 Believing in every youth – not “believing is seeing”

..which produces **Optimism** – *which feeds possibility, and motivates coping and adaptive behavior, even in the face of difficult odds*

Begins with belief that all children and youth have strengths and past successes that can be utilized to stop troublesome behavior.

Continues with practice methods that identify and marshal these strengths for necessary behavior change.

The Goal:

Change rather than *insight* and *awareness*

The Work:

Problem-driven not problem-focused (solution-focused):

Devoted to helping youth *initiate actions* to dispense presenting problems

Primarily *short term*

Goal-oriented and focused on *resolving the identifying problem*

Assumptions (or lack thereof)....

Strength-based practice does not assume that ownership of guilt is somehow automatically curative.

...Does assume that change is inevitable, not uncertain

Strength-based practice does not assume **LARGE** problems require **LARGE** efforts for solutions.

...Does assume that **SMALL** changes can ripple out to bring resolution.

Solution Focused Approaches

The Language of Hope and Possibility!

Explorative

Historical:

How many kids have been, or are, in similar situations? How many succeeded? So why can't you? What steps did they take to succeed? How will be celebrate when you get there?

Qualifiers:

"I hate this place!" > "So you're saying you hate this place right now."

Past Tense:

"I'm stupid!" > "So you've been feeling stupid lately."

When & Will:

"I'll never get a good job!" > "When you do, what will it be like?"

Scaling Questions:

"On a scale of one-to-ten, ten being you'll be doing well a year from now, one – you won't...what number do you think you're at now? What number will it be in 3 months?"

Identifying In-Between Change:

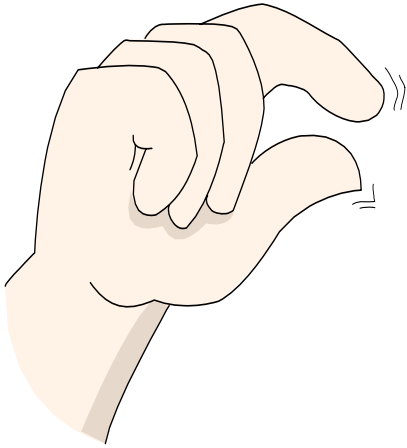
"What will be the first sign that you've turned the corner?"

Million Dollar Question:

"How come you're not doing worse?"

Strategic Verbal Interventions

The Millimeter Acknowledgement



“Do you think it’s slightly possible that perhaps, maybe....”

“Could, maybe, 1% of this have something do with...”

Honoring Hellos and Goodbyes

“You can’t say hello until you have first said goodbye!”

Stages of grief: Shock & Denial, Anger, Sadness,
Acceptance

Examples:

Goodbye to: Living w/family of origin

Hello to: Foster or adoptive care

Goodbye to: Loss of idealized childhood

Hello to: What was real, the good that
can be remembered, and life ahead.



Tip: Replace cognitive distortion (stinkin’ thinkin’)

Example: Angry that staff member is leaving, but feeling lucky
that we got to work together for so long.

Pre-Talk Considerations

Number One Goal: Engage!

Listen, empathize, paraphrase, offer help, repeat,
offer hope...HOOK 'EM in!

- Don't be defensive. Anticipate negative comments
– don't take them personally...

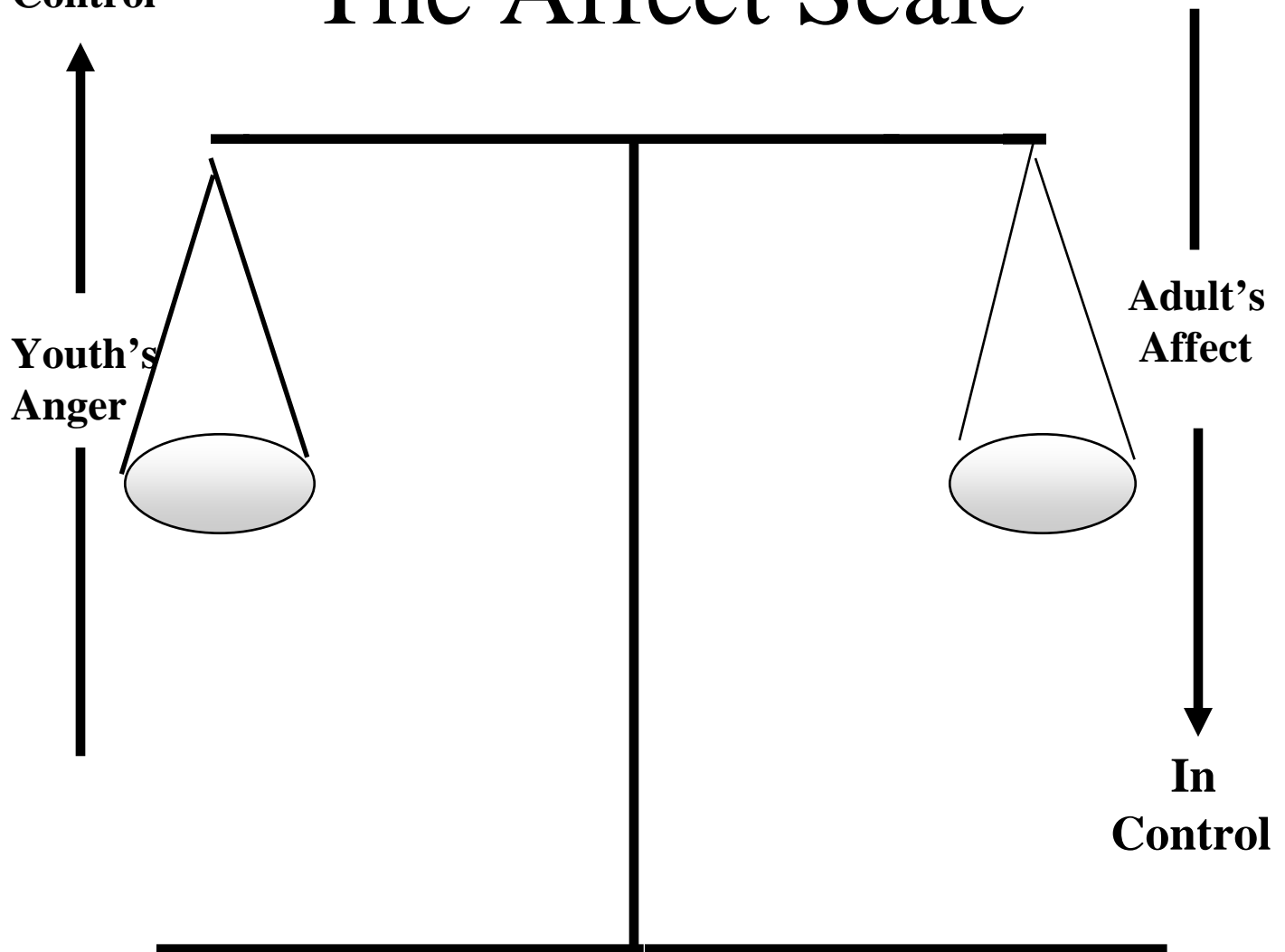
"It's an injury and it will heal."

- Expect *displacement* (i.e. anger directed at you that is meant for someone else.)
- Assess your relationship and feelings toward the youth.
Think PIE (i.e. everyone deserves an equal slice) The kid you dislike gets the same treatment!
- Practice the talk in your head. Longer discussions generally have a beginning, middle, and end phase.

Other considerations: _____

**Out of
Control**

The Affect Scale

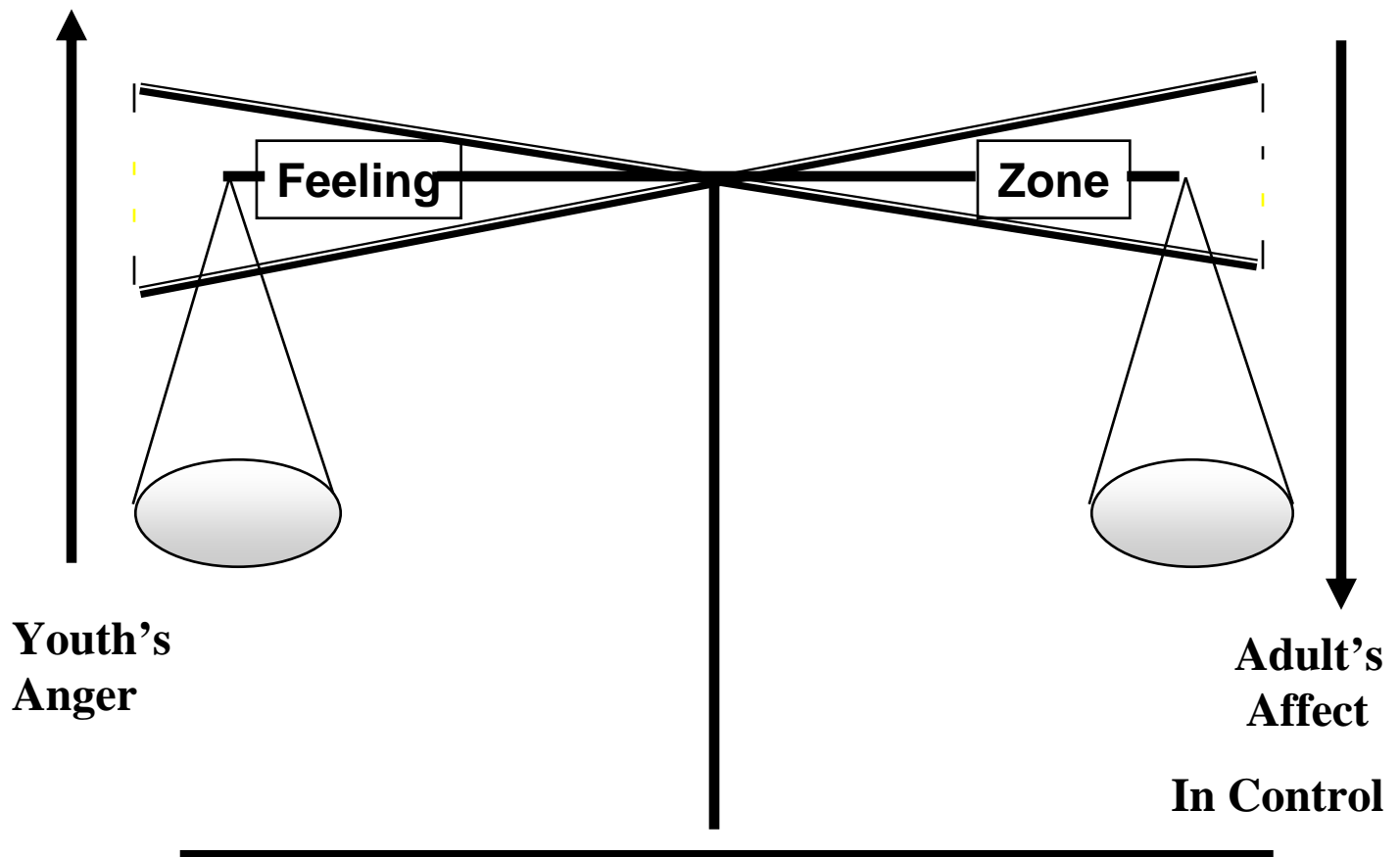


Key: Establish inverse relationship

“As they get louder, you become more quiet.”

Loss of
Control

The Affect Scale



Inside the “feeling zone” there is room to model affect-laden content.

Said in a controlled, but somewhat expressive manner:

“John, I’m really upset about the choice you just made.”

“Mary, I’m angry about that...”

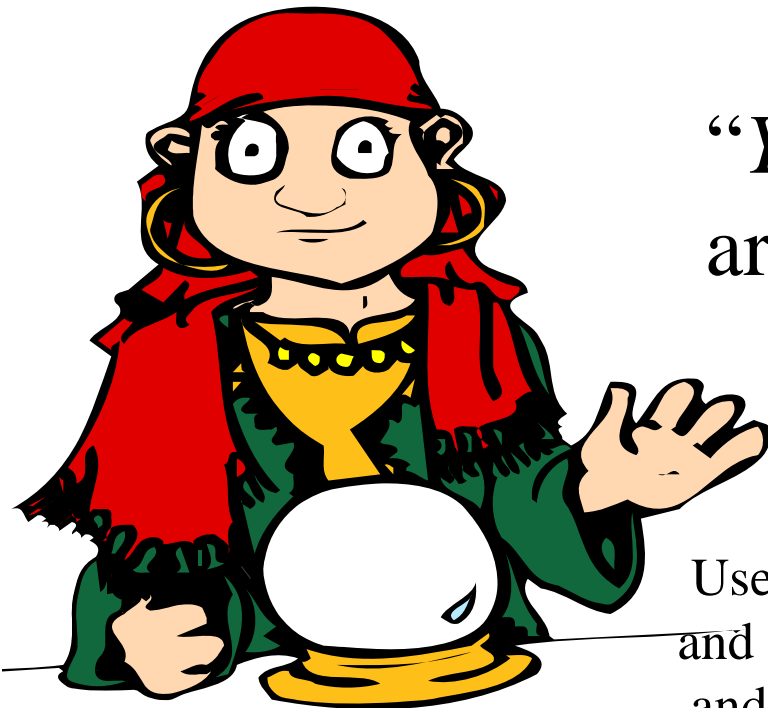
Key: If the youth escalates through the zone, the adult’s affect should grow more muted.

Content vs. Message



“You won’t be around next week?”

2 weeks later...



“*You*...won’t be around next week.”

Use “I” or “We” instead of “You,”
and start requests with “Please”
and finish with “Thank you.”₁₂

Body Messages



“C’mon dude...let’s get it done, and then we can boogey. NBD brother.”

NBD = No Big Deal!

VS.

“You need to get it done now.”



Speak to youth at eye level or below.
Approach children in a calm manner.
Be careful about your pace, posture,
facial expression, hand movements
and body position.

Basic Verbal Interventions

Supportive Interventions

"You seem really upset!"

Repeating or Paraphrasing w/qualifiers

Youth: "I hate this place."

Worker: "You're saying you hate this place *right now*." (Use Qualifiers: yet, at the moment, right now, etc.)

Feelings Update

"How do you feel about that?"

Sandwich Approach

"You made a bad decision to throw the paper, but I'm *really pleased* about how you walked away from the area."

Praise and Encouragement

"Way to go!" "That was fantastico!" "I like the colors you selected" (praising the action versus the child)

Humor

To a fifteen-year-old: "You're acting just like a teenager!"

Apologizing

"I'm sorry for raising my voice to you."

Reasoning Responses

"What if we let every kid...."

Connecting Statements

"It's not me against you. I'm on your side. I don't like having to keep you back."

Empowering Interventions

"What could you have done differently?" "What do you think we should do

Surface Clarifications

"Let me make sure I know why you're upset."

Explorative Responses (psychological)

"You don't usually get this upset. Could something else be bothering you?"

Explorative Responses (historical)

"Have you ever completed such a difficult assignment?"

"Have you ever got this angry and not hit someone?"

Explorative (reflective)

"Is that behavior working for you?"

Plan Making

"Can we make a plan to handle this situation better next time?"

Humor in the Lifespace

Role of Humor

- Forms a bridge between adult/child world (i.e. counters resistance)
- De-mystifies individual persona/reduces power messages
- Enhances relationship building
- Tension reducer
- Provides effective modeling
- Improves self-esteem
- Enhances identity formation (e.g. niche theory)
- It's FUN!!!
- It's reflective of the environment
- Demonstrates caring

Rules:

- Try! But give up quick
- Do not view the use of humor as an *extra*; it should be an integral communication technique.
- Make no assumptions about who can or can't be humorous - for everyone is capable!
- Avoid sarcasm

Forms:

- Self-Deprecating
- Slapstick
- Joke Telling
- Grandiose Praise
- Humorous Games
- Musical Expression
- Poetry



Transitional Objects & Humor

Sustain "humorous" moments via:

The written word Photos Recordings Videos

Contact Information

Contacts

