



Wilder  
Research

# School-based prevention programming fidelity and teacher satisfaction results: 2008-09, 2009-10, and 2010-11 school years

*Prepared for the Minnesota Department of Human Services*

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**DRAFT**  
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*Prepared for the Minnesota Department of  
Human Services*

**June 2011**

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# Acknowledgments

The following Wilder Research staff contributed to the completion of this report:

Walker Bosch  
Jackie Campeau  
Rena Cleveland  
Marilyn Conrad  
Michelle Gerrard  
Louann Graham  
Rachel Hardeman  
Cheryl Holm-Hansen  
April Lott

Special appreciation is extended to the Minnesota Department of Human Services staff, the Planning and Implementation grantees, and members of the Wilder Research consultant team who have assisted with the broader ATOD prevention project.

Funding for this evaluation and report was provided by the Minnesota Department of Human Services, Alcohol and Drug Abuse Division.

# 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 which components may require extra support.

In addition to implementation fidelity, the evaluation also gathers information about teacher satisfaction with the curricula, including their perceptions of the usefulness and benefits of the curricula.

The evaluation was first implemented in the spring of 2009 and continued during the 2009-10 and 2010-11 school years. 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. Tools and methodology related to the evaluation were modified over time. The most current versions of the tools used in the 2010-11 evaluation are included in the appendix.

# 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; 36 teachers reported on the curriculum in 63 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, 19 teachers reported on a total of 42 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 County. Five teachers provided feedback on the curriculum representing five classes across two schools. Nine teachers from three P&I communities (Chisholm, Kanabec County, and South Saint Paul) completed the fidelity and/or teacher satisfaction surveys for the Reconnecting Youth curriculum for 17 classes across five schools (Figure 1).

It should be noted that the available surveys do 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, 2009-10, and 2010-11 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, collected during the latter half of the 2008-09 school year, the 2009-10 school year, and the 2010-11 school year. Fidelity data are presented cumulatively across all three school years. Differences between school years were not examined because the methodology for collecting fidelity data varied from year to year, which could account for any differences found. Select items assessing teacher satisfaction were measured in a more consistent way over time, so these results are presented both cumulatively and by school year, when a sufficient sample size allowed. 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.

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**1. Teacher feedback provided by curriculum (Spring 2009, 2009-10, and 2010-11 school years)**

<b>Curriculum</b>	<b>Number of teachers</b>	<b>Number of classes</b>	<b>Number of schools</b>
Project Northland			
Slick Tracy (6 <sup>th</sup> grade)	36	63	23
Amazing Alternatives (7 <sup>th</sup> grade)	30	48	18
Power Lines (8 <sup>th</sup> grade)	22	55	15
Class Action	19	42	11
Reconnecting Youth	9	17	5
Project Towards No Drug Abuse	5	5	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 6<sup>th</sup> 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 7<sup>th</sup> 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 8<sup>th</sup> 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.<sup>1</sup>

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

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<sup>1</sup> 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.



been shown to: decrease youth’s tendency to use alcohol, decrease alcohol use in the past 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 – 6<sup>th</sup> Grade**

Overall, satisfaction with the Project Northland-Slick Tracy curriculum was generally high. At least 8 in 10 teachers felt Slick Tracy was useful in preventing alcohol use among teens (82%), and that students learned something new from the curriculum (83%). Three-quarters of Slick Tracy teachers (75%) would recommend the curriculum to other teachers (Figure 2). Because the current grant is ending, teachers implementing the Project Northland-Slick Tracy curriculum in the 2010-11 school year (N=11) were asked whether they would plan to teach the curriculum again next year, if it were up to them. About two-thirds of teachers (64%) reported that they would.

Satisfaction with the Project Northland-Slick Tracy curriculum remained generally stable over time, with no statistically significant differences in the proportion of teachers who reported being satisfied with the curriculum over time (Figure 3). Although differences were not statistically significant, possibly due to the small number of respondents, it is notable that relatively fewer teachers expressed satisfaction with Slick Tracy in the 2010-11 school year (64% to 73%) compared to the previous school year (86% to 91%).

In response to open-ended questions, some teachers suggested that the Slick Tracy comics could be improved. It should be noted that the revised version of the Project Northland series does contain new Slick Tracy comic books, and that several teachers who used the updated curriculum positively noted the improvements to the comics (see the appendix for all teacher comments).

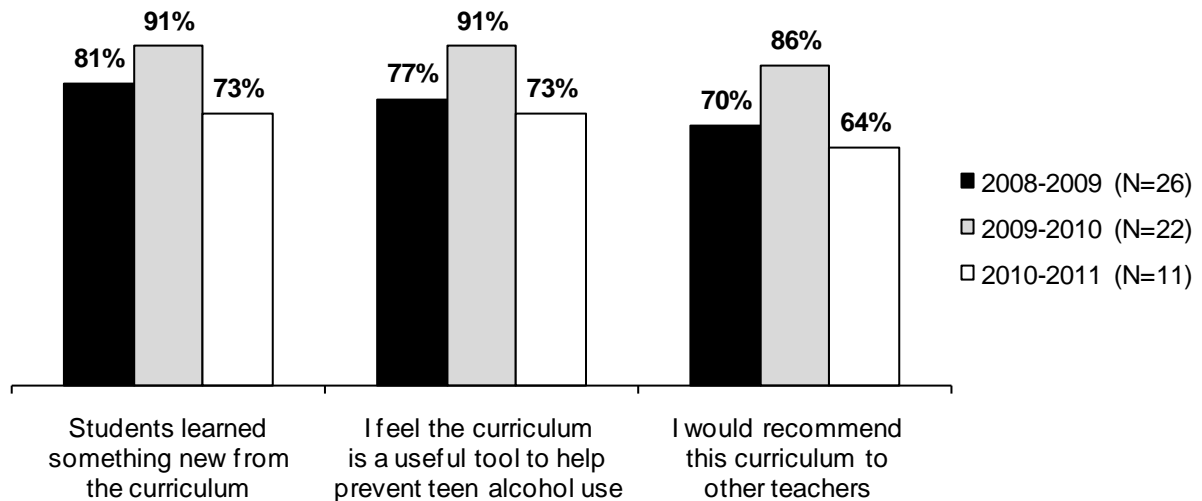
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**2. Slick Tracy: Teacher satisfaction with curriculum (Spring 2009, 2009-10, and 2010-11 school years) (N=56-59)**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I feel the curriculum is a useful tool to help prevent teen alcohol use.	19%	63%	10%	9%
I would recommend this curriculum to other teachers.	21%	54%	13%	13%
Students learned something new from the curriculum.	19%	64%	9%	9%

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### 3. Slick Tracy: Teacher satisfaction with curriculum over time



**Note:** The results above represent the proportion of teachers who responded “agree” or “strongly” agree to each item. Significance tests were conducted using Pearson’s Chi Square test. There were no statistically significant differences in the results presented above.

### Implementation of Slick Tracy – 6<sup>th</sup> grade

Overall, the majority of teachers implemented each of the required components of the Project Northland: Slick Tracy curriculum as prescribed. Almost all teachers (92%) 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 (91%), and teacher-led sessions, except for small groups (92%). The areas that were particularly difficult to administer with fidelity appear to be the use of student incentives, the student selection of peer leaders, and the Slick Tracy Poster Fair (Figures 4-5). In responses to open-ended questions, some teachers reported that the curriculum was difficult to administer with fidelity because of time constraints and the need for more training or modeling (see appendix for all teacher comments).

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#### 4. Slick Tracy: Program components included (N=60-63)

	Yes	No
Students (not teachers) selected peer leaders	71%	29%
Peer leaders were trained by the teacher, counselor or other appropriate adult	92%	8%
There was 1 peer leader for every 5-6 students	87%	13%
Initial parent letter was sent home prior to implementation of the curriculum	85%	15%
Slick Tracy Poster Fair was held	67%	33%
Students created time capsules	82%	18%

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#### 5. Slick Tracy: Fidelity of curriculum implementation (N=63)

	Most of the time	Sometimes	Rarely
Student incentives were used	54%	25%	21%
Return of homework was tracked for each student	91%	6%	3%
Teacher taught the course, except for the small groups	92%	5%	3%
Small groups were peer-led	81%	18%	2%
Comic books were used for session	98%	2%	0%

### Teacher satisfaction with Amazing Alternatives – 7<sup>th</sup> Grade

Overall, teachers were generally satisfied with the Project Northland-Amazing Alternatives curriculum. Most teachers “agreed” or “strongly agreed” that the Amazing Alternatives curriculum was helpful in preventing teen alcohol use (82%) and that they would recommend it to other teachers (87%). About 8 in 10 teachers (82%) felt students learned something new from the curriculum (Figure 6). In addition, 8 of the 10 teachers who provided feedback about the Project Northland-Amazing Alternatives curriculum in the 2010-11 school year reported that, if it were up to them, they would plan to teach the curriculum again next year.

Satisfaction with the Project Northland-Amazing Alternatives curriculum remained relatively stable over time, with no statistically significant differences in the proportion of teachers who reported being satisfied with the curriculum over time (Figure 7). Although not statistically significant, it is worth noting that somewhat more teachers during the 2008-09 and 2010-11 school years felt that Amazing Alternatives is a useful prevention

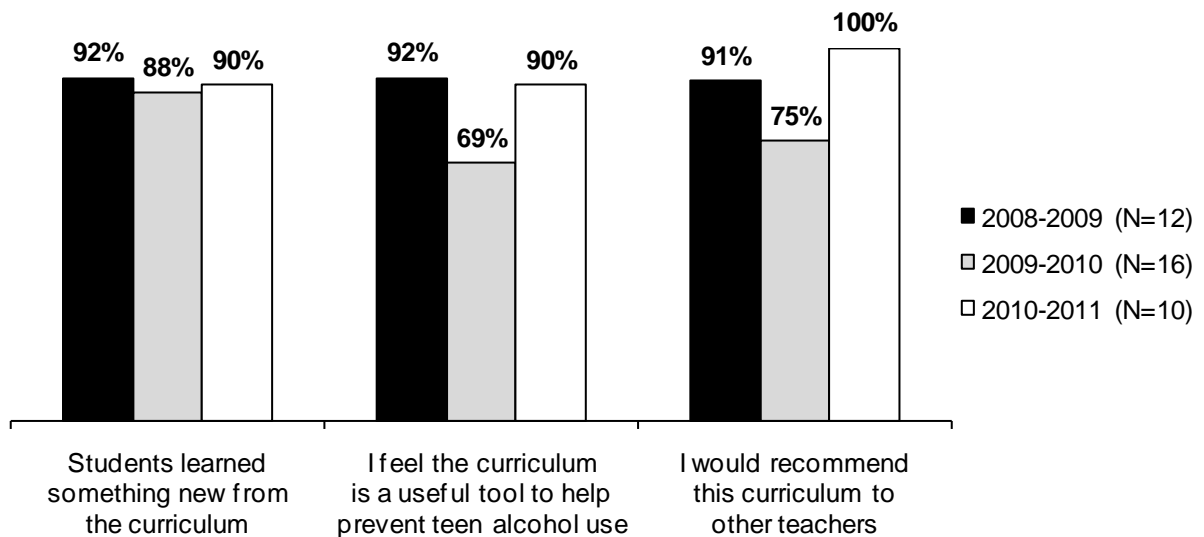
tool and would recommend the curriculum, compared to the 2009-10 school year (90-100% in 2008-09 and 2010-11, compared to 69-75% in 2009-10).

In response to open-ended questions, several teachers suggested that replacing the tapes with CDs would improve their ability to teach the curriculum. 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).

**6. Amazing Alternatives: Teacher satisfaction with curriculum (Spring 2009, 2009-10, and 2010-11 school years), (N=37-38)**

	Strongly agree	Agree	Disagree	Strongly disagree
I feel the curriculum is a useful tool to help prevent teen alcohol use.	16%	66%	18%	0%
I would recommend this curriculum to other teachers.	11%	76%	14%	0%
Students learned something new from the curriculum.	11%	71%	18%	0%

**7. Amazing Alternatives: Teacher satisfaction with curriculum over time**



**Note:** The results above represent the proportion of teachers who responded “agree” or “strongly” agree to each item. Significance tests were conducted using chi-square tests. There were no statistically significant differences in the results presented above.

## Implementation of Amazing Alternatives – 7th grade

Three core components of the curriculum occurred in all or nearly all of the classrooms: having one peer leader for every 5-6 students (96%), students creating time capsules (96%), and teachers being trained (100%). Most teachers also made sure that peer leaders were trained by the teacher or another appropriate adult (92%). In addition, almost all teachers (94%) led the course, except for small groups, and used audio tapes “most of the time.” Teachers only “sometimes” (53%) or “rarely” (23%) used student incentives, and most teachers (85%) did not implement the Amazing Alternatives Fun Night with parents prior to the first class session (Figures 8-9).

### 8. Amazing Alternatives: Program components included (N=45-47)

	Yes	No
Students (not teachers) selected peer leaders	85%	15%
Peer leaders were trained by the teacher, counselor or other appropriate adult	92%	9%
There was 1 peer leader for every 5-6 students	96%	4%
Initial parent letter was sent home prior to implementation of the curriculum	75%	26%
Amazing Alternatives Fun Night was held with parents before the class was implemented	15%	85%
Students created time capsules	96%	4%
Teacher was trained in implementation of this curriculum [N=26]	100%	0%

### 9. Amazing Alternatives: Fidelity of curriculum implementation (N=46-47)

	Most of the time	Sometimes	Rarely
Student incentives were used	23%	53%	23%
Teacher taught the course, except for the small groups	94%	7%	0%
Small groups were peer-led	89%	7%	4%
Audio tapes were used for session	94%	7%	0%
Home team materials were sent home weekly* [N=19]	68%	32%	0%

\* This information was only collected from teachers implementing the 2009 version of the curriculum.

## Teacher satisfaction with Power Lines – 8<sup>th</sup> Grade

Most teachers (88%) “agreed” or “strongly agreed” the curriculum was helpful in preventing teen alcohol use, and many would recommend Power Lines to other teachers (83%). When asked about their perceptions of students’ satisfaction, most teachers

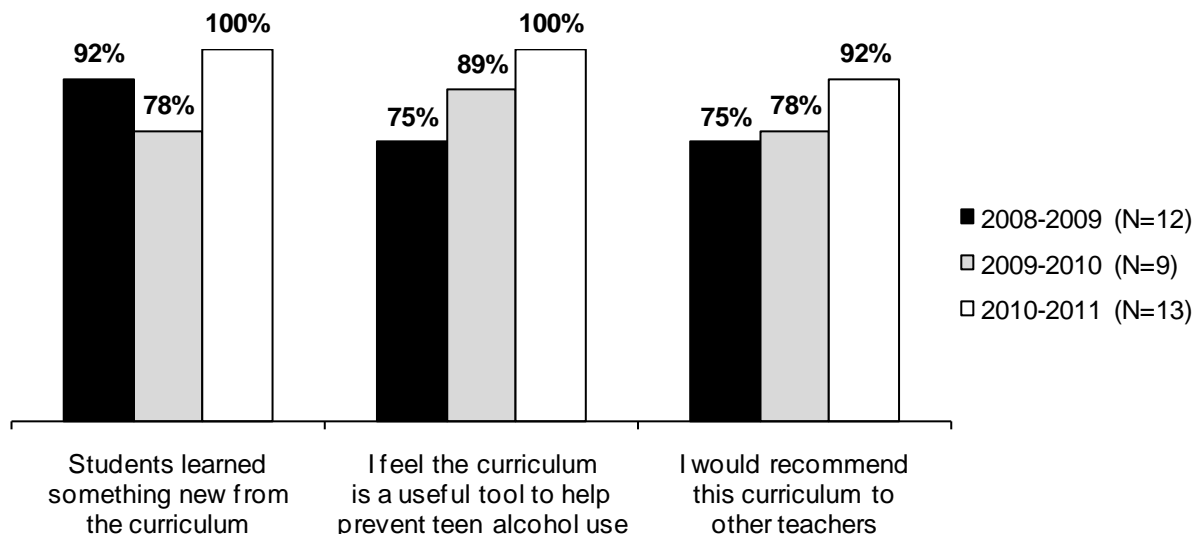
(92%) felt that their students learned something new from the Power Lines curriculum (Figure 10). About three-quarters (77%) of the 13 teachers who provided feedback about the Project Northland-Power Lines curriculum during the 2010-11 school year reported that, if it were up to them, they would plan to teach the curriculum again next year.

Teacher satisfaction with the Power Lines curriculum remained stable over time, with no statistically significant differences (Figure 11). Despite the lack of statistically significant differences, it is notable that a large proportion of teachers (92% to 100%) during the 2010-11 school year reported satisfaction with Power Lines relative to previous school years (75% to 92%).

### 10. Power Lines: Teacher satisfaction with curriculum (N=34)

	Strongly agree	Agree	Disagree	Strongly disagree
I feel the curriculum is a useful tool to help prevent teen alcohol use.	32%	56%	12%	0%
I would recommend this curriculum to other teachers.	24%	59%	18%	0%
Students learned something new from the curriculum.	21%	71%	6%	3%

### 11. Power Lines: Teacher satisfaction with curriculum over time



**Note:** The results above represent the proportion of teachers who responded “agree” or “strongly” agree to each item. Significance tests were conducted using chi-square tests. There were no statistically significant differences in the results presented above.

## Implementation of Power Lines – 8<sup>th</sup> grade

Overall, teachers successfully implemented most aspects of the Project Northland-Power Lines curriculum with fidelity. Specifically, almost all teachers reported that they were trained (96%), and that “most of the time,” small groups were peer-led (93%), students worked on group projects (91%), and the teacher taught the course, except for small groups (89%). More than one-third of the teachers (38% to 40%) did not include two core components: student creation of the time capsules and sending home initial parent letters (Figures 12-13). These two core components are also required in the 6<sup>th</sup> and 7<sup>th</sup> 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.

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### 12. Power Lines: Program components included (N=53-54)

	Yes	No
Students (not teachers) selected peer leaders	74%	26%
Initial parent letter was sent home prior to implementation of the curriculum	62%	38%
Students created time capsules	60%	40%
Teacher was trained in implementation of this curriculum [N=26]	96%	4%

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### 13. Power Lines: Fidelity of curriculum implementation (N=52-53)

	Most of the time	Sometimes	Rarely
Teacher taught the course, except for the small groups	89%	12%	0%
Small groups were peer-led	93%	8%	0%
Students worked on small group projects	91%	8%	2%
Home team materials were sent home weekly* [N=21]	33%	48%	19%

\* This information was only collected from teachers implementing 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 the curriculum. At least three-quarters of teachers “strongly agreed” or “agreed” that the curriculum was a useful tool to prevent teen alcohol use (79%), that students learned something new from the curriculum (79%), and that they would recommend the curriculum to other teachers (76%) (Figure 14). Of the seven teachers who provided feedback about the Class Action curriculum during the 2010-11 school year, three reported that, if it were up to them, they would plan to teach the curriculum again next year.

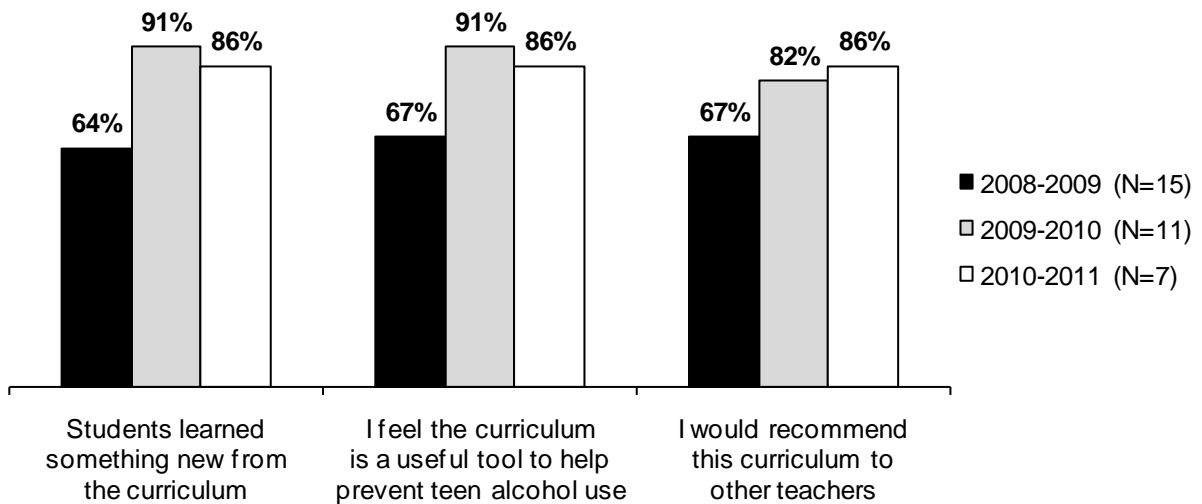
Teacher satisfaction with the Class Action curriculum remained stable, with no statistically significant differences in satisfaction over time (Figure 15). Although differences across years were not statistically significant, more teachers expressed satisfaction with Class Action in 2010-11 and 2009-10 (82% to 91%) than in the 2008-09 school year (64% to 67%).



**14. Class Action: Teacher satisfaction with curriculum (Spring 2009, 2009-10, and 2010-11 school years) (N=32-33)**

	Strongly agree	Agree	Disagree	Strongly disagree
I feel the curriculum is a useful tool to help prevent teen alcohol use.	18%	61%	18%	3%
I would recommend this curriculum to other teachers.	24%	52%	18%	6%
Students learned something new from the curriculum.	38%	41%	19%	3%

**15. Class Action: Teacher satisfaction with curriculum over time**



**Note:** The results above represent the proportion of teachers who responded "agree" or "strongly" agree to each item. Significance tests were conducted using chi-square tests. There were no statistically significant differences in the results above.

**Implementation of Class Action**

Overall, teachers tended to include the core program components in their implementation of the Class Action curriculum. Almost all teachers reported that at least two of the curriculum cases were presented (98%), and that Class Action casebooks were used for sessions "most of the time" (98%). Other elements generally implemented with fidelity include: teachers being trained (95%), final court hearing presentations held (91%), students being divided into appropriate-sized legal teams (81%), and activities being peer-led "most of the time" (76%). About one-third of teachers did not send home the initial parent letters prior to implementing the curriculum (39%) and did not use audio

CDs for the sessions “most of the time” (32%). Furthermore, more than half of the teachers reported that the Northland Notes postcards were mailed to parents “sometimes” or “rarely” (Figures 16-17). 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).

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**16. Class Action: Program components included (N=41-42)**

	Yes	No
Initial parent letter was sent home prior to implementation of the curriculum	61%	39%
Students were divided into legal teams of 4 to 6 students each	81%	19%
At least 2 cases were presented	98%	2%
Final court hearing presentations were held	91%	10%
Teacher was trained in implementation of this curriculum [N=19]	95%	5%

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**17. Class Action: Fidelity of curriculum implementation (N=41-42)**

	Most of the time	Sometimes	Rarely
Activities were peer-led	76%	24%	0%
Audio CDs were used for sessions	68%	15%	17%
Class Action casebooks were used for sessions	98%	2%	0%
Four postcards (Northland Notes) were mailed to parents [N=36]	39%	17%	44%

***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 twelve 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 five teachers providing feedback on Project Towards No Drug Abuse were comfortable and satisfied with the curriculum. All five teachers felt that the curriculum is a useful tool in teen alcohol prevention, that students learned something new from the curriculum, and that they would recommend the curriculum to other teachers (Figure 18). There were too few teachers (N=1) reporting on the Towards No Drug Abuse curriculum to allow for analysis of changes in satisfaction over time.

In their open-ended responses, some teachers did suggest ways 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).

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**18. Project Towards No Drug Abuse: Teacher satisfaction with curriculum (Spring 2009, 2009-10, and 2010-11 school years) (N=5)**

	Strongly agree	Agree	Disagree	Strongly disagree
I feel the curriculum is a useful tool to help prevent teen alcohol use.	1	4	0	0
I would recommend this curriculum to other teachers.	0	5	0	0
Students learned something new from the curriculum.	2	3	0	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 five teachers participating in this evaluation. The components in which these five teachers most often maintained fidelity were: setting ground rules (5/5), and, “most of the time,” presenting information neutrally (5/5), role-playing (4/5), demonstrating skills (4/5), and using the teacher’s manual (5/5) and workbooks (5/5). However, only one of the five teachers reported using the TND Game “most of the time;” two used it “sometimes,” and two “rarely” used it (Figures 19-20). 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.

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**19. Project Towards No Drug Abuse: Program components included (N=5)**

	Yes	No
Initial parent letter was sent home prior to implementation of the curriculum	1	4
Ground rules for behavior were established at the start of the program	5	0
Teacher was trained in implementation of this curriculum [N=2]	2	0

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**20. Project Towards No Drug Abuse: Fidelity of curriculum implementation (N=5)**

	Most of the time	Sometimes	Rarely
Information was presented neutrally	5	0	0
Games (e.g., the "TND Game") were used	1	2	2
Role-play was used	4	1	0
Skill-demonstration was used	4	1	0
Project TND Teacher's Manual was used	5	0	0
Project TND Student Workbooks were used	5	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 10 teachers providing feedback about the Reconnecting Youth curriculum, most felt that students learned something new from the curriculum (9/9), and would recommend the curriculum to other teachers (9/10). Seven of the 10 felt the curriculum was a useful tool to help prevent teen alcohol use (Figure 21). Three out of the five teachers who provided feedback about the Reconnecting Youth curriculum in the 2010-11 school year reported that, if it were up to them, they would plan to teach the curriculum again next year. There were too few teachers (five or fewer) reporting on the Reconnecting curriculum each year to allow for analysis of changes in satisfaction over time.

---

### 21. Reconnecting Youth: Teacher satisfaction with curriculum (N=9-10)

	Strongly agree	Agree	Disagree	Strongly disagree
I feel the curriculum is a useful tool to help prevent teen alcohol use.	1	6	3	0
I would recommend this curriculum to other teachers.	3	6	0	1
Students learned something new from the curriculum.	2	7	0	0

**Note:** Because some of the same teachers may have provided feedback at multiple time points over the 2008-09, 2009-10, and 2010-11 school years, the number of teachers may be duplicated.

## Implementation of Reconnecting Youth

Overall, teachers implemented the Reconnecting Youth curriculum with high fidelity. Most, if not all, teachers (80% to 100%) implemented each of the core components of the curriculum. In particular, all teachers reported that there was one leader for every 12 students, that each student had their own workbook “most of the time,” and that monthly letters were sent home to parents “most of the time.” In addition, almost all teachers (94%) reported that student workbooks were kept by the teacher in a locked room between class sessions, teaching outlines were developed for lessons, and that students completed self-monitoring activities, were invited to participate, and had not previously participated in Reconnecting Youth. About four in five teachers reported that students completed two community service projects, and that students participated in positive school bonding activities “most of the time” (Figures 22-23). 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.

---

**22. Reconnecting Youth: Program components included (N=15-17)**

---

	<b>Yes</b>	<b>No</b>
There was one leader for every 12 students	100%	0%
Students were invited to participate (not assigned)	94%	6%
Invited students included diverse "at-risk" students	88%	12%
Students had not previously attended RY	94%	6%
Signed parent consent was received for RY enrollment	88%	12%
Students completed two community service projects	80%	20%
Teacher was trained in implementation of this curriculum [N=14]	93%	7%

---

**23. Reconnecting Youth: Fidelity of curriculum implementation (N=16-17)**

---

	<b>Most of the time</b>	<b>Sometimes</b>	<b>Rarely</b>
Skills-training units were delivered	88%	12%	0%
Each student had their own workbook	100%	0%	0%
Student workbooks were kept (between class sessions) by the teacher in a locked room	94%	6%	0%
Teaching outlines were developed for lessons	94%	6%	0%
Monthly letters to parents were sent home	100%	0%	0%
Students participated in positive school bonding activities	82%	18%	0%
Students completed self-monitoring activities	94%	6%	0%

### *Satisfaction results across curricula*

In general, the majority of teachers expressed satisfaction with all of the prevention school-based curricula used in their classrooms. Figure 24 illustrates relative satisfaction ratings by curriculum. Of all of the curricula, teachers were most likely to feel Power Lines (88%) was a useful tool in preventing teen alcohol use. Teachers were most likely to recommend Amazing Alternatives (87%) and Reconnecting Youth (9 of 10 students) to other teachers. More than 90 percent of teachers felt students learned something new from the Power Lines (92%) and Reconnecting Youth (9 of 9 students) curricula. All five teachers providing feedback about Project Towards No Drug Abuse rated the curriculum highly in all areas, although given the small number of respondents, these findings must be interpreted with caution (Figure 24).

## 24. Satisfaction ratings by curriculum

	<b>Slick Tracy (N=56-59)</b>	<b>Amazing Alternatives (N=37-38)</b>	<b>Power Lines (N=34)</b>	<b>Class Action (N=32-33)</b>	<b>Project TND (N=5)</b>	<b>RY (N=9-10)</b>
I feel the curriculum is a useful tool to help prevent teen alcohol use.	82%	82%	88%	79%	5/5	7/10
I would recommend this curriculum to other teachers.	75%	87%	83%	76%	5/5	9/10
Students learned something new from the curriculum.	83%	82%	92%	79%	5/5	9/9

**Note:** Percentages represent the proportion of teachers in 2008-09, 2009-10, and 2010-11 who “strongly agreed” or “agreed” with each item. Scale was: Strongly agree, agree, disagree, and strongly disagree.

# Conclusion and recommendations

Overall, teachers were satisfied with the ATOD prevention curricula and reported implementing most core components of the curricula as prescribed. However, there are opportunities to improve the implementation and evaluation of the curricula. Based upon the findings from this evaluation, the following list of key recommendations was developed for consideration with future grantees and schools implementing these curricula.

- Include teachers and other school personnel in decisions related to implementing these curricula in schools, to build buy-in related to both the content and evaluation of the curricula early in the grant. If evaluation tools are included upfront as an extension of the curricula, teachers may be more likely to complete tools and less likely to view them as an additional burden.
- Work with teachers to identify creative strategies to help them more easily fit the curricula into their existing schedules (e.g., is shared teaching across teachers and classes possible, in order to minimize time constraints on a single teacher?)
- 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; providing teachers with the option of completing the tools via a web-based survey, for example, may increase teacher participation. Consider offering incentives to increase teacher compliance with the evaluation requirements.
- Consider the frequency with which teachers are required to complete evaluation and other reporting requirements. Perhaps focusing evaluation efforts on a single semester/trimester each school year would yield adequate findings related to fidelity and would be less burdensome for teachers.
- 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 to what extent and in what ways teachers communicate with parents. Identify any potential barriers to this communication and develop strategies to increase communication if needed.
- Provide adequate training in the curricula for teachers, including refresher trainings for already-trained teachers to rebuild buy-in and interest in the material, and to re-familiarize teachers with 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*

**2011 implementation checklists/teacher satisfaction surveys**

*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.

---

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.

---

Student participation and guidance.

---

Based upon the feedback that I receive from the students; I believe the students are benefiting from the program.

---

When kids can see the negative impact alcohol has.

---

Related well to students, easy to understand.

---

It gets students to talk about alcohol and its harmful effects on the body.

---

---

**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.

---

Peers helping to teach it.

---

Students enjoy it and it's engaging.

---

Student led, very interesting, interactive.

---

Student involvement.

---

***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.

---

A chance to talk about these important issues with your students.

---

The sense of community that the 8th graders get.

---

Student led, not the teacher preaching.

---

It teaches kids to be advocates for themselves and that it is okay to say "No" to alcohol, drug use, and peer pressure. It shows them that not "everyone is doing it."

---

***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.

---

---

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

---

**Best feature of the Project Northland curricula by theme and curriculum**

---

***Parent engagement (continued)***

---

***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.

---

The home connection is a great way to get parents involved.

---

Parental involvement piece.

---

Parent component.

---

Parent-student interaction with the comics; having peer-leaders.

---

***Amazing Alternatives***

---

Student – home interaction.

---

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 and 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. The poster fair is fun, easy to teach.

---

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

---

***Amazing Alternatives***

---

It fit in nicely with other class curriculum.

---

Easy to present and put in an orderly format.

---

Limited time (8 classes).

---

Well organized.

---

***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***

---

***Project Northland – general (PN curriculum not specified)***

---

The scripts.

---

Good topics.

---

It addresses a situation.

---

Relevant issues addressed in realistic circumstances.

---

---

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

---

**Best feature of the Project Northland curricula by theme**

---

***Materials/content (continued)***

---

***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.

Comic books.

The kids seem to enjoy the comic book as well as the activities in the comic book. I believe in the peer led activities.

Kids love the comics.

Offered at kids' level.

The questions in the back.

***Amazing Alternatives***

---

Storyline.

Storyline to follow.

Hearing from the four students each week on CD.

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.

***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 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.

Lesson plans.

The group work where they need to discuss items and decide on them.

Time capsules.

Pertains to kids. Good activities.

It has good information.

Teaching about all that can go wrong when choosing to drink Alcohol.

Home team, but only if the student does them. Lots of them did not, even got "stupid" comments from parents.

Great group activity.

Projects at the end.

---



---

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

---

**Best feature of the Project Northland curricula by theme**

---

***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.

---

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 6<sup>th</sup> graders. They think they're too cool for comics.

---

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

---

Better comic books, or pamphlets.

---

I believe that the new and improved comic books have taken the Slick Tracy curriculum to a whole new level. I would like to see a minimum amount of time dedicated to the program. Frankly, four weeks is not enough time to get the entire curriculum done. I extended it a week, but that still is not enough time.

---

The new time capsule needs additional room for kids to write. They really get into the capsule and the questions seem better on the old one.

---

Keep the materials up to date.

---

##### ***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.

---

---

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

---

### **Suggestions for improving Project Northland by theme and curriculum**

---

#### **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 6<sup>th</sup> 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.

---

I just use my health background to add as much as I can to the topics discussed in each comic.

---

I like using it the way I have done it in the past – a good lead into – I also combine it with other things we already do in our regular health program.

---

##### ***Amazing Alternatives***

---

More information on drugs.

---

Update the tapes/content.

---

The 7<sup>th</sup> 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 8<sup>th</sup> grade curriculum.

---

Tie the Home Team materials into the curriculum more.

---

##### ***Power Lines***

---

7<sup>th</sup> and 8<sup>th</sup> grade too redundant.

---

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

---

Have an updated version.

---

Some of the scenarios were a little immature for the 8<sup>th</sup> grade students, they felt.

---

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

---

Some of the projects are not that fun for students or meaningful.

---

---

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

---

### **Suggestions for improving Project Northland by theme and curriculum**

---

#### ***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 of 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.

---

##### ***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?

---

The small group activities are good but do not take into account time and difference in student's abilities.

---

The letters do not always make it home, solution unknown.

---

Need to get the materials sooner.

---

There are a lot of papers to copy; perhaps a workbook for each student would be a lot easier and less time consuming.

---

Projects are hard for them, more step by step instructions.

---

I don't do the projects, not enough time.

---

---

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

---

### **Suggestions for improving Project Northland by theme and curriculum**

---

#### ***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 7<sup>th</sup> 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.

---

Do not have it in a [type of class] class.

---

---

### **A3. Areas for assistance in implementing Project Northland by curriculum**

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#### **Areas for assistance in implementing Project Northland by curriculum**

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##### ***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 in lawyers that deal with juvenile situations and have them explain the concepts first.

---

##### ***Slick Tracy***

---

Research findings that Slick Tracy is effective.

---

Already contacted [name of agency].

---

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 and direct pressure, etc.

---

I added one week to the class which equals one extra 24 minute class. There is not enough time to get the poster fair implemented during the class.

---

I used it more as a teacher instructed curriculum because of the time limitations I had. I also talked about alcohol and its harmful effects on the human body during regular health class.

---

I used the Slick Tracy curriculum to guide conversations about chemical use. I used it as a spring board into good classroom discussions about issues that affect today's young people.

---

###### ***Amazing Alternatives***

---

Change to 6<sup>th</sup> 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 7<sup>th</sup> graders.

---

Males and females were separated by gender when taught. Only 4-5 students in each group. Did as an entire group or at 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 [type of class] 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.

---

Changed groups and leaders as class was very small (8-9 students).

---

Shortened to 6 sessions.

---

---

#### **A4. Modifications made to Project Northland by curriculum (continued)**

---

##### **Modifications made to Project Northland by curriculum**

---

###### ***Power Lines***

---

Some of the projects for 8<sup>th</sup> 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 leaders.

---

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 get into Power Lines.

---

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

---

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

---

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

---

I modified it to fit into our schedule for [type of class].

---

Limited project choices.

---

I made it shorter. Since 8th grade [type of class] was cut, it was put into 8th grade [type of class] so I made it fit, but it was only taught for 1 week- 5 days.

---

Try and put in another learning area. [type of class] is meant for activity. Thanks.

---

Only sent home half of Home Team materials.

---



## **Class Action**

---

### **A5. Best feature of the Class Action curriculum by theme**

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#### **Best feature of the Class Action curriculum by theme**

---

##### ***Student engagement***

---

Kids like it. It is interesting.

---

The presentations – kids sharing with each other.

---

That the cases really hit home with teens.

---

##### ***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.

---

Lesson plans.

---

Story lines.

---

Exposure to the Civil lawsuit side of alcohol use and your personal responsibilities when providing or using alcohol.

---

My students like the legal component.

---

It has good information.

---

Realistic cases.

---

##### ***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 defense cases.

Some explanations of plaintiff and other legal terms would be helpful for them to refer to.

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

Make it shorter, not so many cases.

Update older cases.

Make it only one case so it only takes a week to get through it. They get the point after one case. They get bored with it after that.

#### **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.

Having guest speakers like law enforcement or lawyers teaching it.

#### **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... [unknown].

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 asked 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 9<sup>th</sup> 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 got no response from parents. Lots didn't look at them. Just threw them.

Modified it to fit into schedule.

Got background info in large group then split into small groups to write arguments.

I adapted materials to fit class size. I hope the older cases are updated for 2011-2012.

I did only one case to make it fit into our curriculum.

I added a test at the end of the project.

---

## **Project Towards No Drug Abuse**

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

#### **Best feature of the Project Towards No Drug Abuse curriculum**

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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.

---

Workbooks, how lesson's are laid out.

---

### **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, the 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, etc.

---

### **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.

---

Due to classroom size and student number it was not always possible to do the TND game.

---

## **Reconnecting Youth**

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### **A13. Suggestions for improving Reconnecting Youth**

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#### **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.

---

Tailor the curriculum for the group. I minimize the lessons about drug use if the group's major problem is attendance or grades, or vice versa.

---

Sometimes the curriculum is disjointed. It does not allow for review of monitoring tools and goals as conveniently as possible.

---

### **A14. Modifications made to Reconnecting Youth**

---

#### **Modifications made to Reconnecting Youth**

---

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

---

These students were less at-risk than other groups 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.

---

I implemented work days on some Fridays.

---

### **A15. Best feature of Reconnecting Youth**

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#### **Best feature of Reconnecting Youth**

---

Support for students that don't have any. Raising their GPA. Creating a positive peer environment, and some students making new friends.

---

That after the first few lessons, I become the leader/guide and students took ownership of the lessons and group to support each to improve.

---

Student enlightenment and regain of personal control.

---

The atmosphere the class created. The relationships that students developed with each other were fun to watch.

---

Students taking charge of their lives with a little encouragement.

---

## *Evaluation forms*

### **Implementation checklists and teacher satisfaction surveys:**

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

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Start date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year

End date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
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"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students (not teachers) selected peer leaders	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Peer leaders were trained by the teacher, counselor or other appropriate adult	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
There was 1 peer leader for every 5-6 students	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Initial parent letter was sent to each home prior to the start of the curriculum	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Slick Tracy Poster Fair was held	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students created time capsules	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>

## Implementation

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

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

\_\_\_\_\_  
\_\_\_\_\_

Turn over →

**For WR use only:** Grantee #: \_\_\_\_\_ School #: \_\_\_\_\_ Teacher #: \_\_\_\_\_ Session #: \_\_\_\_\_

## Satisfaction

Do you agree or disagree with the following statements about Slick Tracy?

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
Students learned something new from the curriculum.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
I would recommend this curriculum to other teachers.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

If it were up to you, would you plan to teach Slick Tracy again next year?

<sup>1</sup> Yes

<sup>2</sup> No → If no, why would you not plan to teach the curriculum next year?

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

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

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School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Start date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

End date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

# Amazing Alternatives-7<sup>th</sup> 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"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students (not teachers) selected peer leaders	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Peer leaders were trained by the teacher, counselor or other appropriate adult	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
There was 1 peer leader for every 5-6 students	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Initial parent letter was sent to each home prior to the start of the curriculum	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Amazing Alternative Fun Night was held with parents before the class was implemented	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students created time capsules	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>

## Implementation

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

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

\_\_\_\_\_

\_\_\_\_\_

**Turn over →**

**For WR use only:** Grantee #: \_\_\_\_\_ School #: \_\_\_\_\_ Teacher #: \_\_\_\_\_ Session #: \_\_\_\_\_

## Satisfaction

Do you agree or disagree with the following statements about Amazing Alternatives?

	Strongly disagree	Disagree	Agree	Strongly agree
Students learned something new from the curriculum.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
I would recommend this curriculum to other teachers.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

If it were up to you, would you plan to teach Amazing Alternatives again next year?

<sup>1</sup> Yes

<sup>2</sup> No → If no, why would you not plan to teach the curriculum next year?

---

---

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

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---

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

---

---

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Start date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

End date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

## 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"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students (not teachers) selected peer leaders for sessions	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Initial parent letter was sent to each home prior to the start of the curriculum	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students created time capsules	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>

### Implementation

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

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

\_\_\_\_\_  
\_\_\_\_\_

Turn over →

*For WR use only:* Grantee #: \_\_\_\_\_ School #: \_\_\_\_\_ Teacher #: \_\_\_\_\_ Session #: \_\_\_\_\_

## Satisfaction

Do you agree or disagree with the following statements about Power Lines?

	Strongly disagree	Disagree	Agree	Strongly agree
Students learned something new from the curriculum.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
I would recommend this curriculum to other teachers.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

If it were up to you, would you plan to teach Power Lines again next year?

<sup>1</sup> Yes

<sup>2</sup> No → If no, why would you not plan to teach the curriculum next year?

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---

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

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

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---

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Start date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Month Day Year

End date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Month Day Year

# 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"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Initial parent letter was sent to each home prior to the start of the curriculum	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students were divided into legal teams of 4 to 6 students each	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
At least 2 cases were presented	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Final court hearing presentations were held	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>

## Implementation

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

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

\_\_\_\_\_  
\_\_\_\_\_

**Turn over →**

**For WR use only:** Grantee #: \_\_\_\_\_ School #: \_\_\_\_\_ Teacher #: \_\_\_\_\_ Session #: \_\_\_\_\_

## Satisfaction

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

	Strongly disagree	Disagree	Agree	Strongly agree
Students learned something new from the curriculum.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
I would recommend this curriculum to other teachers.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

If it were up to you, would you plan to teach Class Action again next year?

<sup>1</sup> Yes

<sup>2</sup> No → If no, why would you not plan to teach the curriculum next year?

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---

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

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

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School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Start date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Month Day Year

End date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Month Day Year

# 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"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Initial parent letter was sent home prior to implementation of the curriculum	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Ground rules for behavior were established at the start of the program	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>

## Implementation

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

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

\_\_\_\_\_  
\_\_\_\_\_

Turn over →

**For WR use only:** Grantee #: \_\_\_\_\_ School #: \_\_\_\_\_ Teacher #: \_\_\_\_\_ Session #: \_\_\_\_\_

## Satisfaction

Do you agree or disagree with the following statements about Towards No Drug Abuse?

	Strongly disagree	Disagree	Agree	Strongly agree
Students learned something new from the curriculum.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
I would recommend this curriculum to other teachers.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

If it were up to you, would you plan to teach Towards No Drug Abuse again next year?

<sup>1</sup> Yes

<sup>2</sup> No → If no, why would you not plan to teach the curriculum next year?

---

---

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

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---

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

---

---



School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Start date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

End date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

# 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"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
There was 1 leader for every 12 students	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students were invited to participate (not assigned)	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Invited students included diverse "at-risk" students	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students had not previously attended RY	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Signed parental consent was received for RY enrollment	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
Students completed 2 community service projects	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>

## Implementation

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

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

\_\_\_\_\_

Turn over →

**For WR use only:** Grantee #: \_\_\_\_\_ School #: \_\_\_\_\_ Teacher #: \_\_\_\_\_ Session #: \_\_\_\_\_

## Satisfaction

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

	Strongly disagree	Disagree	Agree	Strongly agree
Students learned something new from the curriculum.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
I would recommend this curriculum to other teachers.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

If it were up to you, would you plan to teach Reconnecting Youth again next year?

<sup>1</sup> Yes

<sup>2</sup> No → If no, why would you not plan to teach the curriculum next year?

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

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

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## *References*

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