



Wilder
Research

School-based fidelity and teacher satisfaction results: 2008-09 and 2009-10 school years

*Prepared for the Minnesota Department of
Human Services*

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Background

As part of the Minnesota Department of Human Services Alcohol and Drug Abuse Division's statewide youth alcohol, tobacco, and other drug (ATOD) prevention initiative, nine Planning and Implementation (P&I) grantees from across Minnesota are working with school districts to implement evidence-based ATOD prevention curricula, including the Project Northland series (Slick Tracy, Amazing Alternatives, and Power Lines), Class Action, Reconnecting Youth, and Project Towards No Drug Abuse.

Wilder Research is conducting an evaluation to assess how closely teachers' implementation of the evidence-based curricula aligns with the intended protocol for the core components. Fidelity was assessed for the Project Northland series, Class Action, Towards No Drug Abuse, and Reconnecting Youth. In order to assess fidelity, teachers were asked about the degree to which they implemented core curricula components. These core components were identified from curricula manuals and the developers. The evaluation provides teachers an opportunity to give feedback on which facets of the curricula they were able to implement, which facets are working, and in which facets extra support may be needed.

In addition to implementation fidelity, the evaluation also assesses teacher satisfaction with the implementation of the curricula. This evaluation component will provide feedback about teachers' use of the curricula, features of the curricula that teachers find most helpful, and areas where teachers are experiencing implementation challenges.

The evaluation was first implemented in the spring of 2009 and continued during the 2009-10 school year, with minor modifications to the tools used to assess implementation and satisfaction (the most current version of the tools used in the 2008-09 and 2009-10 evaluation are included in the appendix). During the first implementation of the tools, some teachers reported retrospectively on the entire 2008-09 academic year, while other teachers reported only on the spring 2009 term.

A modified version of the current evaluation continues into the 2010-11 school year, and these findings will be presented at the conclusion of the school year.

Results

Overview of data

Of the four curricula assessed, most of the fidelity and teacher satisfaction data were collected for the Project Northland series (Slick Tracy, Amazing Alternatives, and Power Lines). Based on the available data, the most commonly used curriculum is the 6th grade Slick Tracy curriculum; 33 teachers reported on the curriculum in 52 classes across 23 schools. All nine P&I communities collected both satisfaction and fidelity data for the Project Northland curricula. Implementation data were also available for the Class Action curriculum from seven of the nine P&I communities, and satisfaction data from all nine communities. For this curriculum, 18 teachers reported on a total of 35 classes across 11 schools (Figure 1).

Project Towards No Drug Abuse and Reconnecting Youth are only implemented in select communities. Fidelity and teacher satisfaction data for Project Towards No Drug Abuse were available for two P&I communities: Pine River-Backus and Morrison Counties. Four teachers provided feedback on the curriculum for twelve classes across two schools. Six teachers from three P&I communities (Chisholm, Kanabec, and South Saint Paul) completed the fidelity and/or teacher satisfaction surveys for the Reconnecting Youth curriculum for four classes across five schools.

It should be noted that the available surveys may not accurately reflect the actual numbers of teachers, classes, or schools implementing the curriculum because of missing data. Furthermore, because some of the same teachers may have provided feedback at multiple time points over the 2008-09 and 2009-10 school years, the number of teachers may be duplicated.

The following summarizes the teacher satisfaction and fidelity data for each curriculum, aggregated across the nine P&I grantees, during the latter half of the 2008-09 school year and the 2009-10 school year. In some cases, information was available from a very small number of teachers, and these results in particular should be interpreted with caution. All open-ended teacher comments are presented in the appendix. Site-specific implementation and satisfaction data are reported separately.

1. Number of classes of each curriculum taught (Spring 2009 and 2009-2010 school year)

Curriculum	Number of teachers	Number of classes	Number of schools
Project Northland			
Slick Tracy (6 th grade)	33	52	23
Amazing Alternatives (7 th grade)	26	37	19
Power Lines (8 th grade)	18	42	15
Class Action	18	35	11
Reconnecting Youth	6	4	5
Project Towards No Drug Abuse	4	12	2

Project Northland

Project Northland is designed to delay the age at which adolescents begin drinking, reduce alcohol use among those already drinking, and limit the number of alcohol-related problems among young drinkers. The program is administered to adolescents in grades 6-8 on a weekly basis. Each grade level has a specific theme that is incorporated into the parent, peer, and community components. The 6th-grade Slick Tracy program is focused on communication about adolescent alcohol use through the use of student-parent comic book homework assignments, in-class group discussions, and a communitywide task force. The 7th-grade peer- and teacher-led Amazing Alternatives program focuses on resistance skills and normative expectations regarding teen alcohol use, and is implemented through discussions, games, problem-solving tasks, and role-plays. During the first half of the 8th-grade Power Lines peer-led program, students participate in small group and classroom interactive activities to learn about community dynamics related to alcohol use prevention. During the second half, they work on community-based projects and hold a mock town meeting to make community policy recommendations to prevent teen alcohol use.¹

Parent information and involvement is a critical element of the Project Northland curricula. For this reason, parents are sent introductory letters and a series of postcards and are invited to participate in events such as the Slick Tracy poster fair and the Amazing Alternatives fun night. When implemented with fidelity, Project Northland has been shown to: decrease youth's tendency to use alcohol, decrease alcohol use in the past

¹ The Project Northland results presented here are organized by series, based on feedback from teachers who identified the curriculum they were providing feedback about either by name or by grade level. While each grade level is typically associated with a specific series (e.g., sixth grade/Slick Tracy), it is possible feedback provided about a certain grade level actually reflects a different series. If only grade level was known, the feedback was attributed to the series typical for that grade level.

week and past month, decrease peer influence promoting alcohol use, increase youth knowledge of reasons to avoid alcohol, and increase parent-child communication about alcohol (Komro et al., 2001; Perry et al., 1996).

Teacher satisfaction with Slick Tracy – 6th Grade

Overall, satisfaction with the Project Northland-Slick Tracy curriculum was generally high. Most Slick Tracy teachers (90% to 96%) “strongly agreed” or “agreed” that they felt prepared and comfortable teaching the curriculum, they felt comfortable answering students’ questions, and that teaching materials were easy to understand. At least 8 in 10 teachers said they could fit the curriculum into their class schedule (81%) and felt Slick Tracy was useful in preventing alcohol use among teens (84%). About three-quarters of Slick Tracy teachers (78%) would recommend the curriculum to other teachers (Figure 2).

2. Slick Tracy: Teacher comfort and satisfaction with curriculum (N=45-48)

	Strongly agree	Agree	Disagree	Strongly disagree
I was prepared to present the curriculum to the students.	42%	50%	6%	2%
I was comfortable teaching the curriculum.	40%	50%	8%	2%
I was comfortable answering students’ questions.	48%	48%	2%	2%
The materials to assist me in teaching the curriculum were easy to understand.	38%	53%	6%	2%
I was able to fit the curriculum into my class schedule.	30%	51%	8%	11%
I feel the curriculum is a useful tool to help prevent teen alcohol use.	15%	69%	8%	8%
I would recommend this curriculum to other teachers.	20%	58%	11%	11%

Most teachers (86% to 92%) felt the Slick Tracy curriculum was easy for students to understand, that students learned something new from it, and students were interested in the information. Many teachers (82%) also felt that students asked relevant questions about the material (Figure 3).

3. Slick Tracy: Perception of student satisfaction (N=47-48)

	Strongly agree	Agree	Disagree	Strongly disagree
Students were interested in the information.	13%	75%	9%	4%
Students learned something new from the curriculum.	17%	69%	8%	6%
The curriculum was easy for students to understand.	42%	50%	6%	2%
Students asked relevant questions about the material.	17%	65%	17%	2%

Teachers were also asked to rate the appropriateness of the Slick Tracy materials. In general, teachers felt the content, language level, and worksheets and activities were at least “somewhat appropriate” for students. Only about half felt the worksheets and activities were “very appropriate,” and a small number of teachers (10%) felt the comics were “not appropriate” (Figure 4). It should be noted that the authors of the Project Northland curricula, including Slick Tracy, have recently revised their materials. These efforts may address some of the concerns reported by some teachers in this survey, as evidenced by comments from a few teachers that the new comics are a substantial improvement over the old comics (see the appendix for all teacher comments).

4. Appropriateness of Slick Tracy curriculum (N=48)

	Very appropriate	Somewhat appropriate	Not appropriate
Content	67%	29%	4%
Language level	67%	33%	0%
Worksheets/Activities	48%	50%	2%
Comics (6 th grade only)	50%	40%	10%

Implementation of Slick Tracy – 6th grade

Overall, the majority of teachers implemented each of the required components of the Project Northland: Slick Tracy curriculum as prescribed. Almost all teachers (96%) said that peer leaders were trained by the teacher or another appropriate adult. In addition, teachers implemented the following components “most of the time”: use of comic books (98%), homework tracking (92%), and teacher-led sessions, except for small groups (92%). The area that was particularly difficult to administer with fidelity appears to be the use of student incentives, followed by student selection of peer leaders and the Poster Fair

(Figures 5-6). In responses to open-ended questions, some teachers reported that the curriculum was difficult to administer with fidelity because of time constraints (see appendix for all teacher comments).

5. Slick Tracy: Program components included (N=49-52)

	Yes	No
Students (not teachers) selected peer leaders	73%	28%
Peer leaders were trained by the teacher, counselor or other appropriate adult	96%	4%
There was 1 peer leader for every 5-6 students	90%	10%
Initial parent letter was sent home prior to implementation of the curriculum	88%	12%
Slick Tracy Poster Fair was held	75%	25%
Students created time capsules	82%	18%

6. Slick Tracy: Fidelity of curriculum implementation (N=52)

	Most of the time	Sometimes	Rarely
Student incentives were used	60%	17%	23%
Return of homework was tracked for each student	92%	6%	2%
Teacher taught the course, except for the small groups	92%	4%	4%
Small groups were peer-led	83%	15%	2%
Comic books were used for session	98%	2%	0%

Teacher satisfaction with Amazing Alternatives – 7th Grade

Overall, teachers were generally satisfied with their ability to implement the Project Northland-Amazing Alternatives curriculum. Most, or all, teachers (89% to 100%) “agreed” or “strongly agreed” that they were prepared and comfortable teaching the curriculum, comfortable answering student questions, and that the curriculum materials were understandable. Some teachers (17%) did not feel they could fit Amazing Alternatives into their class schedule. About 8 in 10 teachers felt the Amazing Alternatives curriculum was helpful in preventing teen alcohol use and would recommend it to other teachers (Figure 7). Several teachers suggested that replacing the tapes with CDs would improve their ability to teach the curriculum, and it should be noted that the revised version of the Project Northland series does contain CDs rather than audio tapes (see the appendix for all teacher comments).

7. Amazing Alternatives: Teacher comfort and satisfaction with curriculum (N=28)

	Strongly agree	Agree	Disagree	Strongly disagree
I was prepared to present the curriculum to the students.	21%	71%	7%	0%
I was comfortable teaching the curriculum.	18%	82%	0%	0%
I was comfortable answering students' questions.	32%	68%	0%	0%
The materials to assist me in teaching the curriculum were easy to understand.	18%	71%	11%	0%
I was able to fit the curriculum into my class schedule.	11%	71%	10%	7%
I feel the curriculum is a useful tool to help prevent teen alcohol use.	1%	71%	21%	0%
I would recommend this curriculum to other teachers.	7%	74%	19%	0%

When asked about their perceptions of students' satisfaction, most teachers felt that their students were satisfied with the curriculum. Almost all teachers (96%) "strongly agreed" or "agreed" that the material was easy for students to understand; most (88% to 90%) also felt students asked relevant questions, were interested in the information, and learned something new (Figure 8).

8. Amazing Alternatives: Perception of student satisfaction (N=26-28)

	Strongly agree	Agree	Disagree	Strongly disagree
Students were interested in the information.	15%	73%	12%	0%
Students learned something new from the curriculum.	14%	75%	11%	0%
The curriculum was easy for students to understand.	21%	75%	0%	4%
Students asked relevant questions about the material.	4%	86%	11%	0%

With regard to the appropriateness of the Amazing Alternatives materials, teachers reported that content, language level, and the worksheets and activities were at least "somewhat appropriate" for students. At least half felt the curriculum was "very appropriate" in these areas (Figure 9).

9. Appropriateness of Amazing Alternatives curriculum (N=28)

	Very appropriate	Somewhat appropriate	Not appropriate
Content	71%	29%	0%
Language level	64%	32%	4%
Worksheets/activities	54%	46%	0%

Implementation of Amazing Alternatives – 7th grade

Two components of the curriculum occurred in all classrooms: having one peer leader for every 5-6 students and training of teachers. Almost all teachers also made sure peer leaders were trained by the teacher or another appropriate adult (97%) and that students created time capsules (94%). In addition, teachers led the course, except for small groups (95%), and used audio tapes (92%) “most of the time.” Teachers only “sometimes” (61%) or “rarely” (21%) used student incentives, and most teachers (89%) did not implement the Amazing Alternatives Fun Night with parents prior to the first class session (Figures 10-11).

10. Amazing Alternatives: Program components included (N=36-38)

	Yes	No
Students (not teachers) selected peer leaders	86%	14%
Peer leaders were trained by the teacher, counselor or other appropriate adult	97%	3%
There was 1 peer leader for every 5-6 students	100%	0%
Initial parent letter was sent home prior to implementation of the curriculum	76%	24%
Amazing Alternatives Fun Night was held with parents before the class was implemented	11%	89%
Students created time capsules	94%	6%
Teacher was trained in implementation of this curriculum [N=16]	100%	0%

11. Amazing Alternatives: Fidelity of curriculum implementation (N=37-38)

	Most of the time	Sometimes	Rarely
Student incentives were used	18%	61%	21%
Teacher taught the course, except for the small groups	95%	5%	0%
Small groups were peer-led	89%	8%	3%
Audio tapes were used for session	92%	8%	0%

Teacher satisfaction with Power Lines – 8th Grade

Teachers reported that they generally felt prepared to teach the Power Lines curriculum, and all felt comfortable teaching the curriculum and answering students' questions. Eight in 10 teachers "strongly agreed" or "agreed" that the curriculum fit into their class schedule. Some teachers (19% to 24%), however, did not feel the curriculum was helpful in preventing teen alcohol use and would not recommend Power Lines to other teachers (Figure 12).

12. Power Lines: Teacher comfort and satisfaction with curriculum (N=21)

	Strongly agree	Agree	Disagree	Strongly disagree
I was prepared to present the curriculum to the students.	38%	57%	5%	0%
I was comfortable teaching the curriculum.	33%	67%	0%	0%
I was comfortable answering students' questions.	38%	62%	0%	0%
The materials to assist me in teaching the curriculum were easy to understand.	29%	62%	10%	0%
I was able to fit the curriculum into my class schedule.	19%	62%	19%	0%
I feel the curriculum is a useful tool to help prevent teen alcohol use.	38%	43%	19%	0%
I would recommend this curriculum to other teachers.	29%	48%	24%	0%

When asked about their perceptions of students' satisfaction, most teachers (85% to 95%) "strongly agreed" or "agreed" that their students learned something new from and understood the Power Lines curriculum. Somewhat fewer teachers (76%) felt that students were interested in the information and asked relevant questions about the material (Figure 13).

13. Power Lines: Perception of student satisfaction (N=21)

	Strongly agree	Agree	Disagree	Strongly disagree
Students were interested in the information.	24%	52%	24%	0%
Students learned something new from the curriculum.	19%	67%	10%	5%
The curriculum was easy for students to understand.	33%	62%	5%	0%
Students asked relevant questions about the material.	5%	71%	24%	0%

In terms of the appropriateness of the Power Lines materials, all teachers thought the content, language level, and worksheets and activities were at least “somewhat appropriate.” Most felt the language level (95%) and content (81%) were “very appropriate,” just over half (57%) thought the worksheets/activities were “very appropriate” (Figure 14).

14. Appropriateness of Power Lines curriculum (N=21)

	Very appropriate	Somewhat appropriate	Not appropriate
Content	81%	19%	0%
Language level	95%	5%	0%
Worksheets/activities	57%	43%	0%

Implementation of Power Lines – 8th grade

Overall, teachers successfully implemented most aspects of the Project Northland: Power Lines curriculum with fidelity. Specifically, teachers reported that they were trained (100%), small groups were peer-led (93%), students worked on group projects (93%), and the teacher taught the course, except for small groups (88%). More than one-third of the teachers (35% to 40%) did not include two core components: student creation of the time capsules and initial parent letters (Figures 15-16). These two core components are also required in the 6th and 7th grade Project Northland curricula and teachers reported greater success in implementing them in the earlier grades. In addition, of those using the version of the curriculum that includes home team materials, only one-third said they sent these materials home weekly “most of the time.”

According to open-ended responses, time limitations were a barrier to implementing the curriculum for many teachers (see appendix for a full list of teacher comments). For this curriculum, both in-class time and out-of-class time for projects were reported as problematic by some teachers. Teachers felt the projects demanded too much class time and that students were investing too much time outside of the class working on the projects. This concern seemed to stem from the time investment for these projects in conjunction with the other competing class time and homework requirements.

15. Power Lines: Program components included (N=40-42)

	Yes	No
Students (not teachers) selected peer leaders	73%	27%
Initial parent letter was sent home prior to implementation of the curriculum	65%	35%
Students created time capsules	60%	40%
Teacher was trained in implementation of this curriculum [N=13]	100%	0%

16. Power Lines: Fidelity of curriculum implementation (N=40-42)

	Most of the time	Sometimes	Rarely
Teacher taught the course, except for the small groups	88%	13%	0%
Small groups were peer-led	93%	7%	0%
Students worked on small group projects	93%	5%	2%
Home team materials were sent home weekly [N=9]*	33%	44%	22%

* This information was collected only for the 2009 version of the curriculum

Class Action

Class Action is the second phase of the Project Northland alcohol-use prevention curriculum series. Class Action is designed for high school students and, like Project Northland, is designed to delay the onset of alcohol use, reduce use among youth who have already tried alcohol, and limit the number of alcohol-related problems experienced by young drinkers. Class Action is grounded in the social influence theory of behavior change and uses interactive, peer-led sessions to explore real-world legal and social consequences of substance abuse. The curriculum consists of 8-10 group sessions in which teams of students research, prepare, and present mock civil cases involving hypothetical persons harmed as a result of underage drinking. Using a casebook and audio CDs, students review relevant statutes and case law to build legal cases they then present to a jury of their peers. Case topics include: drinking and driving, fetal alcohol syndrome, drinking and violence, date rape, drinking and vandalism, and school alcohol policies.

Like Project Northland, parental awareness is an important component of the Class Action curriculum. Parents are sent initial letters before the curriculum is implemented and four postcards throughout the course of the curriculum to keep them apprised of the classroom activities. If implemented with fidelity, the Class Action curriculum has been shown to decrease youth's tendency to use alcohol and youth binge drinking (Perry et al., 2002).

Teacher satisfaction

Overall, the majority of Class Action teachers were satisfied with their ability to implement the curriculum. Most teachers "strongly agreed" or "agreed" that they were prepared to teach it (96%), they were comfortable teaching it and answering students' questions (84%), and the materials to help them teach it were easy to understand (81%). There were some areas in which teachers tended to be less satisfied. About one-quarter of teachers found it difficult to fit the curriculum into their class schedules, felt that the curriculum was not a useful tool to prevent teen alcohol use, and would not recommend the curriculum to other teachers (Figure 17).

17. Class Action: Teacher comfort and satisfaction with curriculum (N=26)

	Strongly agree	Agree	Disagree	Strongly disagree
I was prepared to present the curriculum to the students.	35%	62%	0%	4%
I was comfortable teaching the curriculum.	31%	54%	8%	8%
I was comfortable answering students' questions.	42%	42%	12%	4%
The materials to assist me in teaching the curriculum were easy to understand.	27%	54%	15%	4%
I was able to fit the curriculum into my class schedule.	19%	54%	15%	12%
I feel the curriculum is a useful tool to help prevent teen alcohol use.	15%	62%	19%	4%
I would recommend this curriculum to other teachers.	23%	50%	19%	8%

When asked to reflect on their perceptions of student satisfaction with the course, Class Action teachers expressed some mixed feelings. While the majority felt students were satisfied with and engaged in the curriculum, many did not. One-quarter “disagreed” or “strongly disagreed” that students were interested in the information, that they learned something new, and asked relevant questions about the material. Thirty-nine percent did not feel the curriculum was easy for students to understand (Figure 18).

18. Class Action: Perception of student satisfaction (N=25-26)

	Strongly agree	Agree	Disagree	Strongly disagree
Students were interested in the information.	12%	64%	20%	4%
Students learned something new from the curriculum.	36%	60%	20%	4%
The curriculum was easy for students to understand.	12%	50%	27%	12%
Students asked relevant questions about the material.	8%	69%	19%	4%

Teachers felt that most components of the curriculum were appropriate for their students, but they did identify areas that could be improved. Most teachers (89%) reported that the content was “very appropriate,” and 81 percent reported that the CDs were “very appropriate.” However, almost half of the teachers (46%) felt that the worksheets/activities were only “somewhat appropriate,” and about one-third of the teachers thought that the language level was either “somewhat” or “not appropriate” (Figure 19).

19. Appropriateness of Class Action curriculum (N=26)

	Very appropriate	Somewhat appropriate	Not appropriate
Content	89%	12%	0%
Language level	65%	27%	8%
CDs	81%	15%	4%
Worksheets/activities	50%	46%	4%

Implementation of Class Action

Overall, teachers tended to include the core program components in their implementation of the Class Action curriculum. All teachers reported that at least two of the curriculum cases were presented, and that Class Action casebooks were used for sessions “most of the time.” Other elements generally implemented with fidelity include: teachers being trained (92%), final court hearing presentations held (87%), and activities being peer-led (83%). About one-quarter of teachers did not send home the initial parent letters prior to implementing the curriculum, did not divider students into teams of 4 to 6 students, and did not use audio CDs for the sessions. Furthermore, more than half of the teachers reported that the Northland Notes postcards were mailed to parents “sometimes” or “rarely” (Figures 20-21). This is generally because other staff, including P&I grantees, are assuming the role of mailing materials to parents. The initial parent letters may have been sent to parents prior to the curriculum implementation, but teachers may not have been aware that they were sent. In addition, some teachers noted that it took too much time to implement the curriculum and identified some areas of redundancy within the curriculum materials, which if eliminated, could streamline implementation (see appendix for all teacher comments).

20. Class Action: Program components included (N=34-35)

	Yes	No
Initial parent letter was sent home prior to implementation of the curriculum	74%	27%
Students were divided into legal teams of 4 to 6 students each	77%	23%
At least 2 cases were presented	100%	0%
Final court hearing presentations were held	87%	11%
Teacher was trained in implementation of this curriculum	92%	8%

21. Class Action: Fidelity of curriculum implementation (N=34-35)

	Most of the time	Sometimes	Rarely
Activities were peer-led	83%	17%	0%
Audio CDs were used for sessions	71%	12%	18%
Class Action casebooks were used for sessions	100%	0%	0%
Four postcards (Northland Notes) were mailed to parents [N=29]	42%	21%	38%

Project Towards No Drug Abuse

Project Towards No Drug Abuse (Project TND) is a high school drug use prevention program. The curriculum was designed to help students develop self-control and communication skills, acquire resources that help them resist drug use, improve decision making strategies, and develop the motivation to not use drugs. The curriculum is administered in 12 40-minute interactive sessions. The TND curriculum was developed for high-risk students in alternative high schools, although it has also been tested among traditional high school students. If administered with fidelity, the curriculum has been shown to: decrease alcohol and tobacco use, decrease drug use, reduce the risk of violence victimization, and lower the frequency of weapons-carrying (Dent, Sussman, & Stacy, 2001; Simon, Sussman, Dahlberg, & Dent, 2002; Sun, Skara, Sun, Dent, & Sussman, 2006; Sussman, Dent, Stacy, & Craig, 1998; Sussman, Sun, McCuller, & Dent, 2003).

Teacher satisfaction

All four teachers providing feedback on Project Towards No Drug Abuse were comfortable and satisfied with the curriculum. All four teachers felt that the curriculum is a useful tool in teen alcohol prevention and that they would recommend the curriculum to other teachers (Figure 22). Although a sample of four teachers is too small to make generalizations from, it appears that the instructors teaching this curriculum are satisfied.

22. Project Towards No Drug Abuse: Teacher comfort and satisfaction with curriculum (N=4)

	Strongly agree	Agree	Disagree	Strongly disagree
I was prepared to present the curriculum to the students.	3	1	0	0
I was comfortable teaching the curriculum.	4	0	0	0
I was comfortable answering students' questions.	4	0	0	0
The materials to assist me in teaching the curriculum were easy to understand.	1	3	0	0
I was able to fit the curriculum into my class schedule.	3	1	0	0
I feel the curriculum is a useful tool to help prevent teen alcohol use.	1	3	0	0
I would recommend this curriculum to other teachers.	0	4	0	0

Similar to their own level of satisfaction with the curriculum, teachers' perceptions of student satisfaction were high. When asked to reflect on their perceptions of student satisfaction with the course, all four teachers felt that their students were satisfied with the curriculum. Teachers believed that their students' demonstrated interest, asked relevant questions, understood the materials, and learned something new from the curriculum (Figure 23). Again, the small sample size makes it difficult to identify patterns of responses, but overall, these four teachers were highly satisfied with the curriculum. In their open-ended responses, some teachers did offer opportunities to improve the curriculum, including changing the book cover, which at least one teacher and some students felt was inappropriate, and incorporating more multimedia (see appendix for all teacher comments).

23. Project Towards No Drug Abuse: Perception of student satisfaction (N=4)

	Strongly agree	Agree	Disagree	Strongly disagree
Students were interested in the information.	0	4	0	0
Students learned something new from the curriculum.	2	2	0	0
The curriculum was easy for students to understand.	0	4	0	0
Students asked relevant questions about the material.	2	2	0	0

All four of the Project Towards No Drug Abuse teachers felt that the curriculum was at least “somewhat appropriate” for students. All four respondents felt that the language level was “very appropriate.” Three teachers thought the content was “very appropriate,” while two teachers thought that the worksheets and activities were “very appropriate” (Figure 24). Only one teacher felt the cases/scenarios were “very appropriate.” Although this is a small sample, this may be an indication that this component of the curriculum could be improved.

24. Appropriateness of Project Towards No Drug Abuse curriculum (N=4)

	Very appropriate	Somewhat appropriate	Not appropriate
Content	3	1	0
Language level	4	0	0
Cases/scenarios	1	3	0
Worksheets/activities	2	2	0

Implementation of Project Towards No Drug Abuse

Most required components of the Project Towards No Drug Abuse curriculum were implemented with fidelity by the four teachers participating in this evaluation. The components in which these three teachers most often maintained fidelity were: setting ground rules, presenting information neutrally, role-playing, demonstrating skills, and using the teachers manual and workbooks. However, only one of the four teachers reported using the TND Game “most of the time”; one used it “sometimes” and two “rarely” used it (Figures 25-26). When responding to open-ended questions, teachers indicated that large class sizes and physical space limitations were barriers to using the game. Similar to the other curricula, most teachers reported that they did not send out the initial parent letter prior to curriculum implementation. Again, it is likely that someone other than the teachers sent out the parent letter.

25. Project Towards No Drug Abuse: Program components included (N=4)

	Yes	No
Initial parent letter was sent home prior to implementation of the curriculum	1	3
Ground rules for behavior were established at the start of the program	4	0
Teacher was trained in implementation of this curriculum [N=1]	1	0

26. Project Towards No Drug Abuse: Fidelity of curriculum implementation (N=4)

	Most of the time	Sometimes	Rarely
Information was presented neutrally	4	0	0
Games (e.g., the "TND Game") were used	1	1	2
Role-play was used	4	0	0
Skill-demonstration was used	4	0	0
Project TND Teacher's Manual was used	4	0	0
Project TND Student Workbooks were used	4	0	0

Reconnecting Youth

Reconnecting Youth is a semester-long high-school prevention program that targets youth who show signs of poor school achievement and potential for dropping out of high school. The program aims to build resiliency by decreasing risk factors and moderating the early signs of substance abuse. Youth are hand-selected and invited to participate in a class of between 8 and 12 students. The program incorporates social support and life skills training with the following components: social activities and school bonding; school system crisis response planning; and parental involvement. The class integrates small-group work and life-skills training models to enhance personal and social protective factors of high-risk youth. If implemented with fidelity, this curriculum has been shown to: increase personal control, decrease suicide risk, decrease drug involvement and depression, and increase school achievement (Eggert, Thompson, Herting, & Randell, 2001; Eggert, Thompson, Herting, & Nicholas, 1995; Eggert, & Nicholas, 2004; Thompson, Eggert, & Herting, 2000).

Teacher satisfaction

Of the five teachers providing feedback about the Reconnecting Youth curriculum, most felt prepared to teach the curriculum, comfortable teaching it and answering students' questions, and that the materials used to teach the curriculum were easy to understand. Four of the five would recommend the curriculum to other teachers, while three of the five felt the curriculum was useful in helping to prevent teen alcohol use (Figure 27).

27. Reconnecting Youth: Teacher comfort and satisfaction with curriculum (N=5)

	Strongly agree	Agree	Disagree	Strongly disagree
I was prepared to present the curriculum to the students.	2	3	0	0
I was comfortable teaching the curriculum.	1	3	1	0
I was comfortable answering students' questions.	1	4	0	0
The materials to assist me in teaching the curriculum were easy to understand.	2	3	0	0
I was able to fit the curriculum into my class schedule. [N=1]	1	0	0	0
I feel the curriculum is a useful tool to help prevent teen alcohol use.	1	2	2	0
I would recommend this curriculum to other teachers.	1	3	0	1

All teachers “agreed” or “strongly agreed” that the curriculum was easy for students to understand and that students learned something new from the curriculum. Four of the five teachers felt students were interested in the information, while three of the five teachers felt students asked relevant questions about the material (Figure 28).

28. Reconnecting Youth: Perception of student satisfaction (N=4-5)

	Strongly agree	Agree	Disagree	Strongly disagree
Students were interested in the information.	0	4	0	1
Students learned something new from the curriculum.	1	3	0	0
The curriculum was easy for students to understand.	2	3	0	0
Students asked relevant questions about the material.	1	2	2	0

In terms of the appropriateness of the Reconnecting Youth curriculum materials, all teachers felt the language level and worksheets and homework activities were at least “somewhat appropriate” for the students. Four of the five felt the content was either “very” or “somewhat appropriate”; one teacher thought the content was not appropriate (Figure 29).

29. Appropriateness of Reconnecting Youth curriculum (N=5)

	Very appropriate	Somewhat appropriate	Not appropriate
Content	3	1	1
Language level	2	3	0
Worksheets/homework activities	3	2	0

Implementation of Reconnecting Youth

Overall, teachers implemented the Reconnecting Youth curriculum with high fidelity. Most, if not all, teachers (83% to 100%) implemented each of the core components of the curriculum. In particular, all teachers reported that students were invited to participate, that there was one leader for every 12 students, each student had their own workbook, and student workbooks were kept by the teacher in a locked room (Figures 30-31). It should be noted that, as with all of the curricula evaluated, teachers were asked to provide feedback about implementation for each Reconnecting Youth class they taught. As a result, the number of respondents presented here may include duplicate teachers.

30. Reconnecting Youth: Program components included (N=10-12)

	Yes	No
There was 1 leader for every 12 students	100%	0%
Students were invited to participate (not assigned)	100%	0%
Invited students included diverse "at-risk" students	83%	17%
Students had not previously attended RY	92%	8%
Signed parent consent was received for RY enrollment	83%	17%
Students completed 2 community service projects	90%	10%
Teacher was trained in implementation of this curriculum [N=9]	89%	11%

31. Reconnecting Youth: Fidelity of curriculum implementation (N=11-12)

	Most of the time	Sometimes	Rarely
Skills-training units were delivered	83%	17%	0%
Each student had their own workbook	100%	0%	0%
Student workbooks were kept (between class sessions) by the teacher in a locked room	100%	0%	0%
Teaching outlines were developed for lessons	91%	1%	0%
Monthly letters to parents were sent home	100%	0%	0%
Students participated in positive school bonding activities	92%	8%	0%
Students completed self-monitoring activities	92%	8%	0%

Recommendations

Overall, teachers reported satisfaction with the curricula and that they implemented most core components of the curricula as prescribed. However, there are areas for improvement with the curricula, with the implementation, and with the evaluation. Based upon the data gathered, below is a list of key recommendations to consider for future academic terms.

- Work with teachers to identify creative strategies to help them more easily fit the curricula into their existing schedules (e.g., is sharing teaching across teachers and classes in order to minimize time constraints on a single teacher possible?).
- Continue to engage teachers in data collection activities in order to prevent missing data and to ensure the experiences of all teachers implementing these curricula are reflected; the new capability to complete the implementation checklists via a web-based survey may increase teacher participation.
- Continue to report data aggregated across P&I communities. Because most communities have a small number of teachers implementing any particular curriculum, it is difficult to achieve an adequate sample size at a site-specific level, which limits the ability to draw conclusions from the data.
- Further assess how communication with parents is achieved, if at all, and any potential barriers for the teachers with regard to communication with parents.
- Encourage teachers to attend refresher trainings in the curricula to renew interest in the material and increase buy-in, and as a review of the core elements of the curricula to increase fidelity.
- Continue to work with curricula developers to ensure that the core fidelity components being assessed accurately reflect the developers' curriculum requirements, particularly when curricula change.

Appendix

Survey comments

Evaluation forms

Teacher satisfaction surveys

Fidelity checklists

References

Survey comments

Project Northland

A1. Best feature of the Project Northland curricula by theme and curriculum

Best feature of the Project Northland curricula by theme and curriculum

Student engagement

Project Northland – general (PN curriculum not specified)

It gets the students to share and talk about alcohol which leads to productive talks about the subject matter.

They liked having peer leaders, the games were fun, and the language helped make a difficult topic easier to discuss.

Peer leadership selected by students.

Run by students for the most part. They were eager to participate.

Students were able to clearly see the reasons why not to drink.

Easy for students to identify with.

Perfect for the age groups we are teaching. Easy to relate some of the information to the students real life activities.

Students learned about the alcohol policies at school and in our town.

It gets kids talking about these issues.

Makes students think about a topic they otherwise wouldn't or may be difficult for them to approach a parent about. (It) arms them with tools to help handle the inevitable situation they will face in regards to alcohol.

Slick Tracy

It provides the students and the adults assisting them with the activities with an understanding of the dangers of alcohol consumption.

Various quick activities for the students.

Slick Tracy: Most activities were good and got the kids talking. I think the lessons on peer pressure could be more clear.

It's so user friendly and the peer part helps them to take ownership.

It is student led.

I liked how there were classroom leaders. The games and activities were fun.

Student participation and guidance.

**A1. Best feature of the Project Northland curricula by theme and curriculum
(continued)**

Best feature of the Project Northland curricula by theme and curriculum

Student engagement (continued)

Amazing Alternatives

Student led discussions and their involvement in the program.

I think having the peer leaders is a good idea. They listen to their classmates. The students seemed to like the tests.

I think it gives students a chance to relate to the kids on the tapes.

Comprehensive, variety of materials, interesting to students.

Kids can relate to the characters. It's engaging.

Power Lines

It gets the kids thinking about alcohol use and decision making.

The students got involved. They found it interesting.

Student involvement was good. They responded well with answers.

Parent engagement

Project Northland

The fact that it is catalyst for conversations at home is the best part.

Alcohol awareness delivered in a unique way is the best part. Also the opportunities to get parents involved.

The parent and student involvement. Requires parents to talk about alcohol and drugs with their students.

Slick Tracy

Communication with parents.

The connection to home opens doors of communication with parents.

The home/school link that parents are required to complete and discuss the comics with the students.

It gives us a chance to discuss a topic often ignored at home; alcohol use.

Involves the parents.

The home connection. Students/parents who use the discussion prompts have a positive reaction to it.

Parent/students activities

Amazing Alternatives

Parent involvement.

A1. Best feature of the Project Northland curricula by theme (continued)

Best feature of the Project Northland curricula by theme

Format of curriculum

Project Northland – general (PN curriculum not specified)

Easy & on the students level.

Easy to follow.

The lessons are relevant, fun, and educational for the students. I love the CD with the students' voices (although my CD didn't work for all of the session).

Easy to teach in a class period and good for kids to understand.

Everything is spelled out for the teacher.

Slick Tracy

It is a fun approach to talking about alcohol.

Kids like the incentives; poster fair is fun, easy to teach.

Amazing Alternatives

It fit in nicely with other class curriculum.

Easy to present and put in an orderly format.

Limited time (8 classes).

Power Lines

How it tied into the class projects (overall curriculum).

More information for students to make good choices.

It was user friendly.

Easy to implement.

I think it is easy to teach and lesson plans are easy to follow.

Materials/content

Four teens dialog in the CD. The students were always "tuned" into what was happening with each character during the sessions. I also like the activities, very age appropriate.

The scripts.

Good topics.

It addresses a situation.

Relevant issues addressed in realistic circumstances.

Slick Tracy

The comic dialog.

The use of comics is a good tool but these were not set up in an easy to understand way.

The kids really seemed to enjoy the comics.

The Slick Tracy comic books.

A1. Best feature of the Project Northland curricula by theme (continued)

Best feature of the Project Northland curricula by theme

Materials/content (continued)

Power Lines

The interaction and diversity of responses. This year some boys thought it was ok to drink if you didn't get caught and that they thought school policies were wrong.

Storyline.

The material in relation to the grade level is good.

It reinforces why alcohol can do so much harm to a young person.

Other comments

Slick Tracy

It covers an important topic in a fun and interesting way. It makes the topic not as scary for some.

It gets the students to think about alcohol and problems it causes.

It is a good topic that is very important in [district].

Amazing Alternatives

Relevant and interesting.

It addresses parents, schools, peers, and communities as resources for students during decision-making processes.

Note. *In some cases, it was not possible to identify the specific Project Northland curriculum associated with the open-ended comment. Where possible, open-ended comments are organized by the type of curriculum.*

A2. Suggestions for improving Project Northland by theme and curriculum

Suggestions for improving Project Northland by theme and curriculum

Resources/materials

Slick Tracy

The new comic book was a very good addition as it explains the activities to the students and parents more clearly.

The new comic book is a vast improvement over the old one; clearer homework activities and parent section; options if parents are not available.

Improve the comics. Take out the homework because parents do not complete it. Revise the activities to a lower reading level.

Slick Tracy – I would not have kids answer what they liked about the comic. More preparation for poster fair. Not all kids know how to read comics so there's a learning curve for some.

Comics a little longer. A little more humor.

Students really like the comics. I think they could be just a little bit longer.

Better comics. Very hard to get participation from home for some kids.

I think it is a little cheesy for our 6th graders. They think they're too cool for comics.

Continue to let instructor present/adapt material for their individual situations (classroom).

Amazing Alternatives

Have a CD format rather than cassettes.

Make tapes to CD's. Shorten up a bit if possible.

Just continue to update the materials so it won't seem dated to the students in the coming year.

Provide CD's instead of cassette tapes.

It would be good to have CD's instead of tapes because I had to borrow a tape player from library for so many weeks.

Have audio CD's next year.

Thank you for running off all materials.

Put student handouts in a booklet. This is a huge "paper" management problem.

Content

Slick Tracy

Add drug use if possible to curriculum.

It's good the way it is. The only way would be totally new, more up-to-date characters.

Too "kiddish" for sixth grade. Activities are not relevant.

It can be difficult for 6th graders to share. I would like them to open up more. It's difficult to change some minds. They still think drinking is cool.

Poster Fair is not effective.

A2. Suggestions for improving Project Northland by theme and curriculum (continued)

Suggestions for improving Project Northland by theme and curriculum

Content (continued)

Amazing Alternatives

More information on drugs.

Update the tapes/content.

The 7th grade curriculum is a bit too elementary for the students.

Session 7 – the advertisements were not beneficial – the part where the kids tried to create their own.

Change the time amounts to be more accurate.

Gearing some of it towards the 8th grade curriculum.

Power Lines

7th and 8th grade too redundant.

The Power Lines curriculum seems a little immature for the grade level.

To have an updated version.

Some of the scenarios were a little immature for the 8th grade students they felt.

Eliminate projects. I could not give up more time for projects. The core stuff was good.

Curriculum format

Slick Tracy

I needed more than the 25 minutes I had the kids. Better for classroom teacher than [type of teacher].

There just isn't time during the day for another subject/project. Equip parents.

I don't like that we send it home to parents because some of the "home lives" the students have. I think it is hard, very hard for some students to deal with this.

The peer leaders always seem confused – ill prepared.

As a [type of teacher] the class needs to be longer. The first week of the program puts you a week behind in the curriculum. The first week of classroom results in election of peer leaders and distribution of comic books. Consequently, the peer leaders do not introduce the first comic book.

We (teachers) all seemed to do the lessons different from each other and a workshop could help us all be on the same page so to speak.

Amazing Alternatives

Less work on ads.

A2. Suggestions for improving Project Northland by theme and curriculum (continued)

Suggestions for improving Project Northland by theme and curriculum

Curriculum format (continued)

Power Lines

Class projects need to have students spend more class time working on projects instead of out of class.

Condensed somehow.

Make it shorter so I can teach my curriculum as well.

Eliminate projects – not enough time.

Is there a way to compact it?

Other comments

Slick Tracy

I like it as is.

Discussion starters for teachers – in school conversations are powerful.

The only suggestion I have is to have the classroom teacher take over the program instead of the [type of teacher]. It was really tough to get everything done in 25 minute blocks whereas the classroom teacher could do 50 minute blocks.

I think it would work much better to have a classroom teacher do this in the future. The sixth grade is losing way too much [class] time.

There isn't much to this. My impression overall is that it's not very effective.

I thought this curriculum went really well.

Amazing Alternatives

It should be done in all 7th grade classes. Each teacher should do a certain part. This shows that we all care about the health and well-being of our students. And it doesn't eat up one teacher's curriculum time which is stretched as it is.

Power Lines

I had trouble understanding a few things but got it resolved.

I felt it was good the way it is.

A3. Areas for assistance in implementing Project Northland by curriculum

Areas for assistance in implementing Project Northland by curriculum

Project Northland – general (PN curriculum not specified)

More technology i.e., videos.

They need to understand the vocabulary of law – maybe more worksheets that deal with this.

I would like more supplemental materials. Web sites or recommended video clips.

Bring lawyers that deal with juvenile situations and have them explain the concepts first.

Slick Tracy

Research findings that Slick Tracy is effective.

Already contacted Hazelden.

Letting the kids know in the beginning that there will be a poster fair coming up.

No, just more time (longer time period).

Just with the peer training since it had been my first year.

If you're teaching it for the first time it would be nice to know what it looks like to teach.
Examples: video, classroom observations.

A revised teaching manual to correspond with the new version of the comic book so the lesson plan corresponds with the subject matter.

Another training would be helpful since I didn't know the curriculum when I went the first time.

Give me more than 24 minutes for class.

Let us sit in on the training.

We need more time to help students see relevance. I'd like to see more leadership opportunities for students outside of school hours.

Amazing Alternatives

Help with parent post cards.

Power Lines

Tough to fit into class curriculum but we were able to slide it in with alcohol/tobacco unit.

The projects need to be achievable in every community.

There's too much paperwork. Some of the tasks are not feasible in a school setting – time conflicts.

Note. *In some cases, it was not possible to identify the specific Project Northland curriculum associated with the open-ended comment. Where possible, open-ended comments are organized by the type of curriculum.*

A4. Modifications made to Project Northland by curriculum

Modifications made to Project Northland by curriculum

Slick Tracy

Continue with the new version of comic books as the activities are more clear and better explained.

The posters took awhile to complete since our time was limited but eventually we got them done.

I have 25 students. We completed 302 activities on average 3 per student per week.

A very low group of students. I led everything as a whole group.

I basically ran the sessions because of time.

At times this seems disjointed.

We fit it into 3 weeks.

Update materials.

Just that the poster fair was only our class.

Modified peer-led activities to fit student needs and capabilities.

Poster created by groups for various topics such as indirect, direct pressure, etc.

Amazing Alternatives

Change to 6th grade curriculum.

We played some games that related to the subjects.

I don't think it is necessary for peer leaders. Teachers should lead the class not 7th graders.

Males and females separated by gender when taught. Only 4 – 5 in each group. Did as an entire group or the end of each session the students choose who they thought would drink and explained why.

I decide the peer leaders. We worked curriculum into gym class.

Group work involving posters about various topics that were related to what we were studying. Used an example of some of the Power Lines curriculum.

This was a class of 10 students, peer leaders were informally trained and each group was responsible for two virtual classmates.

The amount of time given for each section is not accurate. The sessions take 10 – 15 minutes more than allotted time.

Some small group activities were done as a classroom activity due to group behavior problems.

Power Lines

Some of the projects for 8th graders were a lot of outside class time that our students had trouble with so we added a lot more in class working class periods. Also co-taught this class with health and assigned the class project as a large percentage of health grade that semester.

Added more on what alcohol does to the body and its organs.

I chose peer leader.

I did all the core lessons (great) but did not have time for projects (time consuming).

I made some changes to the small group projects to fit the needs of my students.

Sent home 2 post cards. Started alcohol unit from text then would into Power Lines.

Allowed row boat group to use snowmobile laws instead of boating.

Having students think on their own as far as punishments and suggestions on various stories/topics.

I did not have time to do projects – just the lessons.

Class Action

A5. Best feature of the Class Action curriculum by theme

Best feature of the Class Action curriculum by theme

Student engagement

Kids like it. It is interesting.

The presentations – kids sharing with each other.

Format of curriculum

It fits in perfect with my [class]. We learn how to do mock trials. We learn about juvenile law and zero tolerance, etc.

Materials/content

Relevant, real world situations that could be encountered by anyone.

The fact that these are real life situations.

Information on the subject covered.

Date rape trial started excellent discussions and thoughts.

They learn about how alcohol affects everybody who uses it and is around those that use it.

It gives students a good idea about the civil side of alcohol related injuries/crimes, etc.

It is another opportunity for them to hear about the dangers of drinking and the cases tie it to real life events.

Educating about underage drinking.

Other comments

Well thought out.

A6. Suggestions for improving Class Action by theme

Suggestions for improving Class Action by theme

Content

Adding a PowerPoint or activity to introduce negligence and a better way to develop the arguments.

More information on court cases. Information on local laws for this curriculum.

Better counter arguments in defenses case.

Some explanations of plaintiff, etc., and the legal terms would be helpful for them to refer to.

Some tasks are a bit redundant while understandable and good cross-check, it did (help) some higher ability students to have done very similar research. Tasks 1-3 and Tasks 4 are very similar.

More specific lessons or information that is to be presented in the sessions.

Last year the entire case was difficult for them to prepare so I cut it down. Students were much more receptive to the workload.

Several tasks had redundancy built in which made final presentations a bit repetitious at times.

Specific directions for each assigned task. Many of the directions are generic and repetitive.

Curriculum format

I wish it didn't take so long because our curriculum is full.

Takes too much time. Spoon feed the information to them so time can be spent on cases and discussions.

Not so long – takes up so much time.

Maybe an extra day or two. Fieldtrip to a court room.

Presentations are too long – court cases.

More specific short lessons on each of the different situations dealt with in the cases.

Have more variety on the worksheets. They asked the same questions over and over again.

Other comments

I was satisfied with the curriculum.

No, I was comfortable with the implementation.

I found the curriculum to be fairly easy to follow and to implement. The cases caught the students' attention and were relevant.

It worked fine.

Add a new (illegible comment). Have leftover posters – what should I do with them?

A7. Areas for assistance in implementing Class Action

Areas for assistance in implementing Class Action

Speakers – outside references.

Outside person present or introduce the topic and information about this area.

It is a tenuous fit at best for my class. In sociology I would happily use it but that falls so much all students.

More case books would help.

New CD's, postcards.

Video demonstration of a case and a video teaching students how to write their tasks.

Takes too much time away from classes with state standards required.

Maybe have lawyers come in and help students write their statements/opening and closing and help prepare their case.

I am not very good at filling out reports, details.

Nothing needed.

A8. Modifications made to Class Action

Modifications made to Class Action

Had larger classes so had larger groups than set in lessons. Reduced formality of courtroom.

I would have students view courtroom proceedings.

None made.

I did not do it every Friday. I did it all in a 2-3 week period.

I would change the task sheets and how students are to set up their arguments. Also, add a component to introduce negligence and liability.

Add a few new cases – maybe tell the result of the case it was based on. One more driving case.

I added a test at the end.

Did 4 cases. Add worksheet on teen alcohol, crashes, etc., to begin unit.

The group did a portion of the case, not the entire case.

No presentations by 9th graders.

Introduced negligence and civil cases to students. Made students type a final argument and have a rubric for assignment.

Post cards not needed. We did them but no response from parents. Lots didn't look at them. Just threw them.

Project Towards No Drug Abuse

A9. Best feature of the Project Towards No Drug Abuse curriculum

Best feature of the Project Towards No Drug Abuse curriculum

The strongest unit was re: family roles, i.e., scapegoat, hero, etc. Students connected strongly with this.

Talking about alcohol abuse from a family system – perspective.

Discussions about use and abuse.

A10. Suggestions for improving Project Towards No Drug Abuse

Suggestions for improving Project Towards No Drug Abuse

Hate the cover of the work book – does not connect with content. In a large classroom game is difficult to play.

At the end of the course have each student meet with the other instructors one-on-one to process the experience.

Increase multimedia.

More multimedia; DVD's, PowerPoints.

No, however physical space is somewhat problematic due to class size.

Allow a little more time to present and discuss each unit. We were rushed at times.

The design cover is “disturbing” to students – expand the chapter on family roles i.e., hero... scapegoat.

A11. Areas for assistance in implementing Project Towards No Drug Abuse

Areas for assistance in implementing Project Towards No Drug Abuse

Health teacher was very gracious in making it work in her class – co-taught with team of students. Went well.

Speakers.

A12. Modifications made to Project Towards No Drug Abuse

Modifications made to Project Towards No Drug Abuse

Took more time and discussions lasted longer.

Difficult to use TND game.

No. Good material and it does allow for personal reflection or experiences to be given a voice.

Due to class size, time and room arrangement, TND game was not used.

Reconnecting Youth

A13. Suggestions for improving Reconnecting Youth

Suggestions for improving Reconnecting Youth

There is nothing I would change with the curriculum. I sometimes modify daily activities to fit the class. Sticking to the Fidelity of the curriculum is what makes everything work best; i.e., class size, mix, gender, etc.

No/little ATOD use, few attendance problems, high achievement – mood management was focused on.

A14. Modifications made to Reconnecting Youth

Modifications made to Reconnecting Youth

No changes to the outlines that the curriculum writers developed. Lessons on Power Point and for each lesson Dr.'s words are displayed.

These students were less at-risk than any group and they really connected as a group and many lessons were adjusted to fit them.

This class was extremely small (2) so some lessons were cut out and others tailored to fit.

Scheduled re-evaluation of program goals in lesson plans.

Made new positive monthly RY report form.

Evaluation forms

Satisfaction surveys:

- Project Northland
- Class Action
- Project Towards No Drug Abuse
- Reconnecting Youth

Implementation checklists:

- Slick Tracy
- Amazing Alternatives
- Power Lines
- Class Action
- Project Towards No Drug Abuse
- Reconnecting Youth

School: _____ Teacher: _____ Curriculum: Slick Tracy Amazing Alternatives Power Lines

Start date: _____ / _____ / _____ End date: _____ / _____ / _____ Grade level: _____
Month Day Year Month Day Year

Project Northland teacher survey

We would like to know about your perceptions of and experiences using Project Northland. Please fill out one survey for each separate curriculum you teach. Please clearly mark your answers with a ✓. Please complete this form after you have conducted the last session of Project Northland. All individual responses will be kept confidential.

1. How appropriate do you feel the following aspects of Project Northland were for middle school students?

	Very appropriate	Somewhat appropriate	Not appropriate
a. Content	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
b. Language level	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
c. Worksheets/activities	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
d. Comics (Slick Tracy only)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³

Do you agree or disagree with the following statements about Project Northland?

	Strongly disagree	Disagree	Agree	Strongly agree
2. Students were interested in the information.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
3. Students learned something new from the curriculum.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
4. The curriculum was easy for students to understand.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
5. Students asked relevant questions about the material.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
6. The materials to assist me in teaching the curriculum were easy to understand.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
7. I was prepared to present the curriculum to the students.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
8. I was comfortable teaching the curriculum.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
9. I was comfortable answering students' questions.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
10. I was able to fit the curriculum into my class schedule.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
11. I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
12. I would recommend this curriculum to other teachers.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

13. What do you see as the best thing about this curriculum?

14. How would you improve this curriculum?

15. Is there any assistance that could be provided to help you successfully implement the curriculum?

For WR use only: Grantee #: _____ School #: _____ Teacher #: _____ Session #: _____

School: _____ Teacher: _____

Start date: _____ / _____ / _____ End date: _____ / _____ / _____
Month Day Year Month Day Year

Class Action teacher survey

We would like to know about your perceptions of and experiences using Class Action. Please clearly mark your answers with a ✓. Please complete this form after you have conducted the last session of Class Action. All individual responses will be kept confidential.

1. How appropriate do you feel the following aspects of Class Action were for high school students?

	Very appropriate	Somewhat appropriate	Not appropriate
a. Content	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. Language level	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. CDs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d. Worksheets/ Activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Do you agree or disagree with the following statements about Class Action?

	Strongly disagree	Disagree	Agree	Strongly agree
2. Students were interested in the information.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. Students learned something new from the curriculum.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. The curriculum was easy for students to understand.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. Students asked relevant questions about the material.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. The materials to assist me in teaching the curriculum were easy to understand.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7. I was prepared to present the curriculum to the students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8. I was comfortable teaching the curriculum.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9. I was comfortable answering students' questions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10. I was able to fit the curriculum into my class schedule.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11. I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12. I would recommend this curriculum to other teachers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

13. What do you see as the best thing about this curriculum?

14. How would you improve this curriculum?

15. Is there any assistance that could be provided to help you successfully implement the curriculum?

For WR use only: Grantee #: _____ School #: _____ Teacher #: _____ Session #: _____

School: _____ Teacher: _____

Start date: / / End date: / /
Month Day Year Month Day Year

Project Towards No Drug Abuse teacher survey

We would like to know about your perceptions of and experiences using Toward No Drug Abuse. Please clearly mark your answers with a ✓. Please complete this form after you have conducted the last session of Project TND.

1. How appropriate do you feel the following aspects of Toward No Drug Abuse were for high school students?

	Very appropriate	Somewhat appropriate	Not appropriate
a. Content	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
b. Language level	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
c. Cases/scenarios	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
d. Worksheets/Activities	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³

Do you agree or disagree with the following statements about Project TND?

	Strongly disagree	Disagree	Agree	Strongly agree
2. Students were interested in the information.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
3. Students learned something new from the curriculum.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
4. The curriculum was easy for students to understand.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
5. Students asked relevant questions about the material.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
6. The materials to assist me in teaching the curriculum were easy to understand.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
7. I was prepared to present the curriculum to the students.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
8. I was comfortable teaching the curriculum.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
9. I was comfortable answering students' questions.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
10. I was able to fit the curriculum into my class schedule.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
11. I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
12. I would recommend this curriculum to other teachers.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

13. What do you see as the best thing about this curriculum?

14. How would you improve this curriculum?

15. Is there any assistance that could be provided to help you successfully implement the curriculum?

For WR use only: Grantee #: _____ School #: _____ Teacher #: _____ Session #: _____
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School: _____ Teacher: _____

Start date: _____ / _____ / _____ End date: _____ / _____ / _____
Month Day Year Month Day Year

Reconnecting Youth teacher survey

We would like to know about your perceptions of and experiences using Reconnecting Youth. Please clearly mark your answers with a ✓. Please complete this form after you have conducted the last session of Reconnecting Youth.

1. How appropriate do you feel the following aspects of Reconnecting Youth were for high school students?

	Very appropriate	Somewhat appropriate	Not appropriate
a. Content	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
b. Language level	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
c. Worksheets/Homework Activity	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³

Do you agree or disagree with the following statements about Reconnecting Youth?

	Strongly disagree	Disagree	Agree	Strongly agree
2. Students were interested in the information.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
3. Students learned something new from the curriculum.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
4. The curriculum was easy for students to understand.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
5. Students asked relevant questions about the material.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
6. The materials to assist me in teaching the curriculum were easy to understand.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
7. I was prepared to present the curriculum to the students.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
8. I was comfortable teaching the curriculum.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
9. I was comfortable answering students' questions.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
10. I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
11. I would recommend this curriculum to other teachers.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

12. What do you see as the best thing about this curriculum?

13. How would you improve this curriculum?

14. Is there any assistance that could be provided to help you successfully implement the curriculum?

For WR use only: Grantee #: _____ School #: _____ Teacher #: _____ Session #: _____

School: _____ Teacher: _____

Start date: _____ / _____ / _____ End date: _____ / _____ / _____ Class period: _____
Month Day Year Month Day Year

Slick Tracy - 6th Grade Project Northland

We would like to know about your experiences with using Project Northland. It is important for us to understand which components of the curriculum you used and to what degree. Your information will help us understand which components are most doable and which are more difficult to implement. Please complete this checklist for each class of this curriculum you teach and return the checklist(s) directly to the Planning and Implementation coordinator in your community. Your responses will be shared with the Planning and Implementation coordinator and with the Department of Human Services for the purposes of planning and follow-up. Please clearly mark your answers with a ✓.

Program Components

	Yes	No
Teacher was trained in implementation of this curriculum	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Students (not teachers) selected peer leaders	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Peer leaders were trained by the teacher, counselor or other appropriate adult	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
There was 1 peer leader for every 5-6 students	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Initial parent letter was sent to each home prior to the start of the curriculum	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Slick Tracy Poster Fair was held	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Students created time capsules	<input type="checkbox"/> ¹	<input type="checkbox"/> ²

Implementation

	Most of the time	Sometimes	Rarely
Student incentives were used	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Return of homework was tracked for each student	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Teacher taught the course, except for the small groups	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Small groups were peer-led	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Comic books were used for sessions	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Comic books were sent home	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³

If you made any changes to the curriculum, please describe below:

Do you have any suggestions for improving the curriculum in your classroom?

For WR use only: Grantee #: _____ School #: _____ Teacher #: _____ Session #: _____

School: _____

Teacher: _____

Start date: _____ / _____ / _____
Month Day Year

End date: _____ / _____ / _____
Month Day Year

Class period: _____

Amazing Alternatives-7th Grade Project Northland

We would like to know about your experiences with using Project Northland. It is important for us to understand which components of the curriculum you used and to what degree. Your information will help us understand which components are most doable and which are more difficult to implement. Please complete this checklist for each class of this curriculum you teach and return the checklist(s) directly to the Planning and Implementation coordinator in your community. Your responses will be shared with the Planning and Implementation coordinator and with the Department of Human Services for the purposes of planning and follow-up. Please clearly mark your answers with a ✓.

Program Components

	Yes	No
Teacher was trained in implementation of this curriculum	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Students (not teachers) selected peer leaders	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Peer leaders were trained by the teacher, counselor or other appropriate adult	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
There was 1 peer leader for every 5-6 students	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Initial parent letter was sent to each home prior to the start of the curriculum	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Amazing Alternative Fun Night was held with parents before the class was implemented	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Students created time capsules	<input type="checkbox"/> ¹	<input type="checkbox"/> ²

Implementation

	Most of the time	Sometimes	Rarely
Student incentives were used	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Teacher taught the course, except for the small groups	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Small groups were peer-led	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Audio tapes/CDs were used for sessions	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Only if implementing the 2009 version of the curriculum:			
Home team materials were sent home weekly	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³

If you made any changes to the curriculum, please describe below:

Do you have any suggestions for improving the curriculum in your classroom?

For WR use only: Grantee #: _____ School #: _____ Teacher #: _____ Session #: _____

School: _____

Teacher: _____

Start date: _____ / _____ / _____
Month Day Year

End date: _____ / _____ / _____
Month Day Year

Class period: _____

Power Lines - 8th Grade Project Northland

We would like to know about your experiences with using Project Northland. It is important for us to understand which components of the curriculum you used and to what degree. Your information will help us understand which components are most doable and which are more difficult to implement. Please complete this checklist for each class of this curriculum you teach and return the checklist(s) directly to the Planning and Implementation coordinator in your community. Your responses will be shared with the Planning and Implementation coordinator and with the Department of Human Services for the purposes of planning and follow-up. Please clearly mark your answers with a ✓.

Program Components

	Yes	No
Teacher was trained in implementation of this curriculum	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Students (not teachers) selected peer leaders for sessions	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Initial parent letter was sent to each home prior to the start of the curriculum	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Students created time capsules	<input type="checkbox"/> ¹	<input type="checkbox"/> ²

Implementation

	Most of the time	Sometimes	Rarely
Teacher taught the course, except for the small groups	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Small groups were peer-led	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Students worked on small group projects	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Only if implementing the 2009 version of the curriculum: Home team materials were sent home weekly	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³

If you made any changes to the curriculum, please describe below:

Do you have any suggestions for improving the curriculum in your classroom?

For WR use only: Grantee #: _____ School #: _____ Teacher #: _____ Session #: _____

School: _____

Teacher: _____

Start date: _____ / _____ / _____
Month Day Year

End date: _____ / _____ / _____
Month Day Year

Class period: _____

Class Action

We would like to know about your experiences with using Class Action. It is important for us to understand which components of the curriculum you used and to what degree. Your information will help us understand which components are most doable and which are more difficult to implement. Please complete this checklist for each class of this curriculum you teach and return the checklist(s) directly to the Planning and Implementation coordinator in your community. Your responses will be shared with the Planning and Implementation coordinator and with the Department of Human Services for the purposes of planning and follow-up. Please clearly mark your answers with a ✓.

Program Components

	Yes	No
Teacher was trained in implementation of this curriculum	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Initial parent letter was sent to each home prior to the start of the curriculum	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Students were divided into legal teams of 4 to 6 students each	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
At least 2 cases were presented	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Final court hearing presentations were held	<input type="checkbox"/> ¹	<input type="checkbox"/> ²

Implementation

	Most of the time	Sometimes	Rarely
Activities were peer-led	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Audio CDs were used for sessions	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Class Action casebooks were used for sessions	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Four postcards (Northland Notes) were mailed to parents	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³

If you made any changes to the curriculum, please describe below:

Do you have any suggestions for improving the curriculum in your classroom?

For WR use only: Grantee #: _____ School #: _____ Teacher #: _____ Session #: _____

School: _____

Teacher: _____

Start date: _____ / _____ / _____
Month Day Year

End date: _____ / _____ / _____
Month Day Year

Class period: _____

Project Towards No Drug Abuse

We would like to know about your experiences with using Project Towards No Drug Abuse (TND). It is important for us to understand which components of the curriculum you used and to what degree. Your information will help us understand which components are most doable and which are more difficult to implement. Please complete this checklist for each class of this curriculum you teach and return the checklist(s) directly to the Planning and Implementation coordinator in your community. Your responses will be shared with the Planning and Implementation coordinator and with the Department of Human Services for the purposes of planning and follow-up. Please clearly mark your answers with a ✓.

Program Components

	Yes	No
Teacher was trained in implementation of this curriculum	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Initial parent letter was sent home prior to implementation of the curriculum	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Ground rules for behavior were established at the start of the program	<input type="checkbox"/> ¹	<input type="checkbox"/> ²

Implementation

	Most of the time	Sometimes	Rarely
Information was presented neutrally	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Games (e.g., the "TND Game") were used	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Role-play was used	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Skill-demonstration was used	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Project TND Teacher's Manual was used	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Project TND Student Workbooks were used	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³

If you made any changes to the curriculum, please describe below:

Do you have any suggestions for improving the curriculum in your classroom?

For WR use only: Grantee #: _____ School #: _____ Teacher #: _____ Session #: _____

School: _____

Teacher: _____

Start date: _____ / _____ / _____
Month Day Year

End date: _____ / _____ / _____
Month Day Year

Class period: _____

Reconnecting Youth

We would like to know about your experiences with using Reconnecting Youth (RY). It is important for us to understand which components of the curriculum you used and to what degree. Your information will help us understand which components are most doable and which are more difficult to implement. Please complete this checklist for each class of this curriculum you teach and return the checklist(s) directly to the Planning and Implementation coordinator in your community. Your responses will be shared with the Planning and Implementation coordinator and with the Department of Human Services for the purposes of planning and follow-up. Please clearly mark your answers with a ✓.

Program Components

	Yes	No
Teacher was trained in implementation of this curriculum	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
There was 1 leader for every 12 students	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Students were invited to participate (not assigned)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Invited students included diverse "at-risk" students	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Students had not previously attended RY	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Signed parental consent was received for RY enrollment	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
Students completed 2 community service projects	<input type="checkbox"/> ¹	<input type="checkbox"/> ²

Implementation

	Most of the time	Sometimes	Rarely
Skills-training units were delivered	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Each student had their own workbook	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Student workbooks were kept (between class sessions) by the teacher in a locked location	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Teaching outlines were developed for lessons	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Monthly letters to parents were sent home	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Students participated in positive school bonding activities	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
Students completed self-monitoring activities	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³

If you made any changes to the curriculum, please describe below:

Do you have any suggestions for improving the curriculum in your classroom?

For WR use only: Grantee #: _____ School #: _____ Teacher #: _____ Session #: _____

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