

ADRIAN CITY SCHOOL DISTRICT

FY 2002-2003

Summary

Adrian City School District received \$37,206 to provide the researched based Second Step prevention program, as well as Peaceworks (Peace Education Foundation). These programs were provided to 1,800 elementary students, and 800 middle school students.

Final Report

Goal 1: To decrease in violent and conflictful behavior between students and staff

According to the pre/post violence surveys administered to the students of Drager and Springbrook middle schools the largest declines were seen in the following survey questions:

Part I- In the past 30 days

Q. (9): I helped someone stay out of a fight (5 or more times)

Drager pre (5%) post (21%)

Q. (10): I told another student how I felt when he/she upset me (3 or 4 times)

Springbrook pre (10%) post (32%)

Q. (12): I helped other students solve a conflict peacefully (5 or more times)

Drager pre (11%) post (32%)

Part II- Too much violence in my school

Q. (1): There is too much violence at my school (responded yes)

Springbrook pre (35%) post (48%)

Q. (7): If I walk away from a fight, I'd be a coward (responded no)

Springbrook pre (29%) post (39%)

Process Indicators (Accomplishments toward goals or as result of activities)

- Students requested increased involvement in the program.
- Conflict managers felt under-used, alerting staff of the need to review how situations are interpreted to find more manager opportunities. Students requested more training, practice and direct experience as conflict managers.
- Faculty sponsorship in one middle school proved inadequate to the task of sufficient skill building in students. Sponsorship has been changed for 03-04.

ALLEN PARK PUBLIC SCHOOLS

FY 2002-2003

Summary

Allen Park received \$12,220 to provide Project ALERT for 500 high school students.

Final Report

Goal 1: The rate of alcohol use among 10th and 12th grade students will decrease to a level at or below the national average by November 2002 (the date of most recent MAOD survey).

10th and 12th grade students both saw decreases in alcohol use from the 2000 survey but both grades are still 10% above the national average. Allen Park hopes to see future decreases in alcohol use at the 10th and 12th grade level now that Project ALERT has been implemented in 7th and 8th grade class rooms.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Western Michigan Alcohol and Other Drug Survey was used to collect evaluation data.
- At the eighth grade level monthly alcohol use has shown a downward trend and has reached national levels except for a significant spike in last year's data.
- On February 17, 2003, eleven eighth grade students participated in a focus group to gather additional data about prevention programs and ATOD use in Allen Park.
- Some staff members felt that the MAOD survey was not taken seriously by students and statistics were not accurate. (e.g. "I took acid 40 times in the past month")

ALPENA PUBLIC SCHOOLS FY 2002-2003

Summary

Alpena Public Schools received \$38,133 to provide the research based Peacemakers prevention program for students in Grades 4-8, as well as Youth Connected Mentoring for 9th grade students, Alcohol Misuse Prevention Project for junior high students, the Truancy Reduction School Success program, and Project Alert. These programs were provided to 2,397 elementary students, 905 middle school students, and 1,735 high school students.

Final Report

Goal 1: To decrease violent behavior by 10%, in grades 4-12, with the help of peer mediation

A comparison of data from 2001 to 2002 showed that the number of physical assaults at Alpena High School went from 80 to 15. Data collected in June of 2003 showed 17 physical assaults. This is a relatively stable result, meaning the numbers did not go up or down significantly.

Goal 2: To improve positive responses from identified 'at-risk' ninth grade students regarding ATOD and violence questions to 80% or better as measured by Pre and Post "Attitude Survey" results

Alpena did not provide any pre/post "Attitudes Survey" data. There was an increase in GPA and attendance and a decrease in suspensions for the at-risk students.

Goal 3: To reduce alcohol use in junior high by 10%

The data collected for this goal (Choices Program) is inseparable from the data of Goal IV. The same pre-post attitudinal survey was given to the students in the Choices Program as well as the students in Health class. The data was mistakenly not disaggregated for this group. This will be attended to next year.

Goal 4: To reduce the number of 7th & 8th grade students that find drug/alcohol use acceptable by 15%

Overall, the average percentage change indicates that 8% of students report healthier attitudes and behaviors regarding drugs, tobacco and alcohol use. The number of students who reported they thought they would use alcohol, tobacco or other drugs lowered by 9% by the end of the school year. The number of students who reported they had already used substances did not change.

Process Indicators (Accomplishments toward goals or as result of activities)

- Evaluation data was collected from office reports and a pre/post survey.
- The elementary schools in particular rely heavily on the Peer Mediation process and its natural marriage with positive discipline and problem solving.
- Some students were visibly moved to tears by some of the program material. The School Success Worker/administrator of this program shared that this was a "real eye-opener" for many of the participants.
- When evaluated on behavior regarding illegal use of drugs and alcohol, the 10 remaining students, those who continued to receive support services from a mentor, improved in all three categories.

ANCHOR BAY SCHOOL DISTRICT

FY 2002-2003

Summary

Anchor Bay School District received \$21,213 to provide the PeaceWorks violence prevention program. This program provided services to 3000 elementary students, and 500 middle school students.

Final Report

Goal 1: To decrease violent behavior by 5%

Conflicts between students were down approximately 5% in our elementary buildings. 80% of classrooms in each building were regularly involved with the Peace Table. Monitored by classroom teachers, the Table was utilized two or three times per week per classroom.

Process Indicators (Accomplishments toward goals or as result of activities)

- Teaching conflict resolution
 - Approximately 67 Peer Mediations occurred during this past year at our Middle School
- Supporting violence prevention at home
 - Two parent in-services were scheduled during the school year.
- Establishing a PeaceWorks coordinator and council
 - Three meetings were held with our PeaceWorks Coordinators over the 2002/2003 school year.
- Parents and community members were part of school inservices, parent nights, and were given information about Community Agency Support.
- 40 middle school students attended a Conflict Resolution Retreat, where they learned all the strategies of conflict resolution and Peer Mediation. They then taught other middle school students the techniques learned.

ATLANTA COMMUNITY SCHOOLS

FY 2002-2003

Summary

Atlanta Community Schools received \$5,262 to provide the Responsible Thinking program (RTP). The program was provided to 229 students grades kindergarten through sixth to prevent violent and disruptive behavior.

Final Report

Goal 1: To decrease violent and disruptive behavior by 5%

Atlanta Community Schools saw many reductions in violent behavior. From the 2001-2002 school year to the 2002-2003 school year, there was an 8% decrease in referrals to the office for major infractions, a 6% decrease in Responsible Thinking Classroom and in school suspension referrals. Surveys from teachers and students have shown an overall positive feeling towards the Responsible Thinking program.

Process Indicators (Accomplishments toward goals or as result of activities)

- Pre/post record review
 - A review of numbers of Intervention Team meetings will be kept to determine if more involvement decreases disruptive and violent behaviors.
- Student and staff surveys
 - Surveys will be done in the spring of each year.
- Pre/Post data comparison
 - This will be done by review of discipline records to compare the number of disruptive and violent behaviors, pre/post program, as well as monthly tallies on individual students. The results will be kept for comparison purposes.
- Parent involvement is supported through (1) the School Improvement Team where program adjustments and updates are discussed and taken to the advisory council, (2) an annual survey given out at spring P-T Conferences, and (3) RTP is also discussed at "Wall of Honor" night where students are recognized for the good choices that they make.

AVONDALE SCHOOL DISTRICT

FY 2002-2003

Summary

Avondale School District received \$14,264 to provide Peer Mediation, the At-Risk after-school program, and the Second Step program. The program was provided to 920 elementary students, 510 middle school students, and 750 high school students.

Final Report

Goal 1: To decrease violent and disruptive behavior 5%

Second Step: This program has been introduced into two elementary schools, and it is in the process of being introduced at two other elementary buildings. Staff in grades 5-8 asked to be able to finish their review of other programs before implementing Second Step.

Peer Mediation: The goal in Peer Mediation was to increase student use of this voluntary program by 30%. Voluntary programs increased by 25%, therefore falling 5% short of their goal. Of the 45 cases processed through Peer Mediation, 39 were successful and prevented 60 student suspensions. In 6 cases, acceptable solutions could not be reached resulting in four suspensions.

At-Risk Program: The After School Program for At-Risk students served 90 students. The program saw a 40% increase in attendance. Achievement in the Terra Nova Math test increased 20% over last year. Students' reading level, based on Terra Nova results, increased 15%, and Violent behavior (bullying, pushing, shoving) on the playground and on school buses decreased by 25% and 30% respectively.

Process Indicators (Accomplishments toward goals or as result of activities)

- A Safe & Drug Free Schools and Violence Prevention Curriculum Committee is in the process of analyzing the condition of their current curriculum. This is being done in light of recent research and effective programs working within school settings.
- Met with each private/non-public school and invited them to participate in the district safe and drug free schools program; two of the three eligible participated.
- Non-public schools were also asked to participate in the district planning committee, and the district advisory council.
- The advisory council met 8 times this past year on 09/18/02, 10/23/02, 11/13/02, 12/11/02, 01/15/03, 03/12/03, 04/16/03, and 05/22/03.

BALDWIN COMMUNITY SCHOOLS

FY 2002-2003

Summary

Baldwin Community Schools received \$22,396 to provide the research based Natural Helpers program. The program was implemented for 175 middle school and 170 high school students.

Final Report

Goal 1: To increase the number of high school and middle school individuals willing to use conflict mediation via the Natural Helpers Program

The conflict resolution and peer mediation program Natural Helpers started off with positive numbers. 20+ individuals participated in the weekend long training session.

Goal 2: To decrease the number of students, by one, expelled due to violation of the Safe & Drug-Free School policy

Although popular and successful with middle school students, the Natural Helpers Program was not quite as effective with older students (11-12 grade) as anticipated. No actual numbers were given.

Goal 3: To decrease the number of individuals, by one, who were referred to the adult education program

Although popular and successful with middle school students, the Natural Helpers Program was not quite as effective with older students (11-12 grade) as anticipated. No actual numbers were given.

Process Indicators (Accomplishments toward goals or as result of activities)

- 20 individuals were trained in the conflict resolution and peer mediation program Natural Helpers during a weekend long session in order to increase their knowledge of how to handle themselves and others in crisis situations.
- After discontinuation of the Natural Helpers program, the program joined with S.A.D.D. to offer pre-prom and pre-grad presentations spotlighting drunk-driving.
- Baldwin, a part of the Five-Cap Inc. Enterprise Community, is located in Lake County with a poverty level of 20.4%. The average Median Household Income in Lake County (1998) is \$23,379, the lowest average of all counties in Michigan. According to the Kid's count of Michigan: Data Book 2000, Lake county is ranked 83rd out of 83 Michigan Counties in child poverty.
- Parents were involved with the facilitation of the "Natural Helpers Training" weekends. Their roles ranged from monitoring morning activities, supervising dorm rooms and activity breaks, helping with the Climbing Wall and course operations, evening group sessions, free time, and "lights out."

- Due to conflicts between parent helpers and group facilitators and the student leaders difficulties dealing with the responsibilities involved, the Natural Helpers program was not continued into the 2nd semester. The discontinuation of the program was not due to quality issues but maturity levels. The S.A.D.D. program was utilized in the 2nd semester with good success. The hope for next year is to use the Natural Helpers program along with the S.A.D.D. program.

BANGOR PUBLIC SCHOOLS

FY 2002-2003

Summary

Bangor Public Schools received \$18,603 to provide the researched based Life Skills training program, as well as a police liaison officer to educate youth about the harmful effects of drug use at an earlier age and help detour use. These programs were provided for 370 middle school students.

Final Report

Goal 1: To educate children on appropriate behavior in school. This will be accomplished through the life skills curriculum. The need is to have a decrease in the discipline referrals.

6th graders: saw a 12% increase at post-test in kids who know it takes up to 2 hours to process one standard drink in your body, 13% increase at post-test in kids who understood that people who take drugs may have difficulty making decisions, and a 26% increase in the number who knew marijuana deposits the same kind of tar as cigarettes in people's lungs.

7th graders: saw a 12% increase in the number of kids who knew that most people their age do not drink beer, wine, or liquor at least once a week, 30% increase in the number who knew marijuana deposits the same kind of tar as cigarettes in people's lungs, and a 9% increase in the number who said they will "definitely not" smoke cigarettes next year.

8th Graders: saw a 11% increase in students who knew it does not take a whole pack of cigarettes for a teenager to get addicted, 5% increase in the number who knew that smoking does not relax your body and 90% would feel comfortable telling someone "NO" if they were offered drugs or were asked to do something they didn't want to do.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Life Skills pre/ post survey was used for evaluation.
- The liaison officer will be used in classrooms, lunchrooms, and community functions to educate and be available for assistance in crisis situations. Research states that the presence of a police officer visible in the schools helps provide a safer and more manageable environment.
- High school children and Parents were involved in implementing the Life Skills curriculum. Meetings were held with these groups to train, teach, and learn about the program.

BAY CITY SCHOOL DISTRICT

FY 2002-2003

Summary

Bay City school District received \$85,043 to provide the research based Project Northland, as well as the Michigan Model for Comprehensive School Health Education. The program was provided to 3550 elementary students, and 750 middle school students.

Final Report

Goal 1: To decrease use in alcohol as reflected on the Project Northland preliminary and post test by 3%

The results of the preliminary and post data assessment of Project Northland, reveal that following Project Northland students were 3% more likely to decline alcohol while at a party or dance. The number of students that indicated they were likely not to have a drink in the next 30 days increased by 1%. In the pre-test, 44% of students indicated that parents decisions regarding alcohol mean a great deal, post-test results indicated that 48% parents decision regarding alcohol mean a great deal to students.

Goal 2: To increase the perceived harm from the use of alcohol, tobacco, and other drugs of first year teachers.

25 teachers, grades K-12, received training from Bay-Arenac ISD. The training is for the Michigan Model and was targeted towards new teachers.

Process Indicators (Accomplishments toward goals or as result of activities)

- Pre/Post surveys were given to collect evaluation data.
- To build upon the drug and alcohol free message for the entire school year, after the nurses completed project Northland, teachers were given candy. They presented the candy at unannounced times to individual students and if the student could recite the associated slogan, they would receive the candy.
- The advisory council met 11 times this past year (Sept. 2nd, Oct. 7th, Nov.4th, Dec. 2, Jan.6th, Feb. 3rd, March 3rd, April 7th, May 5th, June 3rd, Aug. 4th). The council was involved in information sharing between social service organizations, the publication of a monthly calendar of educational and recreational opportunities for youth, and information and education to print media.
- Community groups had a strong presence in the monthly substance abuse prevention network by discussing, and implementing prevention programming. A monthly calendar of activities provided details of Local Support Groups, Health-Safety Screening and Prevention Programs, Youth Programs, Alcohol and Tobacco Programs, and Volunteer Opportunities.

BAY-ARENAC ISD

FY 2002-2003

Summary

Bay-Arenac ISD received \$85,043 to provide Natural Helpers, Tribes, Michigan Model, Nonviolent Crisis Intervention, Student Assistance, Crisis Planning, PeaceWorks, Love & Logic, Putting the Puzzle together on ADHD and ODD issues to their district. These programs targeted 5746 elementary school students, 3350 middle school students, and 5007 high school students.

Final Report

Goal 1: To decrease incidents of violence within the district by 5%.

Twelve of fourteen districts – or 86% - met or exceeded their goal as stated for the 2002-2003 school year. The remaining two districts did not increase or decrease their risk levels, due to the fact that their risk levels were already fewer than 5% of their student population.

Process Indicators (Accomplishments toward goals or as result of activities)

- Parents are more involved in other school functions as a result of learning educational information for themselves in the school environment; open house, parent-teacher conferences, etc.
- 100% of the senior class will graduate this year. At the alternative school, more students remain enrolled this year as opposed to last year.
- In regards to Student Assistance, one school documents an increased number of student intervention plans as a result of program awareness.
- 5 of the 10 eligible non-public schools participated. Efforts to include the non-public schools consisted of completing an update on their building crisis plans, providing parent education newsletters, providing staff development training for ATOD and violence prevention, providing parent workshops on bullying and school safety, and conducting administrative advisory meetings.
- The advisory council met 11 times this past year on 8/7/02, 9/9/02, 10/7/02, 11/4/02, 1/6/03, 2/3/03, 3/3/03, 4/7/03, 5/5/03, 6/2/03.

BEAVERTON RURAL SCHOOLS

FY 2002-2003

Summary

Beaverton Rural Schools received \$17,089 to provide the PALS mentoring program, DUNCAN ATOD Classroom Education/Character Counts, Conflict Management Classes, Central Michigan Counseling Services, and Club Pride. These programs were provided to 600 elementary school students, 207 middle school students, and 193 high school students.

Final Report

Goal 1: Students will increase their use of positive methods of dealing with anger and aggression by 10%

83% reported that the anger management groups were helpful in learning to control their anger. 85% reported that they were able to list three strategies for reducing anger (as opposed to 10% in the pre-survey). In related parent training, 93% of parents involved report significant improvement with behavioral problems. In the PALS mentoring program, pre and post surveys of the middle school students indicate an increase in the recognition that anger and violence cause problems (11% increase). Also, students report a 20% increase in their ability to walk away from a fight.

Goal 2: Perceived harm in ATOD use and ATOD use itself will increase by 20%

Pre and Post-test results showed a 29% increase in perceptions of dangers related to ATOD use. In 2002-2003 they saw a rise in the number of ATOD disciplinary actions from 49 (01-02) to 69 and a rise in the number of ATOD related suspensions from 49 (01-02) to 66 (these rises are also attributed to the change in discipline policy at the high school). Through the implementation of DUNCAN pre and post surveys indicated a 10% increase in the perception of harm from ATOD use.

Process Indicators (Accomplishments toward goals or as result of activities)

- 25 high school students were trained in PALS mentoring program and assigned to work with 125 middle school students.
- 9 Elementary students, 51 middle school students and 33 high school students participated in anger management classes.
- DK Canines Incorporated, from Grand Rapids, Michigan will conduct three weapons and drug searches of our high school, junior high school, and alternative education buildings and parking lots.
- All 21 members of Club Pride (7th and 8th graders), remained drug free during the program and have indicated their intention to remain so.
- In Club Pride and PALS, parent volunteers help transport students to activities/and or help work at after school in school events.

BENTON HARBOR AREA SCHOOLS

FY 2002-2003

Summary

Benton Harbor Area Schools received \$119,169 to provide the After School and Summer Freedom Program that incorporated two research-based programs, Life Skills Training and Lions Quest Skills for Adolescence. The programs were provided to 100 elementary students, 19 high school students, and 100 parents/ caregivers.

Final Report

Goal 1: To increase their understanding of the harmful effect of drugs by 20%

Due to an error in the collection of survey data, accurate pre/post data was not available. The district has made appropriate modifications to their evaluation plan for the 2003-2004 school year.

Goal 2: Violent student behaviors will decrease by 20%

There was a 21.7% decrease in suspensions for violent behaviors among elementary students. Furthermore, there was a 65.6% decrease in the number of elementary students who received two or more suspensions for violent behavior. There was a statistically significant decrease in the number of violent referrals and suspensions in two of the three elementary school buildings in which the Freedom Program was held.

Process Indicators (Accomplishments toward goals or as result of activities)

- The research-based "Preparing for the Drug Free Years" program was provided to parents of Freedom Program participants. Conducted over six sessions, parents were taught family management skills, positive parental attitude strategies, and supportive resistance skills to help their youth refuse alcohol, tobacco, and other drugs.
- The Berrien County Health Department's Substance Abuse Prevention Specialists provided numerous presentations to Freedom Program participants. Topics covered during the presentations included alcohol, tobacco, other drugs, resistance skills, self-esteem and decision-making.

BENZIE COUNTY CENTRAL SCHOOLS FY 2002-2003

Summary

Benzie County Central Schools received \$12,174 to provide the Botvin Life Skills Training and Bully Proofing Your School programs. The programs were provided to 400 students grades K-5.

Final Report

Goal 1: To decrease bullying behaviors in schools by 5%

91% of the participants in the Perlstadt survey disagreed that it was okay to hit someone if they hit you first (a 33% increase from the pre-test). 54.5% agreed that kids don't need to fight because there are other ways to deal with being mad. 91.2% disagreed that it was okay to hit a kid to get them to stop teasing you. 24% of the participants were more likely to apologize if they did something wrong than were prior to the program. 64.7% were likely to talk things through when they disagreed or were angry with someone. Very little baseline data was given.

Process Indicators (Accomplishments toward goals or as result of activities)

- The MSU Perlstadt survey was used to collect data for evaluation.
- The Life Skills curriculum was supplemented with additional learning activities to give the participants "hands on" experience.
- The Life Skills training was of high quality and proved successful over the school year. However, the Bully Proofing Your School curriculum was not well received by the school as planned, and therefore, not entirely implemented. There are no plans to use this program for the next school year.

BERKLEY SCHOOL DISTRICT FY 2002-2003

Summary

Berkley School District received \$18,771 to provide the Character Counts program. The program was provided for 439 elementary students, 265 middle school students, and 339 high school students.

Final Report

Goal 1: 25% increase in students' awareness of harm caused by substance abuse and violence.

Due to an error in the collection of survey data, accurate pre/post data was not available. The district has made appropriate modifications to their evaluation plan for the 2003-2004 school year. The Western Michigan University survey was done was in the 2002-2003 school year and indicates that the use of ATOD in the district has declined.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Western Michigan University Substance Abuse survey to collect data.
- Parents take part or are invited to all building functions. Materials are always available and each building has a P.T.A. that is very active and contacts many parents. Communication is excellent in our district. The Character Counts program is designed to be implemented over a 3-5 year plan

BERRIEN ISD

FY 2002-2003

Summary

Berrien ISD received \$258,568 to provide training and technical assistance in the Michigan Model Health Curriculum to their district, provide strategies for violence prevention, conflict resolution and skill development training, on-going mentoring activities and training and individual district support on suicide prevention, crisis response, team network and respect and protect support. These programs served 9,485 elementary, 3,120 middle, and 1,380 high schools students for a total of 13,985 students.

Final Report

Goal 1: To decrease youth violence on campuses by 5% from the number of incidences reported in the 2001/2002 Youth Violence Data.

There was a decrease of 133 incidences (22%) at the middle school level and a decrease of 233 incidences (22%) at the high school level between 2001/2002 & 2002/2003. There was an overall increase in elementary incidents due to one school lowering the 'bar', which resulted in a lower tolerance. Otherwise, the school violence was stabilized. Berrien hopes to address the increase across the district in FY 03-04. Due to the lower tolerance levels for violence (elementary schools) from the district, there is an appearance of increased violence from last year. However, 918 out of 1,039 conflicts were resolved successfully through Peer Mediation.

Process Indicators (Accomplishments toward goals or as result of activities)

- Evaluation data was collected from the district wide Youth Violence Data table.
- Peer Mediation is used in the Middle and Elementary Schools.
- Other strategies utilized along with the Michigan Model Health Curriculum were developing assets, mentoring, peer mediations, police liaison officers, suicide prevention and providing staff with the professional development to enhance their skills to deal with violence and conflict within the school setting.

Interesting Facts:

- Peer mediation programs were supported in 5 middle schools and 20 elementary schools. 1,039 peer mediations took place in FY 02-03 and 918 were resolved.

BIG RAPIDS PUBLIC SCHOOLS

FY 2002-2003

Summary

Big Rapids Public Schools received \$16,617 to provide Adventure Education, the Michigan Model Health Education program, the Student Assistance Program, and Comprehensive Programming. The programs were provided to 917 elementary school students, 488 middle school students, and 829 high school students.

Final Report

Goal 1: Students will report a decrease in drug use based on a change in values and community involvement by 10%

41% of youth reported on the Assets survey last spring that they have empathy, sensitivity, and friendship skills, an increase from 29% in 1999. This is a direct result of team building through the choices and challenges program. Alcohol related accidents resulting in death or injuries have dropped from 13 to 3 over the past three years.

Goal 2: A decrease in the violent response of students in conflict situations by 10%

Based on staff interviews they report a decrease in aggressive/negative/sarcastic verbal exchanges and an increased interest in problem solving. However, data shows criminal incidences increased by 6%, discipline actions regarding violence increased by 7%, but violence related suspensions in school decreased by 5% and violence related suspensions out of school decreased by 9%.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Michigan Alcohol and Other Drugs School Survey was used to collect data for evaluation.
- All eligible non-public schools participated. They attended all the advisory committee meetings and their students participated in many of the activities, as well as conducting some of their own with materials and services paid for by BRPS through the grant.
- Big Rapids had three unannounced, surprise drug dog searches (fall 2002, spring 2003, fall 2003) at both the middle and high schools, including parking lots. All three have been totally "clean".
- The experiential education component is a program that is funded 50% by the Family Court Judge, 25% by parents, and 25% by the grant. Both the Judge and the staff believe that this program, which has been in place in 7th grade for most of 15 years and in the 5th grade for the last nine years is responsible for reducing and maintaining our consistently low numbers in the areas of negative student choice related to both drugs and violence. Records show a consistent continuing program, which has kept all incidents at or below 5% of the student population and has reduced incidents to the 1.1% level.
- The Search Institute Survey results on what the youth said about personal skills and assets in their lives was distributed to the community due to the positive responses in the areas of; commitment to education, positive values, social competencies, support, empowerment, boundaries and expectations, and constructive use of time.

BIRMINGHAM CITY SCHOOL DISTRICT

FY 2002-2003

Summary

Birmingham City School District received \$35,016 to provide the Life Skills program, STEP – Anger Management & Behavior Change program, Transitions into High School program, and the Youth Program Coordinator program. These programs were provided to 600 middle school students, and 2,000 high school students.

Final Report

Goal 1: To decrease the use of ATOD among the youth by 10%

Life Skills - 8th grade data from pre/post tests indicated that 50% of students responding changed their attitude about the usage of drugs. In 6th grade, 46% of students recorded a change in the information they learned about drug usage to reflect a change in their attitude. ATOD usage decreased in all grade levels surveyed by the Western Michigan ATOD Survey. 8th grade use declined 9%, 10th grade declined 7.5%, and 12th grade usage declined 4.9%. The average age of first use also declined for the four substances covered in the survey: Alcohol (9.8% decrease), Tobacco (7.3% decrease), Inhalants (9.9% decrease), and Marijuana (1.8%).

Transitioning Into High School - Over 900 participants were involved in the student/parent program. This program is being discussed and applauded among parents and others within the community. Non public schools have heard of this program and 5 are very interested in joining Birmingham for 2003/04.

STEP - The anger management and behavior change program was not implemented. This program will not be supported by SDFSCA funds in the future.

Goal 2: To decrease behavioral infraction within the school community by 10%

Although the number of students reported feeling unsafe at school has slightly increased each of the last two years, the number of students reported carrying weapons to school have decreased.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Western Michigan Survey on ATOD was used to collect evaluation data.
- Seven staff members were trained to use *Life Skills* in the 6th or 8th grade Health class.
- Birmingham also had nonpublic school participation from Brother Rice and Our Savior Lutheran.
- The advisory council met 3 times this past year on August 22, 2002, November 21, 2002, and May 22, 2003.

- Scavenger Crawl and After Party - 120 teens participated and over 40 merchants supplied items for this community event. 76% of youth responding to event survey indicated that they would like to see this activity scheduled again.
- Leadership Training -43 students applied to the program from 9 area high schools. 39 students completed the three-night program. 67% of the parents who responded to a parent survey indicated that they saw positive changes in behavior due to this program.

CADILLAC AREA PUBLIC SCHOOLS

FY 2002-2003

Summary

Cadillac Area Public Schools received \$36,910 to provide the Respect and Protect program and the Michigan Model program. These programs were provided to 1385 elementary school students, 1045 middle school students, and 750 high school students.

Final Report

Goal 1: To decrease the number of office referrals for students, grades 4-7, by 5%

The objective goal of reducing the number of office referrals for elementary schools students by 5% was met. The total number of office referrals for the 2002/03 year (through March) was 1,267. Out of the 1,267 referrals, nine were for level four violent behaviors. These behaviors include hurting others with intent to do harm and weapons violations. Over one-half of all office referrals (747) were for level 2 violations. This information supports the idea that while there was a significant number of referrals, the referrals were for minor violations and were less violent than in the past. At the secondary level there was an increased number of office referrals. The total number of referrals (6-12) was 6,335. However, out of the 6,335 less than 16% were for violence related offenses. A total of sixty-one referrals were made for ATOD offenses. There was a decline in ATOD offenses at the Junior and Senior High due to increase prevention efforts regarding prescription drug abuse/misuse.

Process Indicators (Accomplishments toward goals or as result of activities)

- Second Step training was used to enhance and compliment the Respect and Protect Program.
- The advisory council met 4 times on 10-30-2002, 11-27-2002, 2-26-2003, and 4-30-03.
- 2 of the 3 eligible non-public schools participated this past year. The two participating non public schools were provided with an initial visit and meeting of technical assistance. Both schools were provided with options and monies were made available.
- The two participating non public schools were provided with an initial visit and meeting of technical assistance. Both schools were provided with options and monies were made available.

CAESAR CHAVEZ ACADEMY

FY 2002-2003

Summary

Caesar Chavez Academy received \$9,791 to provide the Second Step and Bullying programs. The programs will be provided to 325 middle school students and 100 high school students.

Final Report

Goal 1: 3% Decrease in favorable attitudes towards violence

The Academy used Jim O'Neill's evaluation tools to evaluate progress towards this outcome goal. Across grades, there was an average decrease of 32% over the pre/post period in attitudes favoring violence (across survey items). For each grade, item analysis revealed a statistically significant decrease ($p < .05$) for the majority of items. For all grades, there was a significant decrease in perceived violence, ranging from 21% to 46%.

Goal 2: 3% Decrease in favorable attitudes towards bullying

The Academy used Jim O'Neill's evaluation tools to evaluate progress towards this outcome goal. Across items, there was a 26% decline over the pre/post period in attitudes favoring bullying. Item analysis revealed a statistically significant ($p < .05$) decrease in attitudes toward bullying for four of the seven survey items.

Process Indicators (Accomplishments toward goals or as result of activities)

- Reports from teachers indicate that the majority of students received at least Unit I (empathy) and Unit II (impulse control) of the Second Step curriculum. The remaining students received at least some of Unity III (anger management) as well.
- Time constraints and late program implementation were reported causes for the inconsistency in full program implementation. Cesar Chavez Academy administration and program staff have used this information to refine and improve program delivery.

CALHOUN ISD

FY 2002-2003

Summary

Calhoun ISD received \$583,703 to support prevention programming efforts in their participating school districts.

Final Report

Goal 1: To increase perceived harm in ATOD use by 10%

At this point, there appears to be only very marginal support for the efficacy of the canine search program, especially among high school students. The results from this year's survey closely parallel the results from 2001-02. Now that we have two years' worth of data, it is becoming increasingly clear that – if the intent is to deter the presence of drugs and weapons on campus because of the potential of a random search – the canine search methodology has a very modest affect, if any.

Goal 2: Reduce the occasions of ATOD and violence on campus by providing individualized services to students at-risk

Direct services programming probably have value for the students receiving them. With respect to the goals of the SADFSC initiative, the challenge for the districts of Region 12 is establishing the association between providing these services and affecting student attitudes or behaviors about ATOD and violence. Activities for 2003-04 should include investigation of the potential for this linkage and development of methods to measure it in participating students.

Goal 3: Through systematic curricula, increase student perceptions of the harmfulness of ATOD, and the benefits of peaceable conflict resolution.

Many districts have not firmly established the specific need-goals-programming-evaluation continuum that would demonstrate the quality and outcomes of their efforts. At the same time, though, there is greater acceptance of the need for effective planning and measurement. Strategies for next year should include efforts to help districts to establish specific needs for their buildings and planning for appropriate curricular interventions.

Goal 4: Provide the level of professional staff services necessary to improve proper program implementation.

The districts of Region 12 appear to have had no difficulty in retaining qualified staff members for its programs. The primary evaluation need for this goal is to have continued participation from the staff in the evaluation effort, facilitating the collection of data, assisting in the interpretation of results, and making program adjustments accordingly. In

order to have a more comprehensive picture of the programs that benefit from their presence, staff members will be encouraged to maintain a log of their activities. This will allow Region 12 to make a more deliberate association (i.e., show the value-added) between the staff members' role and the operation of various programs.

Goal 5: To increase in staff capacity to implement ATOD and violence prevention curricula and services 5%

The professional development (PD) sessions offered through Region 12 typically receive high marks for satisfaction among participants. The next steps for this goal might involve placing more attention on the specific, data-based needs of the districts in order to more accurately support their activities. Of course, this suggestion assumes that the districts are able to collect valid needs information. A stronger focus on having valid needs data should be a priority for Region 12.

CARNEY-NADEAU PUBLIC SCHOOLS

FY 2002-2003

Summary

Carney-Nadeau Public Schools received \$2,013 to provide the Violence & Character Development program. The program was presented to 121 elementary and 48 middle school students.

Final Report

Goal 1: To have a decrease in negative violence behavior and attitude and a decrease of drug and alcohol use by 5%.

At the school year end, cultural diversity within social groups increased. Drug, alcohol, and tobacco-related offenses showed an increase over the year. Marijuana- 80% increase, alcohol- 24% increase, tobacco-related offenses- 41%. These statistics, however, pertain to all of Menominee County and are not specific to students attending Carney-Nadeau School. Subjective data shows a decrease in these areas as well as a decrease in 'Minor in Possession' arrests of students within the school district.

Process Indicators (Accomplishments toward goals or as result of activities)

- Parents and community groups are involved in the development of the curriculum, selection of materials, videos, and books. There is periodic involvement as volunteers in the classroom.
- Alcohol and Other Drugs Prevention and Cultural Diversity programs were also utilized in conjunction with the Violence & Character Development program.

CARO COMMUNITY SCHOOLS

FY 2002-2003

Summary

Caro Community Schools received \$14,738 to provide the Character Counts program and purchase surveillance cameras. The program was provided to 989 elementary students, 534 middle school students, and 668 high school students.

Final Report

Goal 1: A reduction in violent incidents by 3%

Comparison of the data collected from the Middle School Disciplinary reports of 2001-2002 and 2002-2003, violent incidents have shown a measurable drop of 4%. There was an increase in students feeling safe in a schools and a decrease is stealing and bullying. It appears that Caro Middle School has had a 50% reduction in physical violence/assaults when comparing school administrator disciplinary reports.

Goal 2: Increase teachers' knowledge to teach character traits so students will respect the rights of others by 80%

49 teachers and staff were successfully trained in using the Character Count Education Information program (appropriate for 6-8th grade students). As a result, 95% of the staff increased his/her knowledge of Character Education. Due to teacher and staff training students are learning how to speak appropriately to each other and of each other at the difficult ages of 10-14 year old.

Process Indicators (Accomplishments toward goals or as result of activities)

- Goal 1 data was collected through the Western Michigan University Alcohol, Tobacco and Other Drug survey.
- For goal 2, nearly 100% of the evaluations reflected approval of the training and its value to the Caro Middle School.
- The advisory council met 4 times this past year on 11/12/02, 1/14/03, 3/11/03, 5/20/03. Newsletters and articles were printed in monthly bulletins for agencies and organizations. The council created, printed and distributed 10,000 placemats with a "non violence" theme for local family restaurants.
- The results of the evaluations have shown that Caro Middle School needs to continue these implemented programs for continued growth as well as the programs need to be expanded into the upper level grades of students.
- We are pleased that the students in 8th grade responded to the Western Michigan University Alcohol, Tobacco and Other Drug survey with a 6.3% increase in never feeling unsafe at school as well as the 10th grade had a 3.4% increase.
- The addition of cameras not only reduced hall violence by at least 3%, it also produced a sense of security and safety throughout the community and the parents.

CHARLEVOIX-EMMET ISD

FY 2002-2003

Summary

Charlevoix-Emmet ISD received \$57,994 to provide Project Northland, Project Alert, Botvin's Lifeskills, and Michigan Model to districts participating in the consortium. These programs served 3447 elementary, 1872 middle, and 2457 high school students.

Final Report

Goal 1: To decrease in the use of alcohol and tobacco by 5%

Reactions from staff and students were positive. A combination of multiple programs running concurrently and data lost with the resignation of staff members made it impossible to present data with numbers. Subjective data shows positive changes in student's attitudes towards alcohol and tobacco use.

Process Indicators (Accomplishments toward goals or as result of activities)

- Project Northland Target population - middle school students throughout the Char/Em ISD region.
- Reconnecting Youth: Target population - alternative education programs.
- Student Assistance Programs: Target Population - identified students (drug use, violence, school difficulties, parent concerns) in elementary, middle and high school levels.
- Adventure Education: Target population - elementary, middle and high school students.
- Communities That Care: Target population - all interested parents and community members located in the Char/Em ISD region.
- Michigan Model: Target population - middle school and high school level.
- Minnesota Smoking Prevention Program: Target population for ages 11 - 15 years.
- Helping Student Assistance Programs: Target Population - identified students (drug use, violence, school difficulties, parent concerns) in elementary, middle and high school levels. Teens Stop Using Tobacco
- Intervening with Teen Tobacco Users Intervening with Teen Tobacco Users (TEG): Target population ages 12 - 18 years.
- Kelso's Choice: Conflict Management for Children. Target population - elementary level.
- Second Step: Target population - K through grade 9.
- I Can Problem Solve: Target population - k through grade 5.
- Aggressors, Victims and Bystanders: Target Population - adolescents.
- Aggression Replacement Training: Target population - youth - elementary, middle and high school level.

CHEBOYGAN-OTSEGO-PRESQUE ISLE ESD

FY 2002-2003

Summary

Cheboygan-Otsego-Presque Isle ESD received \$109,585 to provide teacher training in alcohol, tobacco, other drugs, and violence prevention. The program served 5,646 elementary school students, 1751 middle school students, and 1,837 high school students.

Final Report

Goal 1: To decrease the number and severity of violent incidents in the COP EDS region by 5%

There are reductions in all categories except two that remained the same. All of the reductions were at least 5% with the two highest being 45% and 54%.

Goal 2: To decrease the number of student incidents involving alcohol and other drugs by 5%

There was a reduction in all ATOD incidents except for an 89% increase in alcohol incidents. All other incidents saw at least a 4% decrease with the two highest being 75% and 52%.

Process Indicators (Accomplishments toward goals or as result of activities)

- Natural Helpers targeting grades 6-12
- Peer Mediation targeting grades 9 - 12
- Conflict Managers targeting grades K - 3
- The Student Assistance Program targets children K – 12
- School liaison officers
- The Responsible Thinking Classroom (RTC) targets grades K - 8
- "Power Skills with Clyde" targets middle school students.
- SADD targets high school students
- The Yellow Ribbon Campaign targets suicide prevention K – 12
- Botvin's Life Skills targets grades K – 12
- The program was available to provide on-site presentations to staff and/or students of the non-public schools. This past year the program collaborated with the Diocese of Gaylord to offer a "Raising Confident Kids" workshop.

CHEBOYGAN AREA SCHOOLS

FY 2002-2003

Summary

Cheboygan area schools received \$15,946 to provide the research based Second Step program and the Life Skills Training program. The programs were used to help change drug use and behavior of 800 elementary school students, 625 middle school students, and 390 high school students.

Final Report

Outcome Goal 1: To decrease the misuse of prescription drugs and build defenses against tobacco, alcohol and all other drugs by 20%

The Life Skills Training program showed a minimum of 73% improvement and a maximum of 100% improvement from the pre-test to the post-test in the twelve groups exposed to the program. Other various resources of data indicate a decrease in the misuse of tobacco, alcohol, prescriptions and other drugs. Building discipline reports indicated that incidents involving the sale, use or possession of drugs, alcohol or tobacco dropped from 14 in 2001-2002 to 8 in 2002-2003. Referrals to outside agencies and juvenile court also decreased (no data given).

Outcome Goal 2: To decrease aggressive and impulsive behaviors at the lower elementary level by 20%

The Second Step program reported a decrease in violent and aggressive behavior. Incidents of violent or aggressive behavior decreased from 119 in 2001-2002 to 37 in 2002-2003. Elementary building principals have indicated decreases in referrals to outside agencies and to juvenile court as well. Students received the Second Step program on a weekly basis.

Process Indicators (Accomplishments toward goals or as result of activities)

- The student intervention specialists, school counselors and the life management teachers were trained in the Life Skills Training program.
- The Second Step program was implemented by two elementary student intervention specialists in four elementary school buildings
- The elementary student intervention specialist positions may be cut by the school district next year. Should these positions be eliminated, implementation of the program may be assigned to the classroom teacher, or contracted to local service providers.
- Development of a "Parent University" to help accomplish the two outcome goals came up in the final report. No mention of the "Parent University" in original report.
- All of the eligible non-public schools participated this past year. Both schools participated in the local DARE program, and will participate in the development and implementation of the Parent University which will be available to all parents and students in Cheboygan County.

CHIPPEWA HILLS SCHOOL DISTRICT

FY 2002-2003

Summary

Chippewa Hills School District received \$25,534 to provide the Second Step, Project ALERT and TNT programs. These programs were provided to 1,250 elementary school students, 650 middle school students, and 700 high school students.

Final Report

Goal 1: To decrease the disciplinary reports for violent and/or disrespectful acts in school or on busses.

Implementation was delayed due to staffing cuts. Baseline data was collected for use next year. Because of the delay in implementation, it was impossible to determine whether or not the goal was reached.

Goal 2: To decrease tobacco usage

Chippewa Hills was unable to implement this year, resulting in lack of data regarding the impact of student behavior. There is, however, a solid baseline of data for next year.

Process Indicators (Accomplishments toward goals or as result of activities)

- Project ALERT and more Second Step training will be done in October 2003.
- The primary effort this year focused on having parent groups add the topic to each agenda and provide feedback to the coordinator.
- The school counselors and social workers were an integral part of the comprehensive counseling program design and the staff was reduced from 4 to 2 people. Some of the planning needs to be adjusted. The intended programs will still be utilized, just in less detail due to time constraints.
- Due to funding cuts, the programs did not run as planned over the year. Second Step was started in some elementary classrooms and Project ALERT hopes to start in the 2003-2004 school year.
- Due to funding cuts, the programs did not run as planned over the year. Second Step was started in some elementary classrooms and Project ALERT hopes to start in the 2003-2004 school year.

CHIPPEWA VALLEY SCHOOLS

FY 2002-2003

Summary

Chippewa Valley Schools has received \$44,572 to provide the Peer Mediation program at the high school and two middle schools. The program served 759 elementary students, 1,188 middle school students, and 1,800 high school students.

Final Report

Goal 1: A decrease in subsequent incidents of physical and verbal aggression of those student disputants who access Peer Mediation at the high school by 15%

A review of behavioral infraction records showed the Peer Mediation Program caused a 47% decline in subsequent behavioral infractions for disputants involved in mediations.

Goal 2: A decrease in subsequent incidents of physical and verbal aggression of those student disputants who access Peer Mediation at Seneca Middle School by 15%

A review of behavioral infraction records and those of the Peer Mediation Program showed a 35% decline in subsequent behavioral infractions for disputants involved in mediations.

Goal 3: A 10% increase in awareness of parents of high school students that youth use of Club Drugs, especially Ecstasy, is a problem in our community (On-Going)

Goal attainment will be measured by comparison of the data across 2 parent surveys – one conducted in May, 2001 which indicated that only 49% of parents of high school students surveyed perceived youth use of these drugs as a problem in the community and another survey initially planned for Fall, 2003 and rescheduled to Fall, 2004 to allow additional time for the Parent Awareness Campaign.

Goal 4: A decrease in incidents of verbal and physical aggression of student disputants subsequent to accessing Peer Mediation at Algonquin Middle School by 15%

Algonquin did not establish its Peer Mediation Program within planned timelines due to training of staff and building support personnel. Eighteen mediators were trained by June 1, 2003 and no mediations occurred. No SDFS Grant funds were utilized and full implementation will occur in FY 03-04.

Goal 5: A decrease in incidents of physical aggression by 5%

A review of behavioral infraction and detention data at Immanuel Lutheran School indicates a 6% reduction in aggressive incidents. This has been a four year initiative, which has proven to be successful.

Process Indicators (Accomplishments toward goals or as result of activities)

- High School: For Peer Mediation, 20 mediators received 3 days of training and 31 mediations were conducted, with 97% of the mediations resulting in signed agreements.
- Middle School: 18 mediators received training and 12 mediations were conducted. All mediations resulted in signed agreements.
- The district's Advisory Council, met on 9/17/02; 10/14/02; 11/11/02; 12/10/02; 1/14/03; 2/11/03; 3/4/03; 4/8/03; 5/20/03 this past year. These dates do not include the numerous subcommittee meetings held to plan and implement various projects of the Coalition. In addition, the Interfaith/Chippewa Valley School Partnership, an arm of the Coalition that links the district to local churches, met on the following dates: 9/9/02; 10/14/02; 11/11/02; 1/13/03; 2/3/03; 3/10/03; 4/7/03; 5/12/03.
- Parents and community are represented on the CV Coalition for Youth and Families, the district's Advisory Council. Parents and community are, therefore, very involved in developing and monitoring ATOD/V programming.

- The program will be provided for those students who are referred to the program. Funding will also be provided to the Chippewa Valley Coalition for Youth and Families to plan a parent education campaign to increase parent awareness on the dangers of club drugs. Immanuel Lutheran will also fund the violence prevention program.

CLARKSTON COMMUNITY SCHOOLS FY 2002-2003

Summary

Clarkston Community School received \$25,676 to provide the Teaching, Education, and Mentoring (T.E.A.M.) School Liaison Program, providing 2 police liaisons in their schools. The program served 3,518 elementary school students, 1,874 middle school students, and 2,457 high school students.

Final Report

Goal 1: A decrease in violence related behaviors by 20%

Clarkston Community School saw incidents of in-school fighting and assaults reduced from 37 incidents in 2001-02 to 27 for the 2002-03 school year in grades 6-8, expulsions for violent behavior were reduced to zero for the 2002-03 school year and referrals to counselors for student bullying and harassment were reduced by nearly 20% as reported by the counselors and the liaison officers at the middle schools.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Western Michigan Survey, police records and student disciplinary record were used to collect evaluation data. A pre/ post survey was also administered for the police liaison curriculum.
- Parent advisory teams are established at each school, and the Superintendent's Parent Advisory Team meets monthly. The Clarkston Youth Coalition meets monthly and school personnel attend.
- Teachers and counselors reported that they were observing the district's liaison officer had made fewer verbal altercations and fewer incidents of bullying in the grade levels after the presentations.

**CLAWSON CITY SCHOOL DISTRICT
FY 2002-2003**

Summary

Clawson City School District received \$6,434 to provide the Second Step program. The program should have been provided to elementary and middle school students. Because of the lack of a Coordinator, no programs were implemented. The district is not applying for funds for 2004-2005.

COOPER COUNTY ISD FY 2002-2003

Summary

Cooper County ISD received \$106,541 to provide the School Social Work program to their district.

Final Report

Goal 1: Reduce violent attitudes and behaviors by 1%

After the Dr. O'Neill Student Survey on Attitudes Towards Violence Cooper County ISD saw good results from their program. In the evaluation of Cooper County Elementary, there were 22 instances of a positive change, 3 instances of a neutral change, and 8 instances of a negative change.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Copper Country Elementary School Social Work program is available to all local districts as well as non public schools. Due to low economic status, the stress on families is increased and this increases our need for support of the whole family. Research shows the earlier the intervention the greater the potential for success.
- Services are typically provided weekly and include individual sessions with the child, sessions with the parents, other family members, consultation with the child's teacher, and other pertinent school staff. There is also coordination with other involved agencies.

CRAWFORD AUSABLE SCHOOLS FY 2002-2003

Summary

Crawford AuSable Schools received \$16,175 to provide the Natural Helpers program and the Character Counts program. These programs were provided to 200 elementary students, 300 middle school students, and 350 high school students.

Final Report

Goal 1: To increase perceived harm in pursuing a violent attitude by 20%

Discipline referrals did show a measurable drop at all three levels. Even though the cycles did follow the same seasonal patterns as they had in the past there was a 10% reduction at the elementary level and a 15% drop at the middle school from the first data collection to the second. At the high school the drop was less than 5%.

Process Indicators (Accomplishments toward goals or as result of activities)

- Character Counts was provided at the middle school.
- Asset Development was used at the high school in the Student Senate program.
- The advisory council met 4 times this past year on 9/10,11/12,1/14, and 3/11.
- Parents, including the parent advisory council were trained in asset development. As parents worked with students or volunteered for activities, they used the model when interacting with students. It provided more positive and fulfilling interactions.
- Get Real About Violence had a very positive impact in the alternative ed and categorical special ed classes in middle School.
- The program used elements from the Peacebuilders Program and the Northland Drug Prevention Program in our design.

Last year the program has a contract with Cooperative Extension for the first time. It went well. They visited more classrooms than they could have reached otherwise.

CRESTWOOD SCHOOL DISTRICT

FY 2002-2003

Summary

Crestwood School District received \$15,445 to provide the Project Connect class that incorporated the research-based Project Alert and Second Step programs. These programs served 437 middle schools students, and reduce aggressive behavior and reduce ATOD use.

Final Report

Goal 1: To reduce aggressive behavior by increasing students' anger/impulse control and level of empathy for others by 15%

For targeted 7th and 8th grade students, a 29% decline in discipline referrals involving aggressive behavior was indicated. These students were exposed to the Second Step curriculum. The Level of knowledge regarding empathy towards others, impulse control and anger management was increased for 7th and 8th grade students.

Goal 2: To decrease student use of alcohol, marijuana and inhalants by increasing the perceived negative effect of these substances 15%

Pre/post assessment data indicated that the district met the goal set forth in the grant application. Pre and post test asked such questions as "In the last 30 days did you have at least one drink?" The response for students who drank 3 days or more dropped 70% among 8th graders. In a question asking "During the past 30 days, how many days did you have 5 or more drinks in a row?" the post-test showed a 50% decrease.

Process Indicators (Accomplishments toward goals or as result of activities)

- Pre/post surveys and discipline referrals were used to evaluate the effectiveness of SDFSCA programming.
- All 4 eligible non-public schools participated in the program this past year by involvement in the advisory council meetings, and phone consultation with Principals.

DAVISON COMMUNITY SCHOOLS

FY 2002-2003

Summary

Davison Community Schools received \$22,995 to provide the Second Step program, the Davison Kearsley Substance Abuse Prevention Team, and refine and improve their Michigan Model program. These programs were provided to 2,869 elementary students, 830 middle school students, and 1,569 high school students.

Final Report

Goal 1: To reduce referrals of aggressive behavior between students in grades Pre-K through 4 by 10%

In the short time Second Step was implemented there was approximately a 10% drop in the number of office referrals reported for grades K-4 involving infractions such as student to student fighting, verbal abuse, and “rough” play leading to injury.

Goal 2: To increase perceived harm in ATOD use by 10% with Michigan Model program

The CADY Survey was used to identify the needs to focus on for future programs in Davison. The CADY Survey will be administered to grades 3rd through 5th to continue the local needs assessment. Thus far, alcohol abuse has been one of the focused areas and identified by the CADY Survey for those surveyed. The team streamlined the Michigan Model lessons into specific units to promote consistency in curriculum across grade levels K-6 and the focus on ATOD lessons in the model on concentrated on.

Goal 3: To increase perceived harm in ATOD use by 10% with the Davison Kearsley Substance Abuse Prevention Team

Student participation in poster and placemat contest designs featuring anti-ATOD messages declined by approximately 30% during this project.

Process Indicators (Accomplishments toward goals or as result of activities)

- Four counselors were trained as trainers by representatives of the Committee for Children based in Seattle, Washington. The trainers in turn, trained ninety-two teachers during a six-hour workshop.
- Five new teachers were trained in K-6 Michigan Model or related ATOD modules for grades 7-12.
- The CADY Survey was administered in grades 7, 9 and 11 and investigation into the feasibility of administering the new grade 3 and 5 version of the study is taking place.

- Part of the successes in increase perceived harm of substance abuse is attributed to the fact that students in grades K-4 were required to participate in a poster contest for “Safety Awareness Month” which took place at the same time as the annual ATOD contest.
- Involvement in parent support has increased in the past year. Surveying the parents indicated parents would prefer to receive writing information to read and study at home rather than a workshop. Plan to redirect some funds in FY 03-04 to fund the parent education component.

DEARBORN CITY SCHOOL DISTRICT FY 2002-2003

Summary

Dearborn City School District received \$172,208 to provide the Students Taking A New Direction (STAND) for 3650 elementary students, 3950 middle school students, and 750 high school students.

Final Report

Goal 1: To reduce the number of suspensions in sixth and ninth grade by 5% for the school year, compared to the past school year

Ninth grade suspensions went from 2101 suspensions in school year 1999-2000 to 1993 suspensions in 2002-2003, despite a 7% increase from 2001-2002. There was a 26% reduction in fights and a 13% reduction in assaults. In 6th grade there was a 4% decrease in suspensions dropping from 675 suspensions in 2001-2002 to 651 suspensions in 2002-2003. Suspensions for ATOD are down 21% over the last year and suspensions for fights are down 13% over the last year and 31% over the last two years.

Goal 2: Be below the national average in the “used in past 30 days” categories for marijuana and inhalant use for students in grades 4-12, as measured in the Fall 2002 student survey (5% change)

Due to funding cuts, the evaluation survey could not be administered. However, Dearborn Public Schools saw a 21% decrease in use ATOD after looking at suspension data.

Goal 3: To reduce the number of students reporting they feel unsafe at school to 15% or below, as measured in the Fall 2002 student survey

Dearborn had planned to do this survey in March but their district has experienced a major budget cut. However, the district saw a 48% reduction in suspensions for assaults and a 112% reduction in reported cases of weapons.

Process Indicators (Accomplishments toward goals or as result of activities)

- Red Ribbon Week (school-wide substance use prevention week), Kick-Butts Day (anti-smoking campaign), Take A STAND for Peace Month, Make a Difference Day, Empty Bowls, Gift of Life Night with parent workshops, were just some of the community services provided.
- 11 of the 12 eligible non-public schools participated this past year, and of which are represented on the advisory council.

DECATUR PUBLIC SCHOOLS

FY 2002-2003

Summary

Decatur Public Schools received \$10,057 to provide Project ALERT program, as well as Let Each One Touch One Mentor Program. These programs were provided to 560 elementary students, 260 middle school students, and 150 high school students.

Final Report

Goal 1: To increase perceived harm of alcohol, tobacco and other drug use and the manufacturing of them by 20%

Results following the pre test provided in the Project Alert curriculum showed 70% of the students reported little or no knowledge of the harm that marihuana may bring. At the conclusion of the program, 98% of the students reported having increased knowledge of the harm marihuana use could cause and their knowledge of the harm of tobacco use also increased significantly, with 98% of the students reporting that their knowledge of the harm of tobacco use had increased.

Goal 2: To decrease in truancy and referrals for discipline/outside substance abuse agencies by 20%

Pre and post instruments developed by the Safe and Drug Free School Evaluation Team, Institute for Public Policy and Social Research, were used as well as student essays to determine program effectiveness. Before students participated in leadership activities or were mentored, they expressed very little agreement that their behaviors or others' violent behaviors were seen as affecting themselves or others. After mentoring or leadership activities, 82% expressed some agreement that their attitudes toward violence affected others.

Process Indicators (Accomplishments toward goals or as result of activities)

- To reduce violations of the student handbook in relationship to attitudes toward lessening violence, increased mentoring activities were put into place. These included leadership activities among students and welcoming adult mentors into the school day.
- Parents and representatives of community groups are involved in mentoring, family/school activities and programming as well as open house meetings, school board involvement, and school improvement committees.

DETROIT PUBLIC SCHOOLS

FY 2002-2003

Summary

Detroit Public School received \$2,539,130 to provide the research-based Second Step program. The program was provided to 4,700 elementary students, 4,840 middle school students, and 2,500 high school students.

Final Report

Goal 1: Increase in the expression of constructive and pro-social attitudes among youth participants by 25%

Improvement of constructive and pro-social attitudes among student participants varied according to grade level, with elementary students demonstrating the most improved attitude toward constructive conflict resolution and middle school students demonstrating the least improvement.

Goal 2: Participating youth will demonstrate a decrease in the expression of destructive behaviors (e.g. fights, assaults, use of weapons) by 10%

A decrease in violent behaviors did occur across grade levels following program implementation. Elementary school students demonstrated the most significant decline in violent behaviors (12.8%), while middle schools reported the lowest decline (4.1%). The project goal was met for high schools, with a reported 10.2% decline in destructive behaviors following program implementation.

Process Indicators (Accomplishments toward goals or as result of activities)

- All Goal 1 program participants completed a survey intended to measure attitudinal and skill changes in violence prevention.
- Goal 2 was measured by a) comparing 2001-2002 Student Code of Conduct Disciplinary profiles with incidents in the 2002-2003 school year and by b) measuring percent (%) change in student violations following program implementation in 2002-2003.
- In addition, SDFSC sponsored a series of five parent/guardian workshops involving issues related to violence prevention (e.g. family communication, health and safety, dating abuse/violence).

EAST CHINA TOWNSHIP SCHOOL DISTRICT FY 2002-2003

Summary

East China Township School District received \$24,330 to provide the "Get Real About Violence" program and United Learning programs. These programs were provided to 2318 elementary students, 1354 middle school students, and 2005 high school students.

Final Report

Goal 1: To improve student attitude toward bullying, hurtful teasing and harassment by 10%

Of those who implemented the program with the 4th grade students, the data from the pre and post evaluations indicated a successful project. There was a 35% increase awareness/attitude regarding hurtful teasing and harassment. Also follow-up discussions on actual classroom behaviors reported an increased sensitivity/awareness towards hurtful jokes and teasing.

Goal 2: To improve student attitude toward solving problems without violent behavior by 10%

No data.

Process Indicators (Accomplishments toward goals or as result of activities)

- The 2002-03 school year was a "no contract" year for East China's teachers, which made implementing any new programs very difficult. However, 3 elementary social workers chose to pilot the "Get Real About Violence" with the 4th grade students, and by June 2003 all K-12 buildings asked to review the program for the upcoming year. Teachers have since ratified a contract and the 2003-04 Pilot implementation looks promising.
- Both goals were measured by district disciplinary referrals and suspensions by using the "Get Real About Violence" and United Learning programs.
- The advisory council met 9 times this past year on 10/2/02, 11/6/02, 12/4/02, 1/8/03, 2/12/03, 3/5/03, 4/2/03, and 5/7/03. K-12 school counselors/ social workers attended the majority of the meetings for drafting a PILOT implementation plan for review.
- A variety of parent workshops were scheduled throughout the year providing parents and the community presentations on a variety of topics:
 - January - "Investing in Young Families"
 - February - "Positive Parenting"
 - March - "Deadly Look Alikes"
 - April - "How to be the Parent You Want to Be"
 - May - "Brain Smart Discipline"

EASTERN UPPER PENINSULA ISD FY 2002-2003

Summary

Eastern Upper Peninsula ISD received \$66,122 to provide Character Counts, Natural Helpers, Project Northland, The No Bullying program, and Reconnecting Youth. The programs were provided to 4224 elementary, 1379 middle and 2399 high school students.

Final Report

Goal 1: Decrease the number of middle school and high school students reporting alcohol usage in the past thirty days by 2%

Post-testing was not completed due to layoffs. The district, however, expressed the need for effective programming at middle and high school levels.

Goal 2: Decrease the number students responding positively to positive statements about violence 2%

Post-testing was not completed due to layoffs. The district, however, expressed the need for effective programming at middle and high school levels.

Process Indicators (Accomplishments toward goals or as result of activities)

- The CADY survey was administered across the district to 7th, 9th, and 11th grade students.
- Parents were encouraged to participate in the Community of Promise Youth Committee. Topics, such as school violence, child watch, stranger, suicide & drug prevention, were discussed.
- The advisory council met 5 times this past year on 10/12/02, 12/16/02, 4/15/02, 4/16/02, and 5/19/03.

EATON ISD FY 2002-2003

Summary

Eaton ISD received \$257,935 to implement the Michigan Model program and Asset Development. Prevention programs were provided to 36,436 elementary students, 18,535 middle school students, and 22,782 high school students in participating school districts.

Final Report

Goal 1: To see an increase in desirable awareness/attitudes in the area of harassment at all grade levels by 1%

Eaton ISD used the Perlstadt Survey to measure progress towards this outcome goal. A representative sample of consortium schools and youth population took part in the pre/post assessment. The consortium reported that the outcome goal was met across survey items.

Goal 2: To increase desirable awareness/attitudes regarding substance use by 2%

Eaton ISD used the Perlstadt Survey and comparison of reported ATOD use from 2002 to 2003 school year to measure progress towards this outcome goal. There was a 5% decrease in reported alcohol use, 30% decrease in reported tobacco use, and a 47% decrease in other drug use among reporting high schools in the consortium. Furthermore, there was a 24% decrease in reported marijuana use among reporting middle schools in the consortium. Although positive pre/post test results were garnered from the Perlstadt Survey, the data was not statistically significant in order to determine whether progress was made toward this goal.

Process Indicators (Accomplishments toward goals or as result of activities)

- Elementary Conflict Resolution program
- Family-School Connection
- Peer Assistance Leaders (PALS)
- Non-Violent Crisis Prevention skill-based training
- Parent Education Classes
- 15 Michigan Model trainings were held, with 293 public and non-public teachers, 80 administrators, and 50 building administrators trained. Twenty-seven public and nine non-public schools reported that they include Michigan Model lessons in their curriculum.
- In addition to parents being part of the implementation team, parents are involved in various activities that are parent/community focused, such as asset development teams. Another example of parent involvement is parents volunteering to coordinate the distribution, collection, and stocking of the backpacks for classrooms for the Family-School backpack program.

EVART PUBLIC SCHOOLS

FY 2002-2003

Summary

Evart Public Schools received \$9,726 to provide the research-based Michigan Model program to students K-12, as well as the Responsible Thinking Process to all students in grades 6-12. These programs were provided to 117 elementary students, 108 middle school students, and 96 high school students.

Final Report

Goal 1: To decrease in the number of violent behaviors in all buildings by 10%

Overall suspensions at Evart High School have declined 25.2 %. Suspensions for disrespect toward staff members declined 33.4 %. Students suspended for fighting dropped 21.3 %. There has also been a 37.6 % decline in students suspended for ATOD violations. Evart Middle School reported a 22.4 % decline in overall suspensions, with a decline in violent behavior of 14.2 %. Evart Elementary School reported a 10% decline in overall suspensions, and an 11.3 % decrease in violent behavior.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Responsible Thinking Process Program has been implemented in the district since 1998.
- The advisory council met 4 times this past year.
- During the year, parents had access to reading material regarding the RTC program.

FARMINGTON PUBLIC SCHOOL DISTRICT

FY 2002-2003

Summary

Farmington Public Schools District received \$46,490 to provide the “Bully-Proofing Your School”. The program was provided to 5,021 elementary school students, 2,806 middle school students, and 3,731 high school students.

Final Report

Goal 1: To reduce the number of students who have been bullied by other students by 5%

Comparative survey results showed an 8% reduction in the number of students who now state that they have “NEVER been bullied by others at school”. There was also a 7% reduction in students who now state that they have “NEVER repeated statements about others that are not true.”

Process Indicators (Accomplishments toward goals or as result of activities)

- Results were based on a pre survey taken in 2002 and a post survey taken at the end of the 2003 school year.
- District middle school administrators, counselors and Student Assistance staffs are committed to incorporate educational units of study on ways to “bully-proof schools” to decrease students’ tolerance of bullying behavior for FY 03-04 due to FY 02-03 results. The Student Code of Conduct was revised to reflect the anti-bullying component and administrators received a safety and security legal update to include protocols for dealing with bullying, intimidation and harassment incidents.
- The advisory council met 9 times this past year on 8/15/03, 9/19/03, 10/1/03, 10/23/03, 11/20/03, 2/12/04, 4/9/04, 5/21/04, and 6/11/04.
- 4 of the 8 eligible non-public schools participated in the program.

FERNDALE PUBLIC SCHOOLS FY 2002-2003

Summary

Ferndale Public Schools received \$30,155 to provide Bully Proofing Your School, Project ALERT, and the Get Real About Violence program. These programs were provided to 1,910 elementary students, 573 middle school students, and 1,084 high school students.

Final Report

Goal 1: To decrease in violent-related behavior by 10%

Ferndale saw suspensions peak in November at 4 but then decreased as the year went on. A monthly chart comparing suspensions was provided for the first goal. It showed that through September and November student suspension for bullying was at an increase. Then, during the months the teachers implemented the program, December and January, there were no bullying offenses. In February there were 3 incidents and then a steady decline to the end of the year.

Goal 2: To decrease ATOD use reported by middle school students by 5%

There was no evaluation on this goal.

Process Indicators (Accomplishments toward goals or as result of activities)

- During this transition year, the advisory council was inactive. The district representative was an active member of the S.E. Coalition of Communities. He attended monthly meetings and reported on the activities at the high school and middle school. He also participated in the Coalition's educational activities twice during the year when teens and parents enjoyed recreational and educational events.
- The parent recommendation to establish the STAND program at the middle school was successfully implemented.

FLINT CITY SCHOOL DISTRICT

FY 2002-2003

Summary

Flint City School District received \$368,549 to provide Second Step, Strengthening Families Program, Let Each One Teach One Mentor Program, Michigan Model, Primary Mental Health Project, and Positive Adolescence Choices Training. These research-based programs were provided to 3,667 elementary students, 548 middle school students, and 125 high school students.

Final Report

Goal 1: To decrease violent behavior by improving skills in interpersonal communication, problem solving, and getting along with others by 2%

Second Step, PACT and Student Assistance Program were implemented to address this outcome goal. Program(s) participants' attendance improved by 10%, student suspensions decreased by 10%; 94% of students were not involved in any violent offenses while participating in the program, and 92% of students improved their verbal abuse toward others while participating.

Goal 2: To decrease the use of ATOD by increasing the perceived harm in ATOD use by 3%

The Michigan Model program was implemented to address this outcome goal. There were 152 students participating in the Michigan Model Program. There was a failure to collect accurate pre/post data regarding this outcome goal. The Michigan Model program will not be supported with SDFSCA funds next school year.

Goal 3: An increase in academic skills, positive behavior, communication skills and self-efficacy by 5%

Primary Mental Health Project and Service Learning programs were implemented to address this outcome goal. Over the course of the year 94% of students' attendance improved by 12%, 97% of students were not involved in any violent offenses while participating in the program, 90% of the students' grades improved by 10%.

Process Indicators (Accomplishments toward goals or as result of activities)

- The following methods of measurement were reviewed: pre/posts tests, student disciplinary records and teacher evaluations.
- There were 102 parents participating in the research-based parenting component. The parents learned the same skills as their children while participating in the parenting segment of the Second Step for Parents program. Also, there were 97 teachers and support staff trained in the research-based programs.
- 3 of the 5 eligible non-public schools participated this past year. In addition, to attending the advisory meetings there were also separate meetings scheduled specifically for non-publics.

- The Strengthening Families was slated for implementation during the 2002-2003 school year, however, due to the expense, it was decided that we would implement the program during the 2003-2004 school year.

FLUSHING COMMUNITY SCHOOLS

FY 2002-2003

Summary

Flushing Community Schools received \$15,792 to provide the Peace Education Foundation program at the K-3 level and Peacemakers at the grade 4-6 levels. The program served 379 elementary school students.

Final Report

Goal 1: To reduce the frequency of acts of verbal and physical aggression by 5%

Baseline data for the 2002-2003 school year was collected so that comparisons can be made after full implementation of the program at the end of the 2003-2004 school year. The pre/post test results using the O'Neill survey* from the fifth grade was inconclusive. However, it did show a 19% increase in the number of students who avoided a physical confrontation from the beginning of the program to the end. Flushing is hopeful that the O'Neill instrument in combination with the 2003-2004 disciplinary reports will provide more conclusive data on the success of the program.

Process Indicators (Accomplishments toward goals or as result of activities)

- Measurement of student disciplinary reports and the O'Neill pre/post test results were used to measure the success of the program.
- The Parenting Extravaganza focused on teen issues such as ATOD, internet safety and understanding the teenage years. We had 118 parents participate.
- The advisory council met 3 times this past year on 10/3/02, 1/16/03, and 5/22/03.
- All eligible non-public schools participated this past year in the advisory committee, Parenting Extravaganza, and ATOD program in grades 6 and 8.

* Jim O'Neill, Ph.D., Evaluation Consulted, Office of Drug Control Policy. Instrument provided to ODCP after distribution.

FRANKFORT-ELBERTA AREA SCHOOLS

FY 2002-2003

Summary

Frankfort-Elberta Area Schools received \$3,301 to provide the San Francisco Board program (Peace Makers). The program was presented to 290 elementary students.

Final Report

Goal 1: To decrease violent/aggressive behavior problems by 5%

Students were given a pre and post evaluation to determine their eligibility to serve as a "peace maker". All 15 students who served as peace makers displayed a great understanding of the material and grasped the techniques to be used after the five week training. Peace Makers filed 58 reports from the playground during the 2002-2003 school year. The principal was involved in two. This is a 98% positive change.

Process Indicators (Accomplishments toward goals or as result of activities)

- School discipline reports were used to compare rates and number of incidences participating students were involved in during years previous to the installation of this curriculum to one year after the 2002-2003 program was implemented.
- The advisory council met 7 times this past year on 9/9/2002, 9/16/2002, 10/14/2002, 2/10/2003, 3/10/2003, 4/14/2003, and 5/19/2003.
- Parents are notified when their child has been selected to be trained in the conflict resolution skills, they are required to sign a consent form and asked to support the curriculum components at home.

GENESEE ISD FY 2002-2003

Summary

Genesee ISD received \$415,912 to provide to their school district. These Safe & Drug Free School and Communities Act funds will be utilized for prevention programs.

Final Report

Goal 1: Increase the number of students stating that Alcohol, Tobacco, and Other Drugs can cause harm to themselves, their family, and their community

Survey results are consistent with national and state data- that as students get older, illegal substance use and abuse increases. (For the purposes of this report, we will also reference the Michigan Youth Risk Behavior Survey (YRBS), published in 2001 by the Centers for Disease Control.) The data indicates a marginal increase in risk behaviors between 9th and 11th grades for alcohol, tobacco, marijuana, and non-prescription drugs. A more significant difference is noted between the 7th and 9th grade levels for these same substances. One area we will continue to focus on is to target alcohol and tobacco use, as students who use these “gateway” drugs often move to marijuana and other drug use. The drug used most frequently at all grade levels is alcohol (2002-03 CADY Survey; 2001 Michigan YRBS;). In the suburban schools, 47% of 7th graders, 73% of 9th graders, and 85% of 11th graders reported having ever had alcohol (2002-03 CADY Survey). While there is a 12-point increase between 9th and 11th grade students, of particular concern is the 26-point increase between 7th and 9th grades. This sharp increase warrants a more intentional effort at alcohol prevention education in the middle school years. CADY data also indicates a slightly higher usage rate among 9th and 11th graders than the state YRBS data (9th grade: CADY: 85%, YRBS: 82%; 11th grade: CADY: 72%, YRBS: 68%). The 2002 CADY Survey indicates 38% of students have ever used a tobacco product, compared to the Michigan statistics of 64% (2001 YRBS). While the statistics are encouraging when compared to the YRBS, the teen usage rate is still significantly higher than the general population (Flint Journal, April 6, 2003). As with alcohol, percentages rise as student get older. Michigan YRBS indicates that almost 25% of students first experiment with tobacco before age 13. A significant emphasis needs to be placed on tobacco prevention education during the middle school / junior high grades.

Goal 2: Increase K-12 students' beliefs that violence can cause harm to oneself, their families, and community.

The Genesee County 2002 and 2004 CADY results demonstrate that there was a reduction in the use and witnessing of violence and bullying. The 2004 Cady survey results for Genesee and Shiawassee counties reveal that a large percentage of students who are either witnessing or participating in bullying or violence. Slightly more students in Genesee County reported that they engaged in bullying, but slightly more students in Shiawassee reported that they had witnessed acts of bullying. A much higher percentage of Shiawassee students reported that they

had witnessed violent behavior compared to the responses from Genesee County. This data should be explored to determine why this rate is so much higher for Shiawassee County.

Goal 3: Reduce violent encounters between parents and children participating in the Nurturing/Parenting Program upon conclusion of the 13-week program.

The Nurturing Program participants totaled 316 parents, grandparents, and caregivers. One hundred forty-six parents participated in the fall semester and 170 parents participated in the winter session. Ten different schools participated in the fall semester and 14 different school districts participated in the winter sessions.

Process Indicators (Accomplishments toward goals or as result of activities)

Supplementing the Michigan Model training and classroom implementation within the local school districts, the Genesee, Lapeer, and Shiawassee consortium has provided training and technical assistance for school personnel in the following areas:

- Threat Assessment (Larry Porte, retired Secret Service agent)
- Bully Prevention (Genesee ISD staff)
- Anger Management (Dr. David Hall, staff, counselors)
- Computer Internet Safety for Students and Parents (Michigan State Police)
- Mental Illness Awareness (MINDS-Mental Illness Needs Discussion)
- Project TAP (Tobacco and Preteens, Genesee ISD staff)
- Conflict Resolution (GISD staff)
- The Explosive child (Dr. Ross Green)
- Drug Recognition Seminar for Administrators (Ken Krygel)
- Crisis Planning
- Living, Learning and the Brain Conference

GRAND BLANC COMMUNITY SCHOOLS

FY 2002-2003

Summary

Grand Blanc Community Schools received \$23,969 to provide the D.A.R.E. program to 5th grade students and random drug testing to 8th, 10th and 12th grade students. This program was provided to 527 elementary students, 528 middle school students, and 907 high school students.

Final Report

Goal 1: Stabilization - Through weekly random drug testing, no high school athlete will test positive to illicit drug or alcohol use.

During the 2002-03 school year, 243 athletes were randomly tested on a weekly basis. Of those tested, 0 tested positive.

Goal 2: To decrease use of drugs/alcohol in the middle school by equipping our 5th graders with the skills to resist peer pressure to experiment with and use harmful drugs by 5%.

The WMU ATOD was administered successfully to 1,119 students. This survey has been conducted for the past nine years.

Goal 3: D.A. R.E. Program

The pre and posttests survey was modified in consultation with Dr. Jim O'Neill. Approximately 527 fifth grade students were tested. The areas that showed improvement after participating in the DARE program were: Students respected teachers and staff more, students felt the school was safer, students were able to handle stressful situations better, and students ability to resolve disagreements without violence improved.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Michigan Alcohol and Other Drugs School Survey (MAOD) was used to collect evaluation data at the 8th, 10th, and 12th grade levels. 1,119 students were surveyed of which 362 were non-athletes and 305 were athletes in grades 10th and 12th. This survey indicated athletes are less abusive of controlled substances than non-athletes.
- Over a six year comparison study of the data, decrease in use of drugs is reported: alcohol 16.8%, cigarettes 22.2%, inhalants 23.2%, marijuana 12.6%, smokeless tobacco 28.3%, steroids 3.2%.

GRAND RAPIDS PUBLIC SCHOOLS

FY 2002-2003

Summary

Grand Rapids Public Schools received \$277,798 to provide Michigan Model Curriculum in 8 schools, Yo Puedo, Family Talk, Student Assistance Program, and Student Responsibility Centers. The programs were provided to 21,000 elementary students, 5,000 middle school students, and 9,000 high school students

Final Report

Goal 1: There will be a 5% decrease in the number of Yo Puedo participants who are expelled or suspended for incidences of violent or aggressive behavior

The 2002-03 data showed a 2% decrease in expulsions and suspensions of Yo Puedo participants. 75% of the youth indicated strategies taught and experienced during Yo Puedo sessions helped them with managing their anger.

Goal 2: There will be a 5% decrease in the number of out-of-school suspensions for aggressive behavior at Riverside Middle, Northeast Middle and Iroquois Middle Schools

At Riverside and Iroquois, Riverside saw an 8% drop in suspensions, and Iroquois saw an 11% drop in suspensions. Iroquois staff is convinced that having their public safety officers trained in SMART TEAM, along with the SRC, is the reason there was a drop in their suspensions.

Goal 3: To decrease repeated offenses of aggressive behavior that result in out-of-school suspensions by 5% in grades 7 through 9

Out of school suspensions in grades 6 through 9 for repeated offenses of aggressive behavior decreased by 1.5%. Changes occurred with the Parent's attitudes towards seeking counseling services and following treatment recommendations, which were very positive.

Goal 4: To increase the number of students who perceive marijuana use as harmful grades 6 through 9 by 10%

A survey was administered in 2002-03 to 6th through 9th graders with 37% reporting they thought marijuana was harmful to their health.

Goal 5: To demonstrate 15% improvement in the number of parents who say their child or children have anger problems as compared to 2001-02 survey

Parents who had children in schools that have the Health Advocacy program were surveyed. There was a 23% improvement rating reported by parents saying they had concerns about their child's anger as compared to 2001-02 data. 374 concerns were reported in 2001-02 while only 286 in 2002-03.

Process Indicators (Accomplishments toward goals or as result of activities)

- Office reports and Kent Intermediate School District's survey were used for evaluation and collection of data.
- 35,000 youth served with Safe & Drug Free funds
- 27 of the 36 eligible non-public schools participated this past year.

GREAT LAKES ACADEMY

FY 2002-2003

Summary

Great Lakes Academy received \$3,850 to provide the Give Me Five program and the MALD program. These programs were provided to 335 elementary students.

Final Report

Goal 1: To decrease in discipline referrals by 5%

Due to a new grant coordinator there was no pre-assessment data. Office reports were collected as baseline data for next year.

Process Indicators (Accomplishments toward goals or as result of activities)

- Evaluation data was collected through office reports
- The advisory council met 5 times this past year on 9/22/03, 11/21/02, 1/23/03, 3/27/03, 5/22/03

GROSSE POINTE PUBLIC SCHOOLS

FY 2002-2003

Summary

Grosse Pointe Public Schools received \$33,315 to provide the Creating Options program and the creation of a community- wide youth summit. The programs were provided to 100 elementary students, 175 middle school students, and 8000 parents and caregivers.

Final Report

Goal 1: Increase perceived harm in ATOD use by 50% of elementary and middle school students that participated in the CODA program

Students completed attitudinal surveys regarding ATOD use by students their age and older. 230 students took the pre-test survey with approximately 68% of students believe that there is little to no physical or emotional harm in underage ATOD use, especially for students just a few years older than themselves. 227 students took the post-test survey. 88 % of the students then perceived significant to life threatening harm with underage ATOD use. Student behavior also changed as this group of students overall decreased the rate of referral to the office for fighting or other aggressive behavior.

Goal 2: Increase perceived harm in alcohol use by under age students, by 20% among parents, grandparents and caregivers in the Community

Over 500 parents and community members participated in one or more of Grosse Pointe's planned activities. We provided parent education seminars, focus groups, newsletters, mass mailing of US Dept. of Ed booklets " Growing up Drug Free: A Parent's Guide to Prevention, Asset Development material, conducting parent coffees to create dialog about the subject of underage drinking. Approximately 430 pre/post surveys were collected. The pretest showed over 50% of participants perceived little or no harm in underage, teenage drinking. 50% perceived severe or moderate harm in underage drinking. Post-test results show approximately 80% perceived moderate to severe harm in underage teenage drinking. The CODA program includes weekly parent outreach. Parents within the community as well as core community groups are a part of developing the Community Coalition. This data suggests that if we can reach them we can teach them!

Process Indicators (Accomplishments toward goals or as result of activities)

- Evaluation data was collected through pre/post tests.
- Very positive reaction to both the after school CODA program and the organization of a Community Coalition that focuses on substance abuse prevention, safe and healthy youth development.
- Parents and community group representatives serve on every budget and program planning committee in the district.
- Parents are engaged via face-to-face meetings, newsletters, formal invitations, an active PTO system and membership on the Board of Education.

HAMTRAMCK PUBLIC SCHOOLS

FY 2002-2003

Summary

Hamtramck Public Schools received \$75,208 to use the Michigan Model and the Second Step program. The programs were presented to 1,900 elementary students, 600 middle school students, and 200 high school students.

Final Report

Goal 1: To decrease violent attitudes by 10%

This goal was assessed via a 9-item pre-post, self-report survey measuring attitudes towards violence and perceived violence. Students from grade 5 were surveyed this program year (last year included grades 5, 7 and 9). After reviewing the pre/post surveys, there was an 8% decrease in attitudes favoring violence. Item analysis revealed a statistically significant results ($p < .05$) for four survey items: Q3, Q4, Q5, and Q6.

Goal 2: To decrease students' level of aggressive/violent by 10%

The referral rate (Number of Referrals per K-5 Student Population) increased from .008 in 2001-2002 to .021 in 2002-2003. There was an average of approximately one incident for every five students over the course of the school year. While the increase was marked for some areas, the average remains at approximately one incident for every five students over the course of the school year, which is relatively low. Nevertheless, the results suggest the need to review the district's violence prevention efforts for elementary students.

Process Indicators (Accomplishments toward goals or as result of activities)

- Jim O'Neill was the evaluator of the programs. Goal 1 used a 9 questions pre/post survey for all 5th grade students to collect evaluation data.
- Disciplinary referrals were used to collect evaluation data for goal 2.
- The advisory council met 9 times this past year.
- All eligible non-public schools participated in council meetings. Services and activities that were planned and implemented were offered to the non-publics.
- Special programs were offered especially for parents. The programs included sessions on Second Step, Parenting, Family Literacy, Anger Management Choices.

HARTFORD PUBLIC SCHOOLS

FY 2002-2003

Summary

Hartford Public Schools received \$14,449 to provide D.A.R.E., SADD, and Home/School Liaison program. The programs were provided to 400 elementary students, 230 middle school students, and 285 high school students.

Final Report

Goal 1: Fifth grade classes will display 5% reduction in behavioral referrals related to conflict/violence after training in conflict resolution.

Behavior referrals have decreased from 4 in 2001-2002 to 3 in 2002-2003 after the D.A.R.E. program. The number of referrals for violence related incidents was reduced by the 5 % target as the students learned to resolve conflict without violence. The students also did a pre and post written assessment regarding their understanding of the information on conflict resolution and the strategies to avoid drug encounters.

Goal 2: Students involved in SADD will have 5% fewer student behavior referrals, then students who have not become a member of SADD.

No members of SADD received behavior referrals in the 2002-2003. Names of SADD members were compared to non-SADD members; non-SADD members had received behavior referrals.

Goal 3: Identified Peer Assistants will be assigned to positions in the two elementary and the middle school based on a needs assessment. The elementary classrooms that have assigned Peer Assistants will experience a 5 % decrease in behavioral referrals

Peer Assistant Classroom referrals decreased from 5 in 2000-2001 to 3 in 2001-2002, and then to 2 in 2002-2003. This information will be used to continue to train Peer Assistants and to have Peer Assistants serve the elementary and middle school.

Goal 4: Create lasting family connections i.e. student to school, parent(s) to school, school to student, and school to parent(s)

There were 150 total visits in the 2002-2003 school year. This was the first year for the program and will be used as baseline data for next year. This information will be compared to 2003-2004 to see if the initial intervention brought positive results in behavior and a reduction in visits.

Process Indicators (Accomplishments toward goals or as result of activities)

- Office behavior referrals were used to find evaluation data.
- Parents also participate in the D.A.R.E., SADD, and Peer Assistant activities through their support and willingness to be involved in the activities.
- The community groups also have members who serve on the Advisory. The Home/School Liaison member participates in many activities throughout the year.

HAZEL PARK SCHOOL DISTRICT

FY 2002-2003

Summary

Hazel Park received \$34,654 to provide SAP, Bully Proofing, and Character Counts. The programs served 2,790 elementary students, 710 middle school students, and 1,200 high school students.

Final Report

Goal 1: To reduce the incidence of violent behavior (physical & verbal) by 20%

As a result, violence-related in-school suspensions increased in 2002-2003 over the preceding year from 68 in latter to 72 in the former. Out-of-school suspensions increased from 238 to 241. Though this might seem as though in this regard the program regressed, it should be noted that in 2001-2002 they were still in the process of implementing the Bully-Proofing/Character Counts Programs. In 2002-2003 these programs were fully in place in all of the elementary schools and both of the junior highs. In environments where there is a new policy - especially a zero tolerance policy - one would expect that the volume of referrals would, indeed, increase.

Goal 2: To increase the ability of students to resolve conflicts peacefully by 20 %

Bully Proofing and Character Counts programs helped to decrease violence-related expulsions, a 75% reduction in ATOD disciplinary referrals, dramatic decreases in ATOD-related agency referrals, and ATOD-related out-of-school suspensions. Also attributed to the change was the Partnership In Parenting program that taught students about peaceful conflict resolution, the allowable parameters of public displays of affection, and greater student self-esteem.

Goal 3: To reduce student suspensions and reported incidences of using substances by 20%

There was a 46% reduction in ATOD suspensions. Drug related expulsions remained at one for both years. Disciplinary actions regarding alcohol, tobacco and other drugs fell from 36 in 2001-2002 to 9 in 2002-2003. In the same time period, agency referrals for alcohol, tobacco and other drugs fell from 21 to 8. Out-of-school drug-related suspensions fell from 24 to 13. These reflect decreases of 75%, 62% and 46%.

Process Indicators (Accomplishments toward goals or as result of activities)

- Those involved include parents, students, educators, law enforcement, the youth assistant branch of the Oakland County Family Court, clergy, social service agencies, the district's own Reproductive Health/Personal Body Safety as well as Bilingual departments and the resources of St. John's Hospital.
- In 2001-2002 there was one violence - related expulsion. In 2002-2003 there were none.
- Possession of weapons reports remained the same at 8 each year.

- There was also a reduction in ATOD agency referrals by 62% and ATOD disciplinary actions by 75%.
- The program had another gun-free school year thanks to SAP (Student Assistance Program).
- The advisory council met 6 times this past year on 10/7/02; 11/06/02; 11/19/02; 3/02/03; 3/21/03, and 5/20/03.
- All eligible non-public schools participated and were provided with copies of the Partnership In Parenting newsletter, were invited to all activities listed above, and were apprised of and allocated their share of Title IV Part A funds.

HILLMAN COMMUNITY SCHOOLS

FY 2002-2003

Summary

Hillman Community Schools received \$24,881 to provide the Responsible Thinking Process (RTP) program and the Second Step program. The programs were provided to 205 elementary students, and 58 middle school students.

Final Report

Goal 1: There will be a decrease in the number of violent or disruptive behaviors by 10%

In the 2001-2002 school year there were 1336 office referrals with 1042 of them being violence related. 2002- 2003 school year results showed a decrease in both categories. Office referrals dropped to 1300 and violence related referrals dropped to 963. The outcome goal of 10% was met. The elementary school staff support for Responsible Thinking Process (RTP) continues to be very positive according to the Hillman Elementary Employee Survey results.

Goal 2: Increased Second Step student knowledge, strategies written in Responsible Thinking Classroom (RTC) plans, and skills used by students in the school setting by 10%

The RTC plan was implemented during the 2002-2003 school year. Hillman hopes to see the RTC plans reflect positively on 2003- 2004 behavior records.

Process Indicators (Accomplishments toward goals or as result of activities)

- Pre/Post surveys and discipline reports were used to collect evaluation data.
- Numerous parent meetings were held throughout the school year to promote improved parent/school contact and better student behaviors through better communications and/or referrals to outside helping agencies.
- During year four (2002-2003) violence related discipline was 963 student incidents, down 79 referrals from the previous year. That is almost an 8% decline from the previous year.
- 90% of teachers reported that R.T.P. was allowing “more teaching and student learning” to take place.

HOLLY AREA SCHOOL DISTRICT

FY 2002-2003

Summary

Holly Area School District received \$18,086 to provide a police liaison officer, drug dogs, and the Program That Works program. The programs were provided to 1,806 elementary students, 1,028 middle school students, and 1,402 high school students.

Final Report

Goal 1: To increase feeling of safety at school every day by 10%

During the 1999-2000 school year, there were 145 incidences relative to violence and drugs within our schools; during the 2000-2001 school year, there were 151 incidences; during the 2001-2002 school year, there have been just 21 incidences, followed by the 2002-2003 school year in which there were also 21 incidences. In assessing our student's attitudes about safety in 1999, 42% said they felt safe at school every day. During the 2001 school year, 47% of our students said they feel safe at school every day. In 1999, 12.8% of our tenth grade students indicated they felt unsafe at school every day. In 2001, only 6.7% of this cohort group indicated they felt unsafe, which is a significant drop. When students were asked whether they ever did not attend school because they felt unsafe, 93% answered they had never missed due to feeling unsafe in 1999. In 2001, that number rose to 97% percent, which clearly indicates that students feel safer in school. In fact, in every category of question relative to safety at school, the number of students answering that they felt safer in school increased, which correlates with both our discipline data and anecdotal information we have gathered.

Goal 2: Decreased incidence of drug use/possession on school property and decrease perception that ATOD's are easy to get by 10%

During the first year 1999-2000 of our contract with the canine drug dog program, we had 16 alerts relative to illicit drugs and alcohol. During the 2000-2001 school year, that number fell to 8 alerts. In terms of discipline data, during the 2000-2001 school year, we had 54 incidences of drug, tobacco, and alcohol related disciplinary infractions. During the 2001-2002 school year, that same number fell to twelve. Discipline data for the 2002-2003 school year indicates there were 14 incidences of drug, tobacco, or alcohol related incidences. While the number of incidences was two higher than the 2001-2002 school year, there were also many less alerts to lockers/car searches.

Goal 3: Increase perceived harm in ATOD use specifically with regard to "gateway drugs" by 10%

The 2001 Western Michigan University study was compared with the results of the identical survey from two years ago. Among 12th graders, 20.3 percent admitted to smoking cigarettes daily, which is down 5.1 percent from 1999 survey results. Across the 8th, 10th and 12th grade, frequent uses of alcohol and tobacco have decreased considerably. In terms of discipline data relative to ATOD usage within the schools, we have seen these numbers begin to plateau after more significant drops in previous years.

During the 2000-2001 school year, we had 54 incidences of drug, tobacco, and alcohol related disciplinary infractions. During the 2001-2002 school year, that same number fell to twelve. Discipline data for the 2002-2003 school year indicates there were 14 incidences of drug, tobacco, or alcohol related incidences. While the number of incidences was two higher than the 2001-2002 school year, there were also many less alerts to lockers/car searches.

Process Indicators (Accomplishments toward goals or as result of activities)

- Goal 1 and 3 outcome goals were measured using comparison of discipline data and comparison of student attitudes according to our Kercher Study (Western Michigan University study).
- Goal 2 outcome goals were measured using pre/post data comparison of DK reports.

HOPE ACADEMY

FY 2002-2003

Summary

Hope Academy received \$2,929 to provide the research based Second Step program. The program served 280 elementary school students.

Final Report

Goal 1: To decrease violent attitudes by 30%

Student infractions did register a significant change as measured by the number of detentions and short-term suspension. In using this tool it appeared to show a decrease in school detention and short-term suspension to about 30%.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Second Step Program also included a family component in which workshops were held to help lay foundation principles and to build on these practices at home.
- The program is also working to make the detention strategy more effective through behavior modification activities.

HURON VALLEY SCHOOLS FY 2002-2003

Summary

Huron Valley Schools received \$37,851 to provide the Michigan Model Health Curriculum, STAND (Students Taking a New Direction), and SADD (Students Against Destructive Decisions). The programs were provided to 4,714 elementary students, 2,612 middle school students, and 3,291 high school students.

Final Report

Goal 1: Decrease in Elementary School Students tolerance for bullying (violent) behavior in the school setting by 5%

The social workers decided to order videos and other conflict resolution materials to support the lessons. The group also purchased some Second Step Kits to reinforce the lessons. All materials were ordered mid-year, thus they did not arrive until spring, thus second grade lessons were taught but the unity and consistency was not as strong as preferred. In addition, during the 2002-2003 school year, Bully Proof training was provided for all elementary lunchroom/playground supervisors. Over fifty lunchroom/playground supervisors attend the two-hour workshop.

Goal 2: Decrease the amount of school referrals for substance use by 5%

District Suspension Reports showed an increase in suspensions for substance possession and/or use. This may be due to an increased awareness by staff and students as well as the district zero tolerance policy. Self-developed pre/post tests did show that STAND at least 80% had never used drugs or alcohol. The surveys also showed that STAND students reported that they knew how to have fun in a safe and drug free way.

Process Indicators (Accomplishments toward goals or as result of activities)

- Both SADD and STAND used Botvin's Life Skills.
- Throughout the 2002-2003 school year, the STAND students helped to support numerous school and community events such as: Red Ribbon Week, candy grams with safe and drug free messages, volunteered at Special Olympics, visited local nursing homes, adopted a road, Toys for Tots, held a bake sale for the Cancer Society, gave to Twin Tower Orphan Fund, and held a Can Food Drive.
- At the end of the school year, the grant helped to support a district wide STAND/SADD picnic. This end of the year picnic included all group members from the district. The event included special speakers, each school presented what they did throughout the year, and the high school SADD students completed ice-breaker activities for all the incoming

STAND ninth graders. The event was a huge success and was even featured in the STAND Newsletter.

- At one of the middle schools the STAND meetings were held on Friday afternoon and often included special social events like playing basketball or going to the movies.

JACKSON ISD

FY 2002-2003

Summary

Jackson ISD received \$221,354 to provide the Michigan Model Health Curriculum, The Second Step Program, RIOT After School program, and Police Liaison Officer. The programs were provided to 9,816 elementary students, 985 middle school students, and 3,401 high school students.

Final Report

Goal 1: Decrease in incidents of violence on school property by 5% among Jr. High/Middle school students compared to year-end data reported in 2001-02

Overall, there was a 2.2% decrease in incidents of violence on school property. Nine out of fourteen incident categories decreased compared to last year, the most significant changes in incidents of fighting were a 15% decrease (101 less fights) and a 28% decrease in False Alarms/Bomb Threats (16 less incidents) across the district. Programs used for this goal were: Michigan Model for Comprehensive School Health Education, Second Step: Upper Elementary level component, RIOT: Restoring Ideal Options for Teens, and Police Liaison Officer. The Michigan Model has a very strong component on conflict resolution. We feel the reduction in the number of fights (101 less fights or 15% reduction) was directly attributable to this. Also, our emphasis on implementing the bullying prevention components of Michigan Model had a positive impact.

Goal 2: At least 60% of participants will report being less likely to drink (or use drugs) and drive, or ride with a drinking (or drugged) driver by June 6, 2003.

Nearly 2/3 (67%) of students reported that they believe their classmates are less likely to drink and drive as a result of participating in the Reducing Underage Drinking and Driving (RUADD) program, and almost 75% of the participants indicated they believe that their classmates are less likely to ride with a driver who had been drinking. The program components directly correlate to outcome components leaving no doubt that those attitudes were changed by the program.

Process Indicators (Accomplishments toward goals or as result of activities)

- Dr. Jeffrey Green collected evaluation results.
- In addition 7 individual districts submitted unique outcome goals for their own districts. Evaluation data was collected for both consortium goals and 3 of the 7 individual district goals.
- Overall, the schools experienced a 53% reduction in ATOD use.
- 9 non-public schools participated in the program.
- The SDFS Coordinator also uses the media (radio, newspaper, Jackson Magazine) to create awareness and educate the community about violence and drug related issues that impact youth.

- Parents are given opportunity to provide input through the FACT Backpack Program Parent and Family Questionnaire. 2,384 surveys were returned out of approximately 7,000 parents who participated in the program, which is a healthy 34% return rate.
- In addition, traffic fatalities in Jackson and Hillsdale counties, related to drinking and driving by teens 18 and under, has dropped steadily from 6 fatalities in 1998 to 1 fatality in 2002.
- Data on violence-related incidents reported at school is the only data collected to evaluate the effectiveness of this strategy. In comparing incident data from 2001-02 with 2002-03, one school (out of the two participating schools) district showed a decrease in violence-related incidents, while the other school district showed an increase.

KALAMAZOO ADVANTAGE ACADEMY

FY 2002-2003

Summary

Kalamazoo Advantage Academy received \$22,559 to provide the research based Second Step program. The program was provided to 380 elementary students, and 50 middle school students.

Final Report

Goal 1: Decrease the percentage of referrals for fighting/physical aggression by 10%

During the school year 2001-02 a total of 155 referrals were written for violent behavior. During the 2002-03 year, a total of 107 were written for the same offenses. This represents a 30% reduction in violent acts resulting in referrals. This is much better than the program expected, and they are hoping for even more dramatic results with the implementation of Second Step.

Process Indicators (Accomplishments toward goals or as result of activities)

- The program plans to target and survey parents to determine the best times to offer such a program. Due to the extreme demands many of the parents face; they will offer a light meal and childcare as part of each workshop. The program hopes that by doing so they will encourage greater participation.
- Student's perception of KAA is as the "Polite School." The strong emphasis placed on following rules and procedures, KAA's Code of Civility, and the use of research-based approaches to address challenging behavior has created an environment that is orderly, calm and positive.

KALKASKA PUBLIC SCHOOLS

FY 2002-2003

Summary

Kalkaska Public Schools received \$13,841 to provide the Duncan Series prevention program. The Duncan Series was provided to 700 elementary students.

Final Report

Goal 1: A stabilization of ATOD use in the elementary grades will occur and the students will increase their perception of harm from ATOD use by 1%.

The Duncan pre and post-test showed a 2% improvement in behavior and attitude toward tobacco or marijuana products. Marijuana remained at zero while the suspensions from possession of other nonprescription drugs decreased from 7 in 2002 to 4 in 2003. There were zero alcohol suspensions in the last 3 years. Fourth grade Cigarette use decreased by 2.7%, Beer use increased by .3%, Wine cooler use increased by 3.8%, Marijuana use remained at 0%, and Inhalant use increased by 1.5%.

Process Indicators (Accomplishments toward goals or as result of activities)

- The achievement of goal one was measured in several ways: comparing the number of building level ATOD and violence infractions of the 2002/2003 school year against the previous year, a pre and post test of the fifth grade Duncan Program, and comparing the PRIDE Survey results of 2003 against those of 2001.
- The advisory council met 10 times this past year on 8/28/02, 9/25/02, 10/23/02, 11/20/02, 12/18/02, 1/15/03, 2/19/03, 3/26/03, 4/23/03, and 5/07/03.
- The advisory council participated with the Wrap Around Program throughout the year. This included working with FIA, Schools, Law Enforcement, Mental Health, Courts and the Health Department to take a proactive role to assist children in abusive and addictive homes.
- The council also instituted many other activities/events such as the Red Ribbon Campaign running from Thanksgiving through New Years, provided "Say Boo To Drugs" stickers and trick or treat bags to all students in Kindergarten and first grade, opened a Teen Center Forest Area Middle and High School that averaged about 30 students each day, and provided a substance free Halloween party on devil's night
- The program helped distribute "It's The Law" and other Tobacco/Alcohol information to all businesses that sold these products in the county.

KENT ISD FY 2002-2003

Summary

Kent ISD received \$497,278 to provide to their school district. These Safe & Drug Free School and Communities Act funds will be utilized for prevention programs.

Final Report

Goal 1: To reduce discipline code violations: fighting, absence from school, referrals to discipline program by 10%

Bully Prevention

- 20 % to 25 % reduction in discipline incidents related to bully behavior
- 12 % reduction in discipline incidents

Character Education

- 10 % reduction in suspensions
- 3 % increase in attendance
- 7 % increase in graduation rates
- 10 % reduction in discipline referrals

Conflict Management

- 34 % reduction in discipline suspensions at the elementary level
- 68 % reduction in discipline suspensions at the high school level
- 12 % reduction in discipline referrals at the middle school level
- 7 % improvement in positive attitudes toward education and school

DARE

- 3 % improvement in attitudes to saying no to dangerous, destructive or disturbing behaviors
- 6 % reduction in fighting

Mentoring

- 15 % improvement in the average number of absences per month
- 50 % reduction in discipline referrals
- 20 % improvement in attitudes toward the risk of alcohol or other drug use

Second Step

- 10 % decrease in discipline referrals
- 25 % decrease in disruptive behavior incidents

Service Learning

- 15 % improvement in daily attendance

School Resource Officer

- 2 % reduction in disruptive behaviors

Goal 2: To increase perceived student risk of alcohol, tobacco, and other drug use by 15%

Michigan Model

- 4 % decrease in the number of the students indicating use of tobacco products
- 8 % improvement in the number of students indicated a choice to be tobacco free

Life Skills

- 29 % increase in student knowledge and attitudes toward tobacco use
- 27 % increase in student knowledge and attitudes toward drug use
- 10 % increase in student knowledge and attitudes toward alcohol use

School Zone Officer

- 20 % reduction in repeat offenders for tobacco possession and use

Project Charlie

- 22 % increase in the knowledge about prevention
- 18 % increase in the knowledge about strategies to manage anger
- 14 % increase in knowledge about effective ways to say no to tobacco products

Project ALERT

- 30 % improvement in attitudes and knowledge concerning the risk of drug use
- 35 % improvement in attitudes and knowledge concerning the risks of tobacco use

KINGSLEY AREA SCHOOLS

FY 2002-2003

Summary

Kingsley Area Schools received \$9,101 to provide the Student Assistance program, Natural Helpers program, and the Preparing for the Drug Free Years program. The programs were provided to 13 middle school students, and 18 high school students.

Final Report

Goal 1: Stabilize the percent of dropout rates by 1%

In the 2002-2003 school year the drop out rate was at 1%. In the previous year the drop out rate was 5%.

Goal 2: To reduce the number of conflicts between students resulting in disciplinary actions by 10%

The number of disciplinary reports with respect to conflict was 186. This included disruptive behavior, disorderly conduct, chronic disruptive behavior, and fighting. No data from previous disciplinary reports were given.

Goal 3: To reduce the percent of students using drugs by 3%

No report on the outcome of goal 3.

Process Indicators (Accomplishments toward goals or as result of activities)

- 9 youth were trained in the Natural Helpers program.
- There were 3 mentors that met with 15 to 30 minutes a week with designated students.
- All eligible non-public schools participated in the program.
- A group of senior parents working on an after-graduation, drug-free event was also supportive of this grant's efforts and activities.
- Each mentor tries to spend 15 to 30 minutes a week with a designated student. During this time the mentor provides a safe, caring relationship so the student can discuss any issues.
- As reported by one of the mentors, several students appreciated the program because if it was not for the communication with the mentor, certain students claimed they felt like they would "blow-up."

KNAPP CHARTER ACADEMY

FY 2002-2003

Summary

Knapp Charter Academy received \$45,926 to provide a self-developed program. The programs will be provided to 4275 middle school students, 107 teachers and 19 principals.

Final Report

Goal 1: Decrease classroom disruption through diversity awareness.

This goal was not achieved. The diversity training was not implemented due to lack of interest by schools in participating in the training. The few schools that did partake in the training paid for the training from other funding sources.

Goal 2: Decrease classroom disruption through development and implementation of leadership curriculum for 7-8 grade students.

The leadership curriculum was developed for 7-8 grades as an extension of the moral focus directive by the schools. The development period, however, was longer than anticipated. The curriculum was not completed until the end of the 2002-2003 school year. This prevented it from being fully implemented mid-year by all schools within the consortium and evaluated in terms of reduction in middle school disruptive behavior as expected.

Goal 3: Stabilization of school principal reactions to emergency situations through the development and implementation of a school crisis manual.

School crisis manuals were developed and implemented for each school within the consortium. As part of crisis manual implementation, school principals were trained on proper manual use and then they conducted training with their staff members.

Process Indicators (Accomplishments toward goals or as result of activities)

- The School Safety Audit Survey was administered to help point out factors contributing to violence. The survey rates violent factors on a 1 to 3 scale with one being not problematic and 3 being very problematic.
 - The survey indicated that administrators are doing a better job at managing critical situations (change of 1.40 in 2001-02 to 1.25 in 2002-03).
- The program that was used was a self-developed program that combined proven methods for 1) providing training, 2) developing a crisis manual and leadership curriculum, and 3) implementing/distributing a crisis manual and leadership curriculum.

LAKE CITY AREA SCHOOL DISTRICT

FY 2002-2003

Summary

Lake City Area School District received \$10,588 to provide the research based Michigan Model and Project Alert programs, as well as the DARE program. The programs were presented to 175 elementary students, 250 middle schools students, and 20 high school students.

Final Report

Goal 1: To decrease in favorable attitudes toward drug use and violence by 20%

The district reports anecdotal success in the implementation of programs, but due to obstacles in the evaluation plan, no data could be provided in the final report.

Process Indicators (Accomplishments toward goals or as result of activities)

- DARE was presented to all 5th grade students
- Project ALERT was presented to all 7th and 8th grade students
- The advisory council met monthly.

LAKE ORION COMMUNITY SCHOOLS

FY 2002-2003

Summary

Lake Orion Community Schools received \$23,597 for Project ALERT, the B.A.B.E.S. Program, and Youth to Youth. The program was provided to 550 elementary students, 175 middle school students, and 653 high school students.

Final Report

Goal 1: Increase perceived value of solving problems without violence 2%

Elementary: Seventy-three (73) second graders were randomly selected and assessed both pre and post program with a twenty-one (21) verbally administered questionnaire by a trained researcher (same individual). Further, review of school disciplinary records and building level violence reports indicated a total of three incidents of violence and one safety incident in all the seven elementary schools.

Middle School: Data from self-developed paper and pencil student pre/post surveys indicated positive growth in understanding of the positive value in solving problems with self, fellow students, teachers, and parents without the use of violence as a coping strategy. Data from the SEARCH Institute Survey of Student Resources and Assets indicated that students in the sixth and eighth grades reflected strong Internal Assets of Positive Values, social competencies, and positive identity. Review of school disciplinary records and building level violence reports indicated a total of one incidence of violence and two school safety incidents occurred in the three middle schools.

Process Indicators (Accomplishments toward goals or as result of activities)

- The advisory council met 20 times this past year 9/9/02,9/23/02, 10/07/02, 10/21/02, 11/04/02,11/18/02,12/02/02,12/16/02,01/06/03,01/27/03,02/03/03,02/17/03,03/03/03,03/17/03,03/31/03,04/07/03,04/28/03,05/12/03,06/02/03,and 06/09/03.
- Local businesses donated time and financial support to host presenters.
- A communication system was established and included a bi-monthly newsletter and information booths at key school/community events (curriculum night, Back-to-School, etc.).

LAKER SCHOOLS

FY 2002-2003

Summary

Laker Schools received \$9,677 to provide the researched based Second Step program. The program provided services to 473 elementary students, 278 middle school students, and 396 high school students.

Final Report

Goal 1: To increase students' awareness in taking responsibility for his or her own actions and decrease anger outbreaks by 20%.

Using their spring survey Laker Schools has seen a 10% increase in students who feel that they take personal responsibility for their action, an 8% increase in students who feel a sense of control over things that happen to them, and the normal rise of Spring discipline referrals was much lower than in past years.

Outcome Goal 2: Change the attitude of high school students about the harm of alcohol and decrease consumption.

The Lions Quest program was implemented in the junior high, trying to target the future high school, in where they might be more easily influenced into seeing the danger of drugs and alcohol. The spring survey showed that more students believe "alcohol and drug use are a problem even if you know how to handle it." The same amount of students still feel that alcohol and drug abuse are a problem.

Process Indicators (Accomplishments toward goals or as result of activities)

- The guidance counselor spoke with students K-5 for 40 minutes a week.
- Steps to Respect- A Bullying Prevention Program was used with grades 2-5
- Laker Schools implemented some Second Step in their Junior High as well as Lions Quest in their High School.
- Local Mental Health went into the schools to give a presentation on Peer Pressure and Making Decisions to the third graders.

LAMPHERE PUBLIC SCHOOLS FY 2002-2003

Summary

Lamphere Public Schools received \$14,343 to provide Second Step program as well as continue the Character Counts program from last year. The program will be provided to 1100 elementary students, 600 middle school students, 750 high school students, 150 teachers, and 30 staff members.

Final Report

Goal 1: The number of students referred to the office for violent and/or disrespectful behavior will decrease by 10%.

The district did not submit a Final Report to document progress towards their 2002-2003 outcome goals. The district has not applied for Title IV – Part A, Safe and Drug Free Schools and Community Act funds since the 2002-2003 school year.

Process Indicators (Accomplishments toward goals or as result of activities)

LANSING PUBLIC SCHOOLS

FY 2002-2003

Summary

Lansing Public Schools received \$190,284 to provide the Attendance Intervention Program, the Elementary Circle of Support Program, staff development workshops, and a secondary alternative education program. The programs were provided to 142 elementary students, 2827 middle schools students, and 877 high school students.

Final Report

Goal 1: To decrease suspensions by 10% for violence related offenses.

- Three programs were proposed to address this goal. They were Secondary Alternative Education Programs, the Elementary Circle of Support Program and the Middle School Climate Initiative.
- Eighty-one percent (81%) of the students who were enrolled in the Lansing School District during the 2002-2003 school year were able to maintain or reduce the number of times they were suspended after participating in the program. The number of suspensions for all students increased, however, from 25 during the 2001-2002 school year to 30 during the first semester (the only data available) of the 2002-2003 school year. During the '02-'03 school year, 101 elementary students were referred to the Lansing Elementary Attendance Diversion Program. None of those students were suspended during the year for drug offenses. At the secondary level, 317 students were referred to Truancy Court. Of those referred, six students were involved in suspensions for drug violations during the school year. 47 students were identified as drug users by the court through the Attendance Intervention Program. By June 2003, 26 students, 55%, no longer tested positive for drug use.
- The Elementary Circle of Support Program provided a temporary placement for 31 elementary students unable to function in the regular classroom. The program focused on building the social and problem solving skills needed to succeed in the home school environment. At the same time, support was provided to the parents by a CMH therapist and to the home school staff by a student assistance provider to assist them in reinforcing the behaviors that students learned in the program. A comparison of pre-program and post program suspension records, confirms that students who completed the program showed marked improvement in behavior. Thirteen of the 18 students, who returned to their home schools, had no further suspensions, while 4 students had only one suspension, and 1 student had two suspensions. The number of suspensions dropped from an average of 2.2 suspensions per student to an average of .33 suspensions per student.

Goal 2: To maintain 0 incidents of suspensions for drug use among participating students.

Two programs were implemented to address this goal. They were the Attendance Intervention Program and Professional Development.

- During the '02-'03 school year, 101 elementary students were referred to the Lansing Elementary Attendance Diversion Program. None of those students were suspended during the year for drug offenses. At the secondary level, 317 students were referred to Truancy Court. Of those referred, six students were involved in suspensions for drug violations during the school year. Once under Truancy Court jurisdiction, the students were ordered to be tested for drug usage. Testing continued until results indicated no further drug usage. As of July 2, 2003, four students no longer tested positive for drug use. Two students continue to be monitored by the Court. Although these results did not meet the goal of maintaining 0 incidents of suspension among participating students, they are encouraging nonetheless. The Attendance Intervention Program has enabled the Lansing School District to more effectively identify and intervene with those students who are using drugs. Through the program, 47 students were identified as drug users although only 6 had been suspended for drug offenses.

Process Indicators (Accomplishments toward goals or as result of activities)

- A weeklong summer camp experience was provided for 64 at risk middle and high school students.
- School and court record and referrals were used to collect evaluation data.
- 6 of the 11 non-public schools participated this past year.

LAPEER COMMUNITY SCHOOLS

FY 2002-2003

Summary

Lapeer community schools received \$33,199 to provide a self-developed program utilizing strategies from Rochester Early Enhancement Project (REEP), Families and Schools Together (FAST), Primary Mental Health Project, and Promoting Alternative Thinking Strategies (PATHS). This program will be provided to students' grade kindergarten through sixth. The programs were provided to 294 elementary school students.

Final Report

Goal 1: A decrease in student delinquency and violence by 80%.

Serious discipline referrals were reduced. These are defined as physical assault, weapons, and theft/larceny. There were 16 incidents in 2001-02. This was reduced to 10 for 2002-03. Suspensions at the elementary went from 131 in 01-02 to 46 in 02-03.

Goal 2: Decrease in violent behavior and a reduction in special education referrals by 50%

Lapeer set up a STAT (Student-Teacher Assistance Team) process to help lower special education referrals. Though the program was unable to reduce the number of initial referrals to special education, there was significant progress made towards exhausting other alternatives before making a special education referral. Unfortunately, with reduced resources looming in the future, this is a tough goal to reach for the program.

Process Indicators (Accomplishments toward goals or as result of activities)

- Disciplinary reports were used for evaluation data
- 2 of the 3 eligible non-public schools participated in the program this past year.
- The program itself involves intense collaboration between parents and the schools. The social worker works closely with parents, local agencies and the schools to bring the most appropriate programs for children struggling with behavior or emotional issues.
- The STAT team process will continue to be a viable child-study group in the district. It is now a component of the district Strategic Plan, which means it is one of the focus areas for the Board of Education. Our goal of reducing special education referrals remains a high priority.

LINCOLN PARK PUBLIC SCHOOLS

FY 2002-2003

Summary

Lincoln Park Public Schools received \$36,218 to implement the Character First program. DARE and GREAT supplemented the program, however, were not funded with SDFSCA funds. The Character First program were presented to 3053 elementary school students, 100 middle school students, and 60 high school students.

Final Report

Goal 1: To decrease violence as a solution to conflict resolution for 20%

During 2001-02, there were 2155 fighting incidents reported with 1838 resulting suspensions. During 2002-03, there were 1282 incidents and 772 suspensions. This results in a 41% decrease in fighting incidents, and a 58% decrease in subsequent suspensions for violent acts. Both are significant reductions, and exceed the stated outcome goal.

Process Indicators (Accomplishments toward goals or as result of activities)

- Data collected from school incident and suspension reports.
- The Downriver Guidance Clinic (a community mental health agency & GDG grantee) served on the Advisory and assisted with implementation of programming.
- Local clergy along with other community members viewed materials and provided feedback and endorsement.

LIVINGSTON ESA

FY 2002-2003

Summary

Livingston ESA received \$126,016 to provide the Michigan Model, Second Step, Student Assistance Program, Bullying Prevention programs, Botvin's Life Skills, and Project Alert. These programs were provided to 17660 elementary students, 9098 middle school students, and 14178 high school students.

Final Report

Goal 1: To decrease in use of those 8th, 10th, and 12th graders who report past thirty day use of alcohol, tobacco, and marijuana by 5%

In Livingston County alcohol use data from 12th grade students and 10th grade students reports indicate that the percentage of students “getting very drunk one or more times in the past month” went from 47% in 1993 to 38% in 2003 for 12th graders; and from 35% in 1993 to 20% in 2003 for 10th graders. As a consortium they are looking for a reduction in past 30-month use among 10th and 12th graders.

In the Washtenaw County instance, 43% of 10th graders used alcohol one or more times in the past month in 1997 to 33.1% of the 10th graders in 2001. For 12th grade students, 55% of seniors used alcohol one or more times in the past month in 1997 compared to 49% of seniors in 2001. In both Livingston and Washtenaw County sample districts, there has been a reduction in the use of alcohol in the past month over a period of years.

Goal 2: To decrease discipline referrals among middle school students (6-8) by 5%

The 2002-2003 school year was the first year data was available to evaluate the programs intended outcome. Based on data from our sample Washtenaw County school districts using the Michigan Alcohol and Other Drugs Survey, in 1997, 60% of 8th graders were “Not at All” threatened without a weapon; and in 2001, 63% of 8th graders were not at all threatened without a weapon.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Livingston/Washtenaw SDFSCA Advisory Council continues to support the Teens Using Drugs Series sponsored by Dawn Farm and the Saint Joseph Mercy Health System Healthy Communities Department. The series are a two-night seminar on identifying and helping teens harmfully involved with alcohol and other drugs.
- The consortium once again invited Martin Fleming to present to area staff and interested others in bullying prevention.
- All 18 of the participating non-publics schools are invited to participate in planning meetings, bi-monthly SDFSCA Advisory Council meetings, and all ATOD and violence prevention staff/professional development activities.
- Discipline reports and referrals are used to evaluate incidents of bullying behaviors.

LUDINGTON AREA SCHOOL DISTRICT FY 2002-2003

Summary

Ludington Area School District received \$17,417 to provide the anti-bullying program, the Crisis and Violence Prevention plan, committee meetings, Conflict Managers, Positive Behavior Support pilot program, and the I Pledge program. These programs were provided to 1220 elementary students, and 425 middle school students.

Final Report

Goal 1: Increase Students' perception of safety at school by 50%

Goal 2: Increase students' use of non-violent conflict resolution behaviors by 50%

The office discipline referrals show a 10% drop in bullying situations as compared to the previous year in the elementary schools. A 9% decrease in behavioral reports from the office was indicated. At the upper elementary schools, schools reported fewer behavior reports (4%) this school year as in the previous year.

Process Indicators (Accomplishments toward goals or as result of activities)

- The I Pledge Program targets students grades 3 through 8
- The Anti-Bullying Program targets students grades 1 through 3
- Conflict Managers Program targets students grades 3 through 6
- The Crisis and Violence Prevention Plan targets students grades K through 12
- The Anti-Bullying program at the lower elementary schools conducted a survey that indicated that students at this level could now verbalize what bullying is, what to do when bullied, and ways to prevent bullying.
- The nonpublic school that participated in the program was invited to participate on the Mason County Safe and Drug-Free Schools and Communities Task Force meetings that occur monthly.

MACOMB ISD FY 2002-2003

Summary

Macomb Intermediate School District received \$503,672 to provide Safe & Drug Free Schools and Communities Act funds to their school districts.

Goal 1: Decrease disruptive behavior by 20% of middle school youth.

Goal 2: Increase skill in managing crisis by 75% of teachers and support staff.

- Eleven of the 28 goals are collecting data over a two-year period and will report findings in 9/2004
- Two of the 28 goals were measured and not met. In Roseville, the police officer actually reported 14% increase of bully behavior and in Warren Woods, a new plan will be submitted to better target violent behavior.
- The evaluation reveals two districts who are improving their programs as goals were not met. Roseville plans to use their police liaison officer more effectively in classroom instruction and Warren Woods plans to amend their 2003-04 goals to focus on peer mediation.
- The goals marked "Due 9/2004" represent projects started in 2002-03 with the intent of a two-year timeline for implementation and data collection. This information directs consortium staff to offer technical assistance to these schools to ensure valid data collection and program planning.

Interesting Fact

The Macomb Safe & Drug-Free Schools (SDFS) Consortium contains 21 members implementing a total of 17 different projects. While the consortium goal focused on improving the emergency management skills of school employees, the other goals all focused on students, split evenly into commercial and self-developed programs. Thirteen of the 16 student programs are curriculum-based and range from district-wide K-12 initiatives to very focused programs for small numbers of high-risk children.

Notable successes for 2002-03 include:

- 1) Publication of "Crisis Response in Schools"
- 2) Sponsorship of two large community projects ("Peacemakers" & "Youth Rally for Violence Prevention")
- 3) Implementation of the nation's largest county-wide Yellow Ribbon program
- 4) Successful merger of general education and special education bully prevention efforts with the Positive Behavior Support Model

MADISON PUBLIC SCHOOLS (OAKLAND)

FY 2002-2003

Summary

Madison Public Schools (Oakland) received \$14,976 to provide the Life Skills Training program. The program will be provided to 128 middle school students.

Final Report

Goal 1: The goal is to increase the negative attitudes by 10% among students regarding substance use

Pre and posttest surveys indicated an increase in negative attitudes regarding substance use by 60%.

Goal 2: Increase the alternatives to violent behavior to students who participate in the life skills program by 10%

The results of the pre and post- test indicated an improvement in the ability to use alternatives to violence problem solving techniques by 50%.

Process Indicators (Accomplishments toward goals or as result of activities)

- Evaluation outcome data calculated from pre/post test results.
- The program intends to include a stronger component on tobacco cessation in the future as the ATOD Survey indicates this is an area of weakness.
- Parents and community groups were involved in the Advisory Council.

MANISTEE ISD

FY 2002-2003

Summary

Manistee ISD received \$32,523 to provide the Michigan Model program. This program was provided to 281 middle school students.

Final Report

Goal 1: Reducing the drop in protective, acceptable attitudes about teen alcohol use between the 6th and 8th grades by 75%

The program met their goal that at least 75% of 7th grade students would disagree with the statement: "I think drinking alcohol at my age is no big deal." When they surveyed them after they had the Michigan Model as 7th grade students, 81.1% disagreed with the statement that drinking at their age was a "big deal." Therefore, they saw almost no decline in the number who disagreed. Only 8.5% agreed with that statement. Those were the students who responded a year ago at 8.4% agreement.

Process Indicators (Accomplishments toward goals or as result of activities)

- Michigan Model was implemented in all 7th grade schools in the Manistee ISD
- The method of evaluation was primarily the pre-post survey questions on alcohol use and attitudes provided by the ODCP.
- 2 of the 3 eligible non-public schools participated in the program. The third Non Public has consistently declined the programs invitation to participate and in fact had no students enrolled during this school year. The Coordinator met with the two non-public school staff and offered supplemental materials.

MANTON CONSOLIDATED SCHOOLS
FY 2002-2003

Summary

Manton Consolidated Schools received \$7,797 to provide the research based Michigan Model and Project Alert programs, as well as the B.E.S.T. project (character education). The programs were presented to 250 elementary school students, 300 middle school students, and 300 high school students.

Final Report

Goal 1: Increase perceived harm in use of ATOD by 20%

Manton saw decreases in ATOD and Violence but will not have data until the post survey is administered in 2003-2004. This was due to program implementation delay, and results will be reported in the 2003-2004 Final Report.

Goal 2: Decrease Student to Student Violence by 20%

Referrals to the district Resource Officer for student-to-student violence have decrease. Again, the attitude of our students has been a significant factor in this decline, but specific data was not given.

Process Indicators (Accomplishments toward goals or as result of activities)

- Evaluation is gathered from the Michigan Alcohol and Other Drugs Survey conducted by the Kercher Center for Research of Western Michigan University
- Manton Schools continues its partnership with the Wexford County Sheriff's Department through the Resource Officer program.
- Parent were always willing to volunteer as chaperones for activities that were planned at each grade level in response to our application. The activities emphasized healthy choices and life styles (ie-Elementary carnival, Prom, Homecoming).

MARION PUBLIC SCHOOLS

FY 2002-2003

Summary

Marion Public Schools received \$7,687 to provide the researched based Michigan Model and Project Alert programs, as well as the D.A.R.E. program. The programs were provided to 20 elementary students and 138 middle school students.

Final Report

Goal 1: Decrease the number of violent behaviors at Marion Public Schools by 5%

There was a noticeable change in student's reported ability to handle stressful situations such as being asked to use drugs or being confronted with a fight. Based on the pre/post test survey, there was a 35% decrease in favorable attitudes towards violence. Students reported having increased skill and strategies for solving conflicts without the use of violence. The district saw a 50% in the number of students who reported they were "Very Confident" they could solve conflicts without fighting.

Goal 2: Decrease the number of ATOD office referrals 5%

The pre/post test survey's provided by the authors of Project ALERT were given to all 7th grade students. The results were difficult to compile and interpret into meaningful data. This was the same for Michigan Model. The school is currently investigating the evaluation tool provided by Dr. Jim O'Neill to use in evaluating district progress in the future.

Process Indicators (Accomplishments toward goals or as result of activities)

- D.A.R.E. officers conducted pre and post surveys for all students participating in the program.
- In order to improve and strengthen the programs that are currently implemented, the district plans on using an improved method of evaluation and teachers will receive additional training relevant to these programs.

MARQUETTE-ALGER RESA

FY 2002-2003

Summary

Marquette-Alger RESA received \$216,313 to provide the Michigan Model program to their district.

Final Report

Goal 1: Students will demonstrate an increase in negative attitudes toward the use of violence by 10%

Grade 5:

- The number of students who felt there was not much violence at their school increase by 12.8 percent (**attitude measurement**)
- The number of students who felt they could do something to stop a fight increased by 8.9 percent (**attitude measurement**)
- The number of students who did not encourage other students to fight increased by 9.5 percent (**behavioral measurement**)
- The number of students who walked away from a fight increased by 7 percent (**behavioral measurement**)

Grade 7

- The number of students who felt they could do something to stop a fight increased by 23 percent (**attitude measurement**)
- The number of students who felt that violence creates more problems than it solves increased by 13 percent (**attitude measurement**)
- The number of students who felt they would not use violence to handle problems increased by 9 percent (**attitude measurement**)
- The number of students who felt violence was easier than trying to handle problems peacefully increased by 14.8 percent (**attitude measurement**)
- The number of students who felt it is okay to hit someone who hits you first decreased by 18.9 percent (**attitude measurement**)
- The number of students who did not hit someone back when hit first increased by 9.7 percent (**behavioral measurement**)
- The number of students who did not encourage other students to fight increased by 8 percent (**behavioral measurement**)

Grade 9

- The number of students who felt that violence creates more problems than it solves increased by 16 percent (**attitude measurement**)
- The number of students who felt that violence is easier than trying to handle problems peacefully decreased by 9.6 percent (**attitude measurement**)
- The number of students who threatened to hit or hurt another student decreased by 8 percent (**behavioral measurement**)
- The number of students who told another student how they felt when that student caused them to be upset increased by 10.57 percent (**behavioral measurement**)

Process Indicators (Accomplishments toward goals or as result of activities)

- Focus groups were conducted with students a week after the conference. The youth interviewed were actively pursuing programs at their local level, where they could be positive mentors or role models for younger students.

MASON COUNTY CENTRAL SCHOOLS FY 2002-2003

Summary

Mason County Central School received \$21,081 to provide the Second Step program to 525 students pre-kindergarten through second grade. \$4,000 of the grant funding was spent on school bus security cameras with 4 of 6 buses seeing a significant decrease in incident reports.

Final Report

Goal 1: To help change violent behavior by increasing awareness of conflict resolution and decreasing discipline referrals by 1%

Due to problems arising in the fall, teachers were not trained until March of 2003. While most teachers decided to begin the program in fall of 2003, a few started implementing the program right after March training. Of the three elementary schools that did implement the program during the 02- 03 school year; Riverton Elementary showed a drop in referrals to the office by 34%, Scottville Elementary showed a drop in referrals to the office by 15%, and Victory Elementary showed a drop in referrals to the office by 55%.

Process Indicators (accomplishment towards goals or as a result of activities)

All teachers K-2 were trained for Second Step Violence Prevention Curriculum.

MASON COUNTY EASTERN SCHOOLS

FY 2002-2003

Summary

Mason County Eastern Schools received \$15,289 to provide the Second Step program. The program will be presented to 93 elementary students, and 146 middle school students.

Final Report

Outcome Goals (Attitude and Behavior Measures)

- To reduce the number of student discipline referrals for violence and students will have an increased awareness of conflict resolution by 1%

Process Indicators (Accomplishments toward goals or as result of activities)

-

MCBAIN RURAL AGRICULTURAL SCHOOLS

FY 2002-2003

Summary

McBain Rural Agricultural Schools received \$7,910 to implement the research based Lions Quest program. Programs were provided to 251 elementary students, 167 middle school students, and 360 high school students.

Final Report

Goal 1: To decrease the number of office referrals for grades K-8 by 5% during the 2002-2003 school year.

Due to the inability of the district to secure training in the Lions Quest program, McBain staff began the search for another researched based program to meet school needs. Any school violence prevention programs addressing the goal of reducing violent behavior were supplemented. This includes a high school mentoring program called Project Hero; an after school program called Girls on the Run; booster lessons as a follow up to Project Alert; Project Achieve Social Skills Program, and the DARE program. Evaluations of these programs were ongoing at the time of the report. Evaluation information will be forwarded to the Office of Drug Control Policy when they are available.

Process Indicators (Accomplishments toward goals or as result of activities)

- Northern Michigan Christian School implemented the DARE program. The ISD Prevention Consultant worked closely with Northern Michigan Christian School to assess their needs, develop a plan, look at curriculums and also set goals for the year.
- After looking at researched based programs to meet the needs of McBain Public School, it has been decided to attend the Second Step Violence Prevention Curriculum training scheduled in October 2003.

MESICK CONSOLIDATED SCHOOLS

FY 2002-2003

Summary

Mesick Consolidated Schools received \$7,018 to provide World Book Tutorlink Peer Tutoring Program, Project ALERT and the Michigan Model Curriculum. The programs will be provided too 245 elementary students, 248 middle school students, and 250 high school students.

Final Report

Goal 1: Increase perceived harm in ATOD use by 10%

In Project ALERT, the pre-test/post tests showed a change generally showed an increase of approximately 5% - 16% in learning about the dangers of drugs, and substance use.

Goal 2: Staff and students will identify the difference between teasing and taunting and recognize bullying behavior by 10%

Approximately 98% did not know various facts about bullying behavior related to socioeconomic, self esteem, and gender issues at the beginning of the year. There were a total of 182 students that participated, and of those 93 students responded “no” to “there is too much bullying at my school.” 77 students thought, “yes” that “there is too much bullying at my school.” 12 of the students did not respond to the question. There were a total of 56 fourth graders and 32 of them responded that “no” to “there is too much bullying at my school.” There needs to be more detailed analysis of this information to learn what they identify as “bullying” and where they see or experience this, as Mesick has a K-8 building and the elementary and middle school hallways overlap.

Process Indicators (Accomplishments toward goals or as result of activities)

- There were a total of 20 students in grades 3-8 participating and 12 high school students participating in the student-mentoring program.
- Students in grades 2 - 4 in the elementary building took the O’Neil Bullying survey for us to identify the extent of the problem and knowledge in the elementary building.

Interesting Facts

-One student was referred for educational testing, and two more improved substantially, mainly by completing their work through the tutoring. One boy was in tutoring to assist with his reading skills and his attitude toward school. He was sent home many times as a second grader due to violent behavior. As a third grader there were many interventions, including the mentoring/tutoring program. Three important gains for this child was the increase in his willingness to read, his positive participation in fun mentoring activities, and the decrease of his violent physical involvement with other students.

-The staff attended an in-service held at the Intermediate School District by Barbara Coloraso. She focused on the subject of bullying and illustrated the distinction between teasing

and taunting behaviors. This was very helpful for people and helped us to all be “on the same page”.

MICHIGAN AUTOMOTIVE ACADEMY

FY 2002-2003

Summary

Michigan Automotive Academy received \$1,676 to provide the Peace Works program. The program will be presented to 350 elementary students and 200 middle school students.

Final Report

Goal 1: To decrease behavior referrals because of violence-related offenses by 20%

The Peace Works program, along with supplemental activities, has been in use for almost 4 years. Office records indicate a 22% decrease in behavior in repeat offenders being sent to the office. Comparisons were made monthly.

Process Indicators (Accomplishments toward goals or as result of activities)

- Office referrals were used to collect evaluation data.

MIDLAND COUNTY ESA FY 2002-2003

Summary

Midland County ESA received \$80,654 to provide Project Alert, a bullying program, and parenting programs and workshops.

Final Report

Midland County ESA Goal 1: Parents who attend MCESA Parent Programs/Workshops will indicate an increase in perceived harm in ATOD use by 10%

Nearly 1,000 parents attended over 68 programs at a variety of settings (schools, community or family centers, treatment facility, corporate work-sites) in Midland County during the school year. At program end (a variety of research-based program strategies are used to implement the parent workshops, but programs are developed locally), 90% of participants show increased appreciation for and knowledge of the ATOD facts and specific parenting information received. Nearly 70% indicate that they will utilize the information gained to make changes in their families. More than 90% of participants appreciate the workshops, wish there were more. Parent and staff input is used to improve programs.

Midland County ESA Goal 2: Staff trained in Project ALERT will gain knowledge about this exemplary program and will show a 5 % increase in perceived harm in ATOD use by youth

Project ALERT training was sponsored and held Oct. 30, 2002 for 35 school personnel from all over the state of Michigan, including 11 Midland County individuals. Post training data indicated that those who attended showed a 66% increase in attitude regarding the harm of ATOD use in youth, and a strong desire to implement Project ALERT in their district or community. Districts did not implement Project ALERT during 2002-03. Budget cuts did not allow sponsoring this training during 2003-04, however, with the assistance of Circle of Health Partnership staff, Bullock Creek and Meridian will implement Project ALERT in 2003-04

Bullock Creek Goal 1: To decrease incidents of bullying at elementary schools by 10% from 2001-2002 levels

Two of the three elementary schools were able to see incidents of bullying and disrespectful behavior decrease from 40% - 100%. Since the district continues to see positive progress, it will continue to utilize similar, yet improved approaches to continue to address the problem – the Goal – because it still exists. The third school saw decreases also, but their data was not collected or reported in a manner that was consistent with the other two.

Coleman Goal 1: To increase level of respectful behavior by 20% among elementary students

During 2002-03, the data improved dramatically. One data point worth reporting is that the number of aggressive acts in the 2001-02 school year was 174. By the end of the 2002-03 school year, that number was reported at 85, a 50% reduction.

Meridian Goal 1: To decrease grade 5-8 student “perceived risk” of daily use of cigarettes by 20%

At the start of the 2002-03 school year 47% of the 8th graders felt there was a great risk of daily use of cigarettes. At the end of the year 66% believed there was a great risk for daily cigarette use. The numbers in the earlier grades have improved but not as much as the 8th graders. The findings of great risk, including sample size in parentheses, are: Fourth grade (159) 12%; Fifth grade (134) 18%; Sixth grade (135) 63%; Seventh grade (120) 74%; Eighth grade (135) 66%. The numbers are stagnant in fourth and fifth grades but showed improvement in sixth, seventh and eighth grades.

Midland Public Goal 1: To increase middle school student perceived risk of ATOD use by 15%

The only data available for the specified grade levels was pre/post knowledge data collected by staff administering certain facets of the health curriculum. That data moved in a positive, forward direction. The district did not expend all of its SDFSCA allocation as expected. A refund is being made and will be submitted to ODCP per protocol.

MONROE ISD

FY 2002-2003

Summary

Monroe ISD has received \$186,300 to provide the research-based Michigan Model and Lions Quest Skills for Adolescents programs as part of the districts Student Assistance Program (SAP) program.

Final Report

Goal 1: To decrease the student recidivism rate of those SAP participants receiving six-week session programs by 5%

At-risk students received services such as screenings and prevention education support through the districts SAP efforts. In 2002-03, we had approximately 174 student referral screenings. Prior to last year, the consortia had approximately 134 screenings and two years previous held the baseline for close to 150 screenings. Although the numbers of participants screened has increased over previous years, an additional source of referral has been noted. Of the students who were 11th grade or below, only 3 were repeat participants in the six-week session. This represents only a 1.7% recidivism rate for students 11th grade and lower. This year, almost 1/3 of all screenings were referred by the court system.

Goal 2: To reduce the number of elementary drug and violence incidences by 5%

According to the Curriculum verification evaluation, the consortia received a total of 506 Grades K-12 verifications as compared with 486 last year and 437 the year before. The consortia has approximately 1000 K-12 teachers who can currently teach the drug and violence components of the Michigan Model. Data was incomplete in order to address this outcome goal. After looking at court data in an attempt to see progress, Monroe ISD did not see any consistent evidence of improvement.

Goal 3: To decrease school disciplinary incidences related to fighting by 10%

No data available.

Process Indicators (Accomplishments toward goals or as result of activities)

- In the Monroe consortium, less than 6% of 10th and 12th grade students believed that schools were not at all likely to follow through on drug & weapon policies. Especially regarding the question of carrying a weapon to school, less than 8% of the grade 8 students in the 2001-03 survey felt that schools would follow through on expulsions policies whereas earlier studies (4 years prior) indicated that 10% of 8th grade students perceived schools would not follow through on their drug & weapon policies. This number was reduced significantly this past school year due to the administrative efforts of schools to provide student orientations addressing these issues as well as student booklets, planners and calendars with clearly stated sanctions for each violation.

- The anger management sessions were offered as needed in past years but were never filled. This past school year the anger management sessions offered (5) exceeded the number of drug prevention sessions offered (4). It is anticipated that the need for violence prevention priority in 2003-04 will be necessary due to the increase in the need for anger management sessions for middle and high school students.
- In 2002-03, 54 new teachers attended Michigan Model Training and 55 teachers received drug prevention materials for grade level changes. With the exception of two teachers who were unable to complete both days of training due to previous commitments, a secondary goal to provide prevention education training to 97% of all new teachers has been met.

MORLEY-STANWOOD COMMUNITY SCHOOLS FY 2002-2003

Summary

Morley-Stanwood Community Schools received \$22,522 to provide the PRIDE, WISE, BEST, and a Mentoring program. The programs will be provided to 600 elementary students, 450 middle school students, and 450 high school students.

Final Report

Goal 1: To decrease participation in violent and at-risk behaviors by 10%

In the 2001-2002 school year, 78 students were referred to the principal's office for a total of 199 violent incidences. During the 2002-2003 school year the numbers dropped to 49 students and 96 violent incidences. This represents a 37% decrease in referrals to the principal's office for violent behavior, as well as a 51.7% decrease in violent incidences.

Goal 2: To increase perceived intolerance of violence and awareness of resources by 10%

The data related to this goal has been collected but it has not been tabulated yet. Results should be received in January. Results have not been submitted to ODCP to date.

Process Indicators (Accomplishments toward goals or as result of activities)

- Parents were represented on the committee, provided input, and supporting various programs through involvement, actual participation, and other means.

MT. PLEASANT PUBLIC SCHOOLS

FY 2002-2003

Summary

Mt. Pleasant Public Schools received \$30,566 to provide the Mentoring Program. The Student Mentor had a caseload of 26 middle school students (grades 7 and 8) this 2002-03 school year. During the school year, 3 of those students moved out of the school district and 1 was placed in an alternative education setting.

Final Report

Goal 1: At least 80 percent of the participants will attend school on a regular basis (less than 14 absences per semester) with absences due to illness or extenuating circumstances (e.g. death in the family)

First semester (Aug – Jan)

- 79 percent of the students were absent 14 days or less.

Second semester (Jan – June)

- 72 percent of the students were absent 14 days or less.

Goal 2: Decreased School Behavior Problems – At least 80 percent of participants will show significant improvement in behavior. Significant improvement in behavior will mean students will have at least a 70 percent reduction in the number of discipline referrals.

Behavior problems decreased from 20% to 100%. All students did show an improvement in behavior.

Disclaimer: Discipline records/referrals are not kept in a student's file from 6th grade to 7th grade, thus very few comparisons could be made of 7th graders behavior. There were, however, 2 students who had been retained in 7th grade from the previous school year (2001-02) whose records were available for the pre- and post-evaluation. Students worked with Mentor on managing anger and utilizing problem-solving skills when conflicts arose.

- 7th Grade Student K's school behavior problems increased 20 percent from the previous school year.
- 7th Grade Student S's school behavior problems decreased 80 percent from the previous school year.
- 8th Grade Student A's school behavior problems decreased 45 percent from the previous school year.
- 8th Grade Student B's school behavior problems decreased 100 percent from the previous school year.
- 8th Grade Student C's school behavior problems decreased 71 percent from the previous school

The data/results listed below include 22 of the 26 total students. Individual students are identified with letters (i.e. 7th grade student A, B, C, etc):

- 7th grade = 19 students
- 8th grade = 3 students

Students were referred to the Mentor for the following reasons:

- Academic issues = 8 students
- Academic/Behavior issues = 11 students
- Academic/Behavior/Attendance issues = 3 students
- Academic/Attendance issues = 2 students

Goal 3: Participants will have a (85%) reduction in the number of classes failed per year

There was no evaluation for the 19 7th graders due to lack of grade records for 2001-2002 school year. Of the 3 8th graders, 2 met the 85% reduction of classes failed and the other increased classes failed in the 2002-2003 school year. Improvements to Be Made:

Evaluation of the Mentoring Program indicates more attention could be given to the following:

- Programs/motivators/incentives for students with attendance problems. The students often do not value school/education as a priority, nor do they have a sense of belonging at school. Increasing their sense of belonging may help change their attitude and desire to be at school. The 21st Century Learning Center After-school Program seems to have given many of the students in the Mentoring Program a place of belonging as they are involved in working at the after-school store and office; helping out around the school with bulletin boards, recycling, snacks and clean-up; assisting with planning a school party; participating in service-learning projects in the community; and connecting with other adults outside of their immediate family.
- More effective curriculum/programs need to be identified, or created, to meet the specific needs of local students in regard to anger management, conflict resolution, and bullying.
- Increased communication with parents. Typically done on a monthly basis with most parents, this year's goal is to have weekly contact with parents.
- Involving more adult volunteers to work one-on-one tutoring students. Many of these students receive tutoring assistance in the after-school program; however, the student's individual needs are so great that a one-on-one tutor would be best for most of them.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Student Mentor had a caseload of 26 middle school students (grades 7 and 8) this 2002-03 school year. During the school year, 3 of those students moved out of the school district and 1 was placed in an alternative education setting.

MUSKEGON AREA ISD FY 2002-2003

Summary

Muskegon Area I.S.D. received \$330,318 to provide for their district.

Outcome Goals

Goal 1: As a result of age appropriate comprehensive drug education the number of students referred for disciplinary action for harmful substances will decrease by a total of 4% during the next two years when compared to the 2001-02 data.

Goal 2: As a result of programs/interventions, the number of students referred for disciplinary action because of violence related behaviors will decrease by a total of 4% during the next two years when compared to the 2001-02 data.

Schools

Fruitport – Four programs were provided for students K through 5th grade. The Michigan Model for Comprehensive School Health Education, Personal Safety Program, the Red Ribbon Program and After School Game Club for latchkey and at-risk students in 3rd through 5th grade. Disciplinary referrals decreased from 257 in '01- '02 to 178 in '02-'03. Because of the success of the After School Program, additional options will be offered to the students in the future. The MI Model, the Personal Safety and the Red Ribbon program will continue as designed.

Hart – Offered the DARE program for their 5th grade students. There were no disciplinary referrals for substance abuse among this population. Attitudes toward the negative impact of drugs seemed to improve. This program will continue to be offered and more appropriate goals will be constructed. There were a total of 11 disciplinary referrals among middle and high school students. Prevention programming is offered within health and other classes in middle and high school. Hart staff attended trainings in preparation for bullying prevention and other violence related prevention programs that will be introduced next year.

Addendum on attitude data. The Hart DARE officer selected 5 questions from the Perlstadt evaluation questions to use as a pre/post survey to determine student's attitude toward drug usage and violence. Question #1: I think smoking cigarettes is no big deal. 10% responded agree or strongly agree on the pre-test and 7% responded agree/strongly agree on the post-test, a 3% improvement. Question#2: Using alcohol at my age is no big deal: 14% responded agree or strongly agree on the pre-test and 7 % did on the post-test, a 7% improvement. Question#3: Sometimes a kid doesn't have any choice but to fight, 18% responded agree or strongly agree on the pre-test and 7% did on the post-test, an 11% improvement. Question# 4: It's okay to hit someone who hits you first, 12% responded agree or strongly agree on the pre-test and 5% responded agreed/strongly agree on the post. Question#5: How likely are you to look at your choices and what may happen before you do something? 12% responded agree/strongly agree on

the pre-test and 4% agreed/ strongly agreed on the post, an 8% improvement. This data would indicate an improvement in the attitude of the students who completed the DARE program

Holton – Used Character Counts program materials at all three levels; elementary, middle school and high school. Training of all staff in the “pillars of character” has taken place over the past couple years so the importance of developing good character was used and reinforced by all staff members. At the elementary level, there was a decrease in disciplinary referrals from 677 in 2001-02 to 446 in 02-03. The middle school experienced an increase in referrals because the school changed the configuration of the buildings and eighth graders were included in the middle school for the first time, adding about 100 more students. The number of referrals increased from 417 in '01-'02 to 767 in '02-'03. Another contributing factor is the make up of the current sixth graders who were “particularly difficult” and the fact that teachers are more likely to discipline sixth graders. The high school showed a decrease from 747 referrals in '01-'02 to 499 in '02-'03. This was the first year the high school students received Character education. Plans are to continue to use Character Counts at all levels. Additional programming is planned for the middle school to impact this population.

Mona Shores – The prevention programs used were Botvin’s Life Skills for 5th grade students and a self-developed bullying and harassment prevention program for 6-8th graders and at the high school. The district has not had a discipline referral because of substance abuse among the 5th grade students. Pre and post survey questions on attitudes selected from Botvin’s materials showed a consistent improvement with more positive responses after receiving the lessons. The bullying/harassment program was introduced during the '02-03 school year and now has baseline data established for the middle school grades which means next year’s 9th graders will be tracked for disciplinary referrals, since they were the 8th graders this year. Plans are to continue both programs.

Montague – The DARE program is used to address the goal to decrease disciplinary referrals because of substance abuse. The DARE program is presented to the 5th grade students. Substance abuse referrals decreased from 11 in '01-'02 to 8 in '02-'03. This district plans to continue to use DARE and implement a conflict management program in the 2003-04 year.

Addendum to Drug Attitude data: The Montague Police Officer doing the DARE program used five questions from the Perlstadt attitude survey to assess progress toward changes in attitude regarding the dangers of drugs. Question #1 I think drinking alcohol at my age is no big deal, 39% disagreed or strongly disagreed on the pretest and 71% did on the post-test. #2 I think doing drugs is no big deal, 27% agreed or strongly agreed on the pre-test while only 5% did on the post-test. Question #3 I feel I would be more popular if I drank alcoholic beverages; 62% agreed or strongly agreed on the pre-test and 38% did on the post-test. #4 I feel smoking marijuana is a good way to relax, 74% **disagreed or strongly disagreed** on the pre-test and 82% did on the post-test. Question #5- How likely are you to think about the consequences before you do something? 80% responded Somewhat Likely or Very Likely on the pre-test and 85% did on the post-test. All five questions had responses move in the positive direction indicating that the student’s attitude did improve.

Muskegon – A Family/School Partnership program places Student Specialists at the two middle schools to work with the students referred to them for violent or aggressive behaviors that are of concern and are causing disruption in the learning process. When necessary, the staff person will involve other family members. The referrals decreased by 35% when comparing baseline data

from '01-'02 with '02-'03. Supporting data shows the total number of incidences decreasing from 105 in '01-'02 to 39 in '02-'03 and the number of students creating the incidences decreasing as well.

Muskegon Christian School – Their prevention program was an Anger Management program with a Social Worker meeting with students who were referred for exhibiting negative behaviors. A total of 12 students received this special attention throughout the year and their behavior improved to the point they were allowed to remain in school. Since this program provided direct services to referred students, it is not possible to collect comparison data.

Muskegon Heights – Prevention programs included the Michigan Model at the elementary and middle school levels. There were no disciplinary referrals because of substance abuse related incidences at the elementary level and only one incident at the Middle School.

Addressing the reduction in violence goal, MH used the Michigan Model at the elementary and middle school. The number of disciplinary referrals for violence related incidences actually increased from 370 in '01-'02 to 514 in '02-'03. Plans are to continue to use the Michigan Model as the primary prevention program, but to have the Social Worker work with the building staff to reduce the violent activities and behaviors.

A Positive Behavior Support Program that was introduced at one building and had staff trained, but unfortunately this building is being changed to an early childhood building next year. A conflict management program originally planned for this year did not take place.

Muskegon Technical Academy – Implemented the Positive Behavior Support program for all middle and high school students to improve the climate in the school to make it more conducive to learning. Comparing the disciplinary referrals from the first semester to the second semester showed a 15% decrease in referrals among the middle school students and a 9% decrease among the high school students. It is planned to continue this program. The data collection needs to be consistent in the building.

North Muskegon- Respecting Ourselves and Others is a self-developed program the Social Worker uses to address violence related issues. This program is used District wide. There was a decrease in disciplinary referrals at the elementary level from 141 in '01-'02 to 109 in '02-'03, a 23 % decrease. The Middle and High School saw an increase in referrals in both substance abuse incidences (from 6 in '01-'02 to 20 in '02-'03) and in violence related incidences (6 in '01-'02 to 12 in '02-'03). A new Dean of Students position may have accounted for the increase because of closer monitoring. Plans are for the Social Worker to continue this program with additional life skills included next year.

Oakridge – This self-developed School Family Partnership targets high-risk students in grades 7 & 8. Measures of success include a rubric of behaviors the Social Worker tracks on these students that impact their academic success. When necessary other family members are involved in the program. The goal of this program is a 5% increase in overall improvement in the items on the rubric. In '02-'03 only 50% of the students showed improvement. Compared to the previous year, this is a 12% decline in success of the program. Plans are to continue this program with some modification. It appears the program is helping students achieve success, but the evidence is difficult to isolate for this program.

Orchard View - Conflict Management skills and group education is provided for all students K through 5th grade. The efforts from these programs showed an overall 12% decline in

disciplinary action because of violence related behaviors. This program continues to deal with students coming from homes with a variety of problems. The number of students the Social Workers deal with continues to increase, but the percentage of violent incidents continues to decline. At the middle school OV uses the services of a local policeman who works as liaison officer through a modification of the TEAM Program. The percentage of funds used for this program is below the 40% limit and no data is collected.

Ravenna – This District supports the activities of the SADD Chapter at the high school and had staff trained in the PEAK program. Data will be collected from the impact of PEAK in subsequent years. The active members of the SADD Chapter accounted for no referrals because of substance abuse or violence related incidences.

Reeths-Puffer – This District uses four main programs to address both goals set by the consortium. They have a Peer Mediation program for grades 3 – 12. A Peer Mentoring program and a Conflict Management program for grades K-12 and the TEAM program at grades 5 & 6. The number of incidences because of substance abuse increased by 22% between '01-'02 and '02-'03. Most of the increase occurred at the high school level. Special attention will be directed to the high school next year to control these behaviors. (R-P had experienced decreases in each of the last 3 years, even at the HS level). Incidences of violent behavior decreased by 29% at the K-6 level, but increased by 9.8% at the 7-12 level. The District plans to maintain the same programs but will increase the supervision of students before and after class, as this appears to be when the problems occur.

Shelby – It Takes Two is a peer mentoring program where 10th grade students mentor 2nd grade students on classroom behavior and with academics success. The number of referrals for violence related incidences among the second graders involved in this program decreased from 9 incidences in '01-'02 to 3 incidences in '02-'03 while the number of incidences decreased from 3 to 1 among the 10th graders over the same time period. This program will continue as designed as it meets several other prevention goals in addition to the measurable goals selected.

Western Michigan Christian High School – An Anger Management Program was available for high school students to meet with and work with a Social Worker to learn to control their negative behaviors that could affect their success in school. Ten students were referred to this program during the year and all were successful in changing their behavior that allowed them to remain in school.

Whitehall – To address the substance abuse prevention goals Whitehall offers the Teens Against Tobacco Use at grades K-8, Girls On The Run at grades 3-6, Hazards of Tobacco at 5th grade, Team Works as part of the Peer Assistance program involving 6th graders and Substance Abuse Prevention Education for the Alternative Education students in grades 9-12. Whitehall uses “suspensions” as their disciplinary measure. There were no suspensions among the students in these programs during the past school year. The Peer Assistance Program involving students 9-12 was the primary program used to reduce violence. Again no suspensions because of violent behavior occurred among these students involved. Plans are for most of these programs to continue. However, it will be recommended they modify their measurable goal and collect data to show effectiveness of the programs.

NEW BEDFORD ACADEMY FY 2002-2003

Summary

New Bedford Academy received \$723 to provide the PeaceWorks program. The program will be presented to 140 elementary students and 45 middle school students.

Final Report

Goal 1: A decrease in office referrals for violence related offenses by 20%

Office behavioral records showed a 22% decrease in repeat offenders being sent to the office. 114 Students served. Summaries of the weekly Peace Works curriculum are sent home to the families to reinforce strategies at home.

Process Indicators (Accomplishments toward goals or as result of activities)

- Comparisons in behavioral records were made monthly
- Peace Works has been used in New Bedford Academy for the last 4 years.

NEWAYGO ISD FY 2002-2003

Summary

Newaygo ISD received \$66,004 to provide the “Too Good For Drugs II” program for grades K-8.

Final Report

Goal 1: There will be a 10% decrease in youth using ATOD measured through school resource officer reports.

Newaygo County Schools public and private, reported 829 incidents for the 2002-2003 school year. Only 29 of those were disciplinary actions regarding ATOD. This is a substantial reduction from last year. Newaygo County Students showed a 9.5% increase in knowledge and negative acceptance of ATOD issues/use.

Process Indicators (Accomplishments toward goals or as result of activities)

- Pre/post surveys were administered to students in the programs.
- Administrators and staff indicated positive evaluation of the program when surveyed.

NORTHVILLE PUBLIC SCHOOLS FY 2002-2003

Summary

Northville Public Schools received \$19,229 to provide the research-based Botvin's Life Skills Training, Project Alert, and Not on Tobacco (NOT). These programs were provided to 300 elementary school students, 500 middle school students, and 1600 high school students.

Final Report

Goal 1: To increase the number of students abstaining from alcohol usage and who are more disapproving of alcohol abuse by 15%

Of the students completing this program, 77% reported they were more disapproving of alcohol, 32% had decreased their alcohol consumption, 40% stopped drinking alcohol, and 25% were more aware of the harmful effects of alcohol usage. Furthermore, 80% percent of students who participated in the NOT program successfully completed the group, and 40% reported that they were actively reducing their tobacco usage. Because student participation in the NOT program was a result of the students' violation of school policy and state law.

Process Indicators (Accomplishments toward goals or as result of activities)

- Parents and community groups are invited and actively participate in all monthly Advisory Council meetings and are all a part of the achievements mentioned. In addition, the Student Assistance Program Coordinator (SAPC) attends monthly high school PTSA meetings to share ideas and gather input. SAPC coordinates and supports Parent Awareness Committee and Northville Youth advisory Council programming. Parents receive monthly updates through home mailings to all district families.

NOVI COMMUNITY SCHOOLS

FY 2002-2003

Summary

Novi Community Schools received \$19,400 to provide the Prevention Intervention Education (P.I.E) program, the Summer Teen program, and support a school resource officer (SRO) in the district. The program served 500 middle school students, and 1709 high school students.

Final Report

Goal 1: 20% of referred high school students will show an increased perception of ATOD use as harmful after participating in the P.I.E. program.

Participants completed pre and post-tests on the consequences of ATOD. Pre test average score was 51% and the post-test average score was 85%. This represents a 34% increase in knowledge that ATOD use is harmful. Of the students participating in the P.I.E. program, 2 students in the 1st session had a reported ATOD relapse, while zero students in the 2nd and 3rd sessions had reported ATOD relapses. ATOD discipline actions have seen a strong decrease and violence related suspensions have seen a small decrease from 1999 to 2003.

Goal 2: Participants will show an increased awareness of appropriate methods for conflict resolution and non-ATOD use on the high school campus by 1%

Based on district discipline data, there was actually a 21% increase in school disciplinary actions for ATOD and suspensions for ATOD. There was also a 10% increase in suspensions for violence related behavior. As a trained observer the SRO brings more inappropriate student behavior to the attention of school administrators resulting in a greater number of suspensions. Increased interactions with the student body brought an increased awareness of inappropriate behavior and therefore more information was given to the SRO and school administrators. This could account for the increase in student referrals for ATOD treatment as shown by the 2001/02 data.

Process Indicators (Accomplishments toward goals or as result of activities)

- Goal #1 data will come from review of pre and post student test data and 6-month follow-up interviews.
- The Advisory Council, in conjunction with Novi School District, high school counselors, the school resource officer, parents, community and business groups and Focus on Families, spend the year monitoring the community data on drug trends.
- Evaluation of student behavior showed decreased incidents of conflict situations during the Summer Teen program with zero students being excluded from activities and a 100% completion rate as compared to enrollment. The number of participants doubled from 100 to 200 showing an increased interest.

ONSTED COMMUNITY SCHOOLS FY 2002-2003

Summary

Onsted Community Schools received \$6,804 to provide the Michigan Model and conflict resolution programs. The program will be provided to 850 elementary students, 450 middle school students, 550 high school students, 10 teachers and 10 parents/ caregivers.

Final Report

Goal 1: Increase Perceived harm of ATOD use by 20%

Onsted used the Michigan Model unit questions concerning ATOD and administered a pre and posttest to 146 fourth graders. In the pre test 101 or 69% stated that tobacco/drug use was bad for their health. In the same test but used as a posttest 141 students stated that tobacco/drug use was bad for them. This was an increase of 31%. The goal 20% improvement in ATOD abstinence attitudes and 28% was achieved.

Goal 2: Decrease incidence of office referrals and increase success in literacy skills by 25%

Onsted used referral numbers as reported by each office. The measure of the Michigan Model materials K-8 again was based on the fourth graders. The number of referrals averaged monthly for the first three months of school to be 51. The referrals following the use of the Michigan Model lessons on non-violence did show a reduction to average 43. This was an 8% reduction in referrals.

Process Indicators (Accomplishments toward goals or as result of activities)

- Advisory Committee will continue to meet and plan activities for Safe and Drug Free Schools. Michigan Model will be our curriculum model.
- Onsted Middle and High School will use student Assistance Program.
- K-8 will be using Positive Behavior Support and maintaining records through SWIS programming.

OTTAWA AREA ISD FY 2002-2003

Summary

Ottawa ISD received \$278,133 to provide to their district.

Final Report

- **Goal 1: Students will show a 1% positive change in attitudes and behaviors regarding substance use**
- **Goal 2: Students will show a 1% positive change in attitudes and behaviors regarding violent behaviors**
- **Goal 3: To provide school staff with the most effective curriculums, materials and methods designed to reduce the substance use and violent behaviors of students**
- **Goal 4: Parents and community members will be given education designed to increase their knowledge about substance abuse and violence and to increase their prevention and intervention skills**

Michigan Model

Grades K-6 saw positive changes on all their pre and post test questions. Questions that saw the biggest change over the year were “I think cigarette smoking is no big deal”, “It’s okay for me to hit someone to get something I want”, “How likely are you to relax and calm down when you’re upset?” and “How likely are you to look at your choices and what may happen before you do something?” Grades 7th and 8th also saw positive changes in all aspects between their pre and post test with the biggest changes being “I think regular drug users have a hard time keeping friends”, Students were more likely to refuse alcohol offered by a cousin”, and “students were less likely to ride in the car driven by a drunk driver”

DARE

DARE was implemented in elementary and middle schools and saw positive changes in pre and post questions such as “I think doing drugs causes people to lose self control”, “During the past 12 month, how many times were you in a fight on school property”, and “A kid who makes someone mad deserves to be beat up.”

SAVE

- 14% increase in the number of students who can refuse drugs.
- 51% increase in the number of students who can deal with violent situations.
- 6% increase in the number of students who can stand up to peer pressure
- 59% increase in the number of students who understand the influences drugs have on actions and thought processes

PALS/SADD/STAND

- Students showed a reduction in substance abuse risk behaviors
- Students showed great Improvements in their ability to help peers deal with problems, ability to deal with their own feelings, awareness of their own feelings, awareness of others feelings, and positive feelings about themselves
- Students showed a slight improvement in listening skills, communication skills, open mindedness to accept other points of view, getting along with friends, getting along with other classmates, ability to contribute to class discussion, ability to take criticism, and acceptance of home responsibilities

Character Education

- 9% increase in the number of students who said it was NOT ok for wimpy students to be pushed around
- 24% increase in the number of kids who felt they did NOT have a choice but to fight
- 19% increase in the number of students who said they did NOT believe everything they heard about people
- 16% increase in the number of students who felt talking badly about someone when they were not around was a form of bullying
- 35% reduction in the students' use of alcohol
- 100% of the students said they had better communications skills
- More students were able to solve conflicts without fighting
- 88% said the program helped them make better choices
- 38% said the program helped with their anger management

Bully Prevention

- 7% increase in the number of students who said it was NOT ok to hit someone if they hit you first
- 9% changed attitudes regarding teasing in a positive direction
- 37% increase in students who thought bullying could include a look or gesture
- 10% increase in the students who said it was NOT ok to hit someone to stop them from teasing

OXFORD AREA COMMUNITY SCHOOLS FY 2002-2003

Summary

Oxford Area Community Schools received \$11,735 to provide the Growing Healthy and Michigan Model programs. The programs will be provided to 100 elementary students, 850 middle schools students, 40 high school students, 5 support staff members, and 12 parents.

Final Report

Goal 1: To continue to offer social and academic alternatives that both non-traditional and traditional students can participate in that are drug and violence free.

Though a self-evaluation of 220 students, all 220 reported that they viewed school with a more positive attitude and that they would be likely to participate in more functions that supported abstinence from drug and violent activities.

Support Programs for Goal 1:

Adventure Club- A Community Mentoring Program where students who are not actively engaged in their high school will have the opportunity to be mentored by a staff and/or community leader in non-traditional, violence and drug free activities. Over 220 students participated in the 2002-2003 school year as well as 6 mentors per activity.

Liaison officer - a liaison officer was available for student and community support for grades Pre K through 12 as well as the community at large.

True colors – All 9th grade students were given the opportunity to participate in the True color Program through their health class. This program encourages students and staff to examine their personality styles and how they relate to “styles” of other individuals, both peers and adults.

Goal 2: The number of middle school student referrals for fighting, harassment and/or bullying with decrease by 5%.

Reviewing the number of discipline infractions for 6th and 7th grade students, the percentage of infraction decreased by 3%. Of the approximate 650-6th and 7th grade students, the infractions were committed by fewer than 50 students (8% of the total 6-7 population). The number of infractions for 8th grade students increased resulting in 5 expulsions for drug distribution and general referrals increased by 5% of the previous years' 8th grade class. However, monitoring this class of students, the rate of increase in discipline referrals was approximately 2% over the previous year. Of the approximate 325 8th grade students, the majority of infractions were committed by 12% of the total class (39 students).

Support Programs for Goal 2:

Building Community and Schools with Character -This character education program is to address Violence Prevention - students at the middle school level will be targeted to receive further training and awareness in the prevention of "bullying" type behaviors.

Process Indicators (Accomplishments toward goals or as result of activities)

- The number of “bullying” infractions did decrease over the previous year.
- The middle school has developed a team of staff, parents and students who are reviewing and selecting/implementing a curriculum for Bully Prevention that was organized within the middle school. The program chosen to best support this goal is “Building Schools and Communities of Character”.

PAW PAW PUBLIC SCHOOLS

FY 2002-2003

Summary

Paw Paw Public Schools received \$12,053 to provide the DARE program, a police liaison officer, and the PALS program.

Final Report

Goal 1: DARE classes will change attitudes for 5th grades as measured by pre and post testing.

Outcome Goals (Attitude and Behavior Measures)

- Discipline Referrals showed an 8.3% drop in reported substance abuse offenses.
- Substance Abuse referrals were down 8.3%.

Process Indicators (Accomplishments toward goals or as result of activities)

- The School Resource Officer meets with students both formally and informally. Through classroom instruction, he promotes conflict resolution and educates students regarding illegal drug use and violence prevention.
- The DARE Program was presented to all fifth graders in Paw Paw Public School District and fifth graders in the two private schools use their monies for DARE.

PINE RIVER AREA SCHOOLS

FY 2002-2003

Summary

Pine River Area Schools received \$11,308 to provide the Drug Awareness and Prevention program and the Project ALERT program. The curriculum will be presented to 350 elementary school students and 400 middle school students.

Final Report

Goal 1: There will be a decrease of drug and alcohol related incidents at the middle and high school by 20%

Established from building office referral reports, the high school tobacco incidents decreased from 33 to 8; the reported alcohol incidents remained the same; and the reported drug use increased from 5 to 14. Data obtained from the building office revealed no incidents at the middle school in drug or alcohol use but tobacco use increased by two incidents. Due to this information, the middle school staff believes that prevention and awareness of drug use is crucial and decided to implement Project Alert.

Goal 2: There will be an increase in student attitudes of the perceived harm in drug, alcohol and tobacco use by 20%

High school and middle school students were given both an attitude and drug usage survey, supplied by the state, in the fall of 2003. The overwhelming result was that 98% of the students were aware of the perceived harm in drug, alcohol, and tobacco use. As a result of this survey, anger management and peer pressure will be issues that the staff will pay attention to and monitor this year.

Process Indicators (Accomplishments toward goals or as result of activities)

- Behavior reports and pre/post test results were used to collect evaluation data.
- Students verbally approved of student leadership seminars that transpired throughout the year. Students learned communication, negotiation, and conflict management skills as well as the importance of making wise lifestyle choices.

Interesting Fact

The middle school staff feels that current programming is effective as related by the number of low incidents but also view diet, exercise, handling of stress, anger management, and bullying as critical components to safe and drug-free schools. Therefore, the staff selected the Michigan Model Curriculum to assist in incorporating these elements into current programming. This was determined by a pre-program survey (fall 2003) to establish attitudes provided by the state. These elements will be added through the Michigan Model for the school year 2003-2004.

PLYMOUTH-CANTON PUBLIC SCHOOLS

FY 2002-2003

Summary

Plymouth-Canton Public Schools received \$63,070 to provide the Michigan Model program. The program will be provided to 200 elementary students, 1378 middle school students, and 250 high school students.

Final Report

Goal 1: To increase positive attitude toward diversity and respecting others by 5%

The surveys used to evaluate district progress towards this outcome goal suggest that there has been an overall increase of acceptance and tolerance of diverse populations, however, now specific data was given to support this finding. The results of the student pre/post surveys on violence at West Middle School illustrated a 15% decrease in the perception that there was too much violence at school.

Goal 2: The goal is to decrease the favorable ATOD use and/or abuse attitudes by 10%

Progress has been made toward the stated outcome goal. Survey results indicate that there is a reduction in the amount of students that smoke according to the pre/post test given. The pre/post tests show students that smoke one pack a day decreased by 15%. Those smoking 1 to 5 cigarettes a day decreased by 8% indicating students reduced the amount of cigarettes they smoke per day. The average score among all participants on those questions which specifically measured knowledge of substance abuse and violence improved from an initial score of 63% to a final score of 81%, demonstrating 18% improvement in this specifically targeted area.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Cultural Presentations at Central Middle School were an attempt to bring greater awareness and knowledge of cultural diversity among our 768 students and to increase the level of tolerance and appreciation of others. The results of pre/post surveys provide data that suggests the student population sees the school environment being a safer, less violent/bullying environment by an increase of 10%.
- The effectiveness of the program, where used regularly as intended, the Michigan Model Program for prevention or intervention of violence and ATOD use or abuse is effective. The main issue the Advisory Council has been addressing is that it is not used as regularly and as effectively as it could be; therefore, the Connecting with Kids Program as a medium for Michigan Model material use should prove to be effective.

PONTIAC CITY SCHOOL DISTRICT

FY 2002-2003

Summary

Pontiac City School District received \$210,836 to provide the research based Michigan Model program. The program served 600 middle school students.

Final Report

Goal 1: To increase positive attitudes toward violence among middle school students who receive the Michigan Model Curriculum by 5%.

Overall, students in grade 6-8 combined had a 49% gain in positive attitudes towards non-violent solutions to solve conflicts. By grade level the percentage gains were 49% for 6th, 42% for 7th, and 50.5% for 8th.

Process Indicators (Accomplishments toward goals or as result of activities)

- The district transferred 30% , or \$44,056 of their SDFSCA allocation to Title I programming.
- Students in grades 6, 7, and 8 took pre and post, 20-item tests on violence (attitudes) during the 2001-2002 school year. Over 600 students in all middle schools participated; they took 703 pretests and 644 posttests on violence. There was a 90% pre-post match (N=580). Students were not survey during the 2002-2003 school year
- Coordinated the SDFSCA program with other related community programs: Boy Scouts, 4-H, Asset building, Synergy.
- Coordinated drug and violence prevention and intervention strategies with other community based coalitions.
- The advisory council met twelve times during the school year.
- During the 2002-2003 school year a change in staff was made during the implementation of the program. Physical Education teachers were assigned to teach and implement the program. Because of class size and a shortened number of weeks the program was not implemented with fidelity. The physical education teachers were reluctant to implement the program. They were not given adequate classroom space and or the number of students enrolled in the PE classes were to many to manage the type of skill based instruction and strategies the program required.

PORT HURON AREA SCHOOL DISTRICT

FY 2002-2003

Summary

Port Huron Area School District received \$113,958 to provide Second Step, Michigan Model, Project ALERT, Just the Facts program, Conflict Resolution, Peer Mediation, and Teens Against Tobacco Use. The programs will be provided to 5307 elementary students and 2730 middle school students.

Final Report

Goal 1: Violence Prevention

Second Step: The total number of suspension comparison data indicate that the goal to reduce aggressive and violent behaviors by 5% has been met. During the 2002-2003 school year, there were 1474 suspensions of middle school students, down from 1671 in 2001-2002. This represents a 22% decrease.

Michigan Model: A comparison between school suspensions during the 2001-2002 and the 2002-2003 school years showed a 2.3% decrease the second year.

Conflict Resolution/Peer Mediation: Approximately 160 student mediators were trained at the middle school level, with interventions totaling over 300. Evaluation reports indicate that 957 elementary students participated in conflict resolution classes and peer mediation activities. The type of data collected included pre and post testing with posttest results ranging from 84% to 94%, at the middle school level, and 81% to 96% at the elementary school level.

Just the Facts: School Suspension Reports reflect that during the 2002-2003 school year there were only 4 cases of sexual harassment reported at the middle schools, down from 14 in 2001-2002.

Goal 2: Substance Use Prevention

Project ALERT: Staff observation and discipline report data suggests that during the 2002-2003 school year 14 students were reported for substance use, down from 26 in 2001-2002.

Michigan Model: Elementary students received substance use prevention teaching that is introduced, developed and reinforced through age appropriate lessons.

Teens against Tobacco Use: Staff reports that the 11th and 12th grade students were committed to motivating the younger students to avoid the use of tobacco products. The 9 to 12-year-olds were attentive to the mentoring of the older students according to their teachers.

Process Indicators (Accomplishments toward goals or as result of activities)

- Second Step used Participation in Teacher Training/Booster Training, lesson completion records, and staff and discipline reports to collect data.
- Michigan Model used elementary teacher/principal surveys, parent surveys, and staff and discipline reports to collect data.
- Project ALERT used Teacher Training/Booster Training, substance use survey, lesson completion records, focus groups and staff/discipline reports to collect data.
- Teens against Tobacco Use used student verbal reports, parent verbal reports, and mentor focus groups.

REED CITY AREA PUBLIC SCHOOLS FY 2002-2003

Summary

Reed City School received \$7,478. Funds will be used as carryover next year. A liason officer was hired. Security cameras were purchased.

Final Report

Goal 1: Decrease violent incidents by 10%

Security cameras placed on the buses resulted in a reduction of violent incidents

Process Indicators (Accomplishments toward goals or as result of activities)

- The resource officer left in the middle of the year as well as the superintendent. This resulted in lack of follow up for SDFSCA programming.
- Data collected on bus incidents indicated a significant reduction in violence after security cameras were installed.

ROCHESTER COMMUNITY SCHOOLS FY 2002-2003

Summary

Rochester Community Schools received \$44,990 to provide Life Skills Training program. The program will be presented to 3200 middle school students.

Final Report

Goal 1: Decrease violence-related incidents by 5%

Insubordination/disrespect suspensions increased from 13 to 25 suspensions; open persistent defiance increased from 7 to 15 suspensions, assault against a district employee decreased from 11 to 6; offensive displays/speech increased from 37 to 41; harassment decreased from 38 to 25; fighting decreased from 115 to 106 suspensions among a student population of 14,032. There was an increase (6%) in the number of times students "hit, slapped or kicked another students" yet there was a significant increase (7%) in the number of students who walked away from a fight. Also evident is an increase in the number of times "I told another student how I felt when he/she upset me (9%)", "I avoided getting into a physical fight (8%)", and "I helped another student solve a conflict peacefully (7%)".

Goal 2: Increase the perceived harm in violence-related behaviors by 5%

The number of students who reported that there was "too much violence at my school" increased by 3%. A 10% average increase in the number of students who reported that they could do "something to stop a fight among students" is a positive step. However, students reported a 7% increase in "I would rather use violence to handle problems" and a 3% increase in the number of students who reported, "It's okay to hit someone who hits you first". On the reverse side, students reported a 6% decrease in "If I walk away from a fight, I'd be a coward".

Goal 3: Increase perceived harm in ATOD use by 5%

The percentage of students who reported the risk of harming oneself if they "smoke one or more packs of cigarettes per day" decreased by 10%, "try marijuana once or twice" increased by 7%, "smoke marijuana regularly" decreased by 4%. The perceived harm of taking one or two drinks of alcohol decreased by 11% and the perceived harm of using heroin occasionally decreased an average of 7%. Coupled with the fact that two of the schools consistently showed a decrease in the perceived harm, leads the evaluator to question the validity of student responses.

Goal 4: Decrease ATOD-related suspensions by 5%

The number of drug/alcohol possession or "under the influence" suspensions decreased from 9 during the 2001-02 school year to 7 during the 2002-03 school year. Likewise, "delivery of a controlled substance" decreased from 5 to 4. Both indicated an approximate 20% decrease. Possession of smoking or smokeless tobacco decreased from 10 to 2, which represents an 80% decrease.

Process Indicators (Accomplishments toward goals or as result of activities)

- Achievement toward this goal is monitored through an evaluation of suspension data collected annually within the school district.

Interesting Facts

- Life Skills Training was implemented during the 2002-2003 school year to decrease the number of violence related suspensions. Progress toward this goal fluctuates as reported through the examination of suspension data. On a positive side, the number of fighting suspensions decreased by 8%, harassment suspensions decreased by 34% and assault against a district employee decreased by 45%.
- Interviews with students and staff reported a significant increase in their understanding of what constitutes violence and methods of prevention. All felt that the program was worthy and should be implemented consistently and more fully among middle school students.
- Life Skills Training was implemented during the 2002-2003 school year to decrease the number of violence related suspensions. Progress toward this goal fluctuates as reported through the examination of suspension data. On a positive side, the number of fighting suspensions decreased by 8%, harassment suspensions decreased by 34% and assault against a district employee decreased by 45%.

ROMEO COMMUNITY SCHOOLS FY 2002-2003

Summary

Romeo Community Schools used their SDFSCA funds to focus on reducing the number of violent incidents k-12. The programs will also focus on increasing student knowledge of the health risks of using alcohol, tobacco and other drugs and thus decrease the acceptance of the use of these substances.

Final Report

Goal #1: The goal is to decrease violent incidents in grades k-12 as reported by building referrals.

Physical violence/assaults in the high school were decreased from 70 to 60.
Verbal assaults decreased from 62 to 51. Weapons related incidents went from 3 to 2.

Goal #2: The goal is to increase perceived harm in ATOD use by 5% in grades k-12 as measured by pre/post surveys.

All areas appeared to meet or exceed the goal except marijuana use.

Process Indicators (Accomplishments toward goals or as result of activities)

- Violent incidents did decrease at the secondary level. Discipline referrals were used to look at program effectiveness. Parent, staff and student surveys were also used.
- Perceived harm for alcohol and tobacco use was reduced as demonstrated through the use of pre/post tests. A matter of concern was the decrease in perceived harm for the use of marijuana at the 10th and 12th grade level. This need will be addressed in the new year grant.

ROMULUS COMMUNITY SCHOOLS

FY 2002-2003

Summary

Romulus Community Schools received \$33,517 to provide the research based No-Bullying program, as well as the Home-School Liaison and the Police Liaison program. These programs were provided to 540 elementary school students, and 50 high school students.

Final Report

Goal 1: To reduce attitudes favoring violence and anti social behaviors among participating K-6th grade students by 10%

Pre/post survey results showed that, across items, there was a 37% decrease in attitudes favoring bullying. Item analysis showed a decrease in pro-bullying attitudes was observed for all items. A statistically significant decrease was observed in six question items.

Goal 2: To significantly increase parent's support of their K-6th grade students academic performance, attendance and healthy behaviors by 15%

Post program survey data indicates that the majority of student (70%) reported their parents generally helped them with school. Positive attitudes increased towards school (69%) and behaving in class (65%).

Goal 3: To have student disciplinary referrals for K- 6 will decrease and attendance will increase by 5%

Disciplinary referrals for violent/bullying behavior among student's at participating schools decreased by 13%. Analysis of each referral category showed a decrease in referrals for 3 of 5 categories: danger to self/others, fighting, and ATOD use/possession. Results were statistically significant across all categories.

Process Indicators (Accomplishments toward goals or as result of activities)

- Attitudes toward bullying were measured using a 10-item, self-report survey developed by one of the school social workers of the No-Bullying Program and the evaluator. The response alternatives were Yes/No format so that they would be easily understood.
- The advisory committee advises the applicant how to best coordinate funded activities with other agencies and related services. It reviews the program evaluations, plan and results and makes recommendations to improve violence and ATOD use prevention programs. The district has had a hard time involving students on the advisory council. There were 10 council meetings during the school year.

- The district survey's all elementary school parents at the beginning of the year to garner their input on interest and need for training in the areas of violence awareness and reduction, parenting skills, school communication issues and behavior.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

FY 2002-2003

Summary

The School District of the City of Royal Oak received \$29,802 to provide the research-based Second Step, Project Alert, Preparing for the Drug Free Years, and I Can Problem Solve programs, as well as the Get Real About Violence and Positive Behavior Support programs. These programs were provided to 300 elementary school students, 1350 middle school students, and 600 high school students.

Final Report

Goal 1: To increase perceived harm in alcohol use by 5%

From 2001-2002 to 2002-2003, evaluation from Addams Middle School showed a 100% decrease in alcohol and other drug behavior referrals.

Goal 2: To decrease incidence of fighting and harassment in school by 5%

From 2001-2002 to 2002-2003, evaluation results showed a 26% decrease in insubordination, and 66% decrease in harassment. A 17% increase in fighting was observed. The district has improved staff training (including training support staff (i.e. Lunch Monitors, Bus Drivers, etc.) regarding discipline referrals, and suggested this is one of the reasons why the referrals have increased.

Process Indicators (Accomplishments toward goals or as result of activities)

- The advisory council was actively involved in decisions about administering the Search Survey to students. The council organized a town hall meeting to present survey results to the city commission, school board, and the community in a presentation that was also rebroadcast on local cable television. The advisory council organized a successful Youth/Adult Dialogue Day, submitted an application for a federal Drug Free Communities grant, as well as develop a strategic plan. The advisory council met nine times during the school year.
- Six out of seven eligible non-public schools participated in the Safe and Drug Free Schools program.
- Instructional staff changes mid-year adversely affected the implementation of Project Alert. The superintendent went to another district. He had been very supportive of prevention education and was committed to maintaining prevention programs and strengthening community collaboration. Changes in teaching staff (especially health) made program implementation more difficult.

SAGINAW CITY SCHOOL DISTRICT

FY 2002-2003

Summary

Saginaw City School District received \$179,381 to provide the research-based Michigan Model and Peers Making Peace programs, as well as the Living Consciously, Peace Builders, and Peer Mediation programs. These programs were presented to 7224 elementary school students, 3014 middle school students, and 2566 high school students.

Final Report

Goal 1: To decrease the number of violent behaviors (fighting/assault) at the 6-12 level by 2%

Analysis of outcome data indicated a decrease in middle school long-term suspensions, while increases were observed for both middle and high school short-term suspensions, as well as high school long-term suspensions. Middle school long-term suspensions decreased by 1.7%, while high school long-term suspensions increased by 1.8%. Middle school short-term suspensions increased by 3.2%, while high school short-term suspensions increased by 1.1%. Additional Western Michigan University (WMU) ATOD survey information indicated a 2.7% decrease in the number of students reporting being injured in a fight, as well as a 1.6% decrease in the number of students reporting being threatened at school.

Goal 2: Decrease the rate of drug use (alcohol, tobacco and other drug use) at the upper elementary, middle school, and high school level by 2%

All three grade levels surveyed by the WMU ATOD survey observed significant decreases in reported monthly tobacco use. There was a 6.1% decrease among 8th grade students, 9.1% decrease among 10th grade students, and a 4.1% decrease among 12th grade students. Saginaw City Schools also saw a decrease in reported monthly alcohol use. There was a 6.3% decrease among 8th grade students and 2.0% decrease among 10th grade students, while no change was observed among 12th grade students. The district also saw a decrease in reported monthly inhalant use. There was a .8% decrease among 8th grade students and 2.1% decrease among 12th grade students, while a 1.2% increase was observed among 10th grade students.

Process Indicators (Accomplishments toward goals or as result of activities)

- Evaluation data was collected from the WMU ATOD survey, juvenile court data, building-level violence, and safety and discipline reports.
- Four of the districts seven eligible non-public schools participated in the Safe and Drug Free Schools program.
- Information and invitations to participate in SDFSCA activities are distributed to parents and the community at large through newsletters, flyers, etc.
- Non-Violent Crisis Intervention training was offered and a total of 147 district staff were trained in the skills of conflict management/violence prevention, verbal/physical de-escalation and intervention techniques.

- A total of 14 Michigan Model trainings were conducted and sponsored by PRC at the regional and local level. A total of 65 teachers and staff participated in ATOD related training.
- Additionally, many other program activities strengthened and enhanced ATOD initiatives. These included the “Kick-Butts” Day, an anti-tobacco youth campaign, in partnership with Prevention and Youth Services, and co sponsor of the series “Putting the Puzzle Together” for Students, Professionals and Parents training titled, “A Focus on Oppositional Defiant Behavior and Attention Deficit Disorder for 350 participants.

SAGINAW ISD FY 2002-2003

Summary

Saginaw ISD received \$163,837 has received to provide a variety of programs to their consortium.

Final Report

Goal 1: To reduce the use of ATOD by students in the consortium by 5%

Goal 2: To reduce the use of violent-type behaviors by students in the consortium by 5%

The SDFSCA grant consortium schools reached a total of 13,436 students for 02-03. 401 teachers received in-services and technical assistance about ATOD and violent type behavior prevention from the Saginaw ISD. All schools met their goals.

Process Indicators (Accomplishments toward goals or as result of activities)

- All schools in Saginaw ISD implemented the Michigan Model program. Throughout the district Peer Counseling, Police Liaison Officers, SADD, Student Assistance Programs, Teen Actions Councils, and Lions Quest were also used.

SOUTH LYON COMMUNITY SCHOOLS

FY 2002-2003

Summary

South Lyon Community Schools received \$20,690 to provide the D.A.R.E. program to 360 elementary students and Project ALERT to 3300 6th-12th grade students. The programs will be implemented to increase positive attitudes and behaviors toward drug use.

Final Report

Goal 1: To increase perceived harm from alcohol abuse and driving with intoxicated driver or driving while intoxicated 5%

Pre-test attitudes among fifth graders demonstrates a mostly positive attitude about drug and alcohol abuse, with a range of 3-5% of the surveyed students responding that it was no big deal to smoke, drink or do drugs. In the post survey the range was 1-3% of students who chose responses indicating it was no big deal to smoke, drink or do drugs.

Process Indicators (Accomplishments toward goals or as result of activities)

- MSU Peristadt surveys were given to students for evaluations. Difference in numbers surveyed was due to students leaving or entering the district.

Note

No mention of Project ALERT in final report.

ST. CLAIR ISD FY 2002-2003

Summary

St. Clair ISD received \$47,269 to provide Second Step and Project ALERT curriculums to their school districts.

Final Report

Goal 1: This program will result in an increase in the perceived harm of ATOD usage among the target group by 5%

Goal 2: There will be a 5% change in the attitude of 4th graders towards the acceptance of tobacco use

Because only staff was trained, data reports on student progress and success were not possible. The staff, however, reported very positive reactions to both the drug prevention and the violence prevention training. The typical reaction was that there were many statistics, theories, and strategies that were not known by the staff. Although the staff does know their student population, this training made teachers more aware of the opportunities students are given, the choices they can and sometimes do make, the magnitude of the negative stimulation students receive, and the power and effect just one person can have on a student. Both prevention programs gave teachers the belief and the hope that they could make a difference in the life of a single student and in the attitudes of their entire class.

Process Indicators (Accomplishments toward goals or as result of activities)

- High school student volunteers participated in a daylong mentor training session called TATU (Teens Against Tobacco Use). These high school students learned how to present their message to fourth graders within their own school district. It was a powerful session that brought students together from around the county with the objective to learn how to affect the lives of impressionable 9-10 year old students. This mentor training equipped those high school students with stories, statistics, tactics, and strategies.

STURGIS PUBLIC SCHOOLS

FY 2002-2003

Summary

Sturgis Public Schools received \$20,337 to provide the DARE program. The program will be provided to 500 elementary students and 250 middle school students.

Final Report

Goal 1: To decrease ATOD use by 5%

Results were taken from a pre and posttest provided to the students. Average pretest results were 73% correct while average posttest scores were 93%, an increase of 20%. Posttest results were only in the mid to high (74 to 78% range) and the increase generally running 5 to 8 %.

Process Indicators (Accomplishments toward goals or as result of activities)

- The DARE program also provided a police liaison officer for the school district.
- The State of Michigan DARE Officers Association has nationally recognized Sturgis's program for implementing best practices. Articles on the program were published in state and national DARE newsletters.
- 25 juniors and seniors that are actively involved in high school activities, are drug, alcohol, tobacco and violence free, as well as being academically good students, became Role Models for the elementary students.

SUMMIT ACADEMY NORTH

FY 2002-2003

Summary

Summit Academy North received \$3,482 to provide the D.A.R.E. program and the PeaceWorks program. The programs will be presented to 465 elementary students, 215 middle schools students, and 210 high school students.

Final Report

Goal 1: To decreased incidence of office referrals because of violence related offenses by 25%

The PeaceWorks program, along with supplemental activities, has been in use at Summit Academy North for over 4 years. These lessons promote a strong sense of community among the students and staff, and help to keep the school “peaceful”. This has been, and continues to be, a successful program that we are very proud of. Office behavioral records support this claim as well.

Goal 2: To decreased use of ATOD by 20%

Summit Academy North 5th graders are given a pre-DARE and a post-DARE survey in relation to attitudes and behaviors regarding ATOD use. These surveys are completed anonymously. Results of these surveys, and comparisons of the pre/post surveys were positive. A negative attitude toward ATOD use, both by the student him/herself and peers, increased from the pre-survey to the post.

Process Indicators (Accomplishments toward goals or as result of activities)

- Summit Academy North 5th graders are given a pre-DARE and a post-DARE survey in relation to attitudes and behaviors regarding ATOD use.

SUMMIT ACADEMY

FY 2002-2003

Summary

Summit Academy North received \$2,279 to provide the D.A.R.E and PeaceWorks programs. The programs will be provided to 465 elementary students, 215 middle school students, and 210 high school students.

Final Report

Goal 1: To decrease use of ATOD by 20%

Summit Academy North 5th graders are given a pre-DARE and a post-DARE survey in relation to attitudes and behaviors regarding ATOD use. These surveys are completed anonymously. Results of these surveys, and comparisons of the pre/post surveys were positive. A negative attitude toward ATOD use, both by the student him/herself and peers, increased from the pre-survey to the post.

Goal 2: To decreased incidence of office referrals because of violence related offenses 25%

The PeaceWorks program, along with supplemental activities, has been in use at Summit Academy North for over 4 years. We feel these lessons promote a strong sense of community among the students and staff, and help to keep the school "peaceful". This has been, and continues to be, a successful program that we are very proud of. Office behavioral records support this claim as well.

Process Indicators (Accomplishments toward goals or as result of activities)

- Pre and posttest were given but no data was provided.

TAYLOR SCHOOL DISTRICT

FY 2002-2003

Summary

Taylor School District received \$115,077 to provide the research-based Second Step and Teens Against Tobacco Use (T.A.T.U.) programs, as well as the Taylor Teen Opportunities through Prevention Services (TTOPS), and Myers After School Mentoring program. These programs were provided to 600 elementary students, 30 middle school students, and 85 high school students.

Final Report

Goal 1: A decrease in violent attitude by first and second grade participants in the Second Step Program by 10%

Evaluation efforts observed a 35% decrease in violent attitudes across pre/post test items among first and second grade participants in the Second Step program. Item analysis of the survey showed a decrease in attitudes toward violence for 8 out of 10 items that comprised the survey.

Goal 2: By 9/30/03 using the TTOPS program, the goal is to decrease violent attitudes of TTOPS participants by 15%

Evaluation efforts observed a 37% decreased (from 30.1% to 19.2%) in violent attitudes reported by participants in the TTOPS program. These results were similar among males and females, although the initial rate for violent attitudes for males (31%) was significantly higher than for females (18%).

Goal 3: The goal is to increase perceived harm of tobacco use by fourth grade students participating in the T.A.T.U program by 10% as measured by the "Student Survey on Tobacco" developed by Dr. O'Neill.

Between 55% and 65% of the students felt that trying tobacco or daily use of tobacco or chewing tobacco was more harmful since completing the program. Approximately 50% percent felt that trying tobacco or chewing tobacco once or twice was more harmful since completing the program. Approximately 50% of student felt that second hand smoke environments were more harmful since completing the program.

Process Indicators (Accomplishments toward goals or as result of activities)

- **Myers After School Mentoring:** Across items, there was a 22% decline in attitudes favoring violence and an 18% decrease in perceived violence over the pre-post survey period for "at risk" students at Meyers Elementary.

- Approximately 25 students from Truman High School volunteered to serve as Teen Educators in the T.A.T.U. program.
- Fifteen students from Truman High School were voluntarily recruited to become “Big Buddy’s” to fifteen “at risk” second graders at Myers elementary building after school.
- The Taylor Substance Abuse Prevention Task Force participated in the following events throughout the 2002-03 school year: March Against Violence (10/12/02); 10th Annual Celebration for a Drug Free Taylor (10/9/02); Turn Off the Violence Night Out (9/12/02); Family Enrichment Fair (4/5/03). The advisory council met ten times during the school year. Non Public school personnel were invited but did not attend monthly meetings (they did receive minutes).
- Seven of the districts eight eligible non-public schools participated in the Safe and Drug Free Schools program.
- The greatest challenge to implementing the Second Step Program was getting teacher "buy in" in addition to the other mandated things they must do throughout their day. Of those who attended, word of mouth attracted some teachers in their buildings to attend a second training offered.

TECUMSEH PUBLIC SCHOOLS

FY 2002-2003

Summary

Tecumseh Public Schools received \$12,138 to provide the D.A.R.E. program. The program will be provided to 2100 students' grades 5 through 9.

Final Report

Goal 1: To increase perceived harm in ATOD use 10%

The previous perception and response from students has been a sense of greater safety, positive attitude toward police, greater awareness of the dangers of alcohol, drugs, and violence, and a willingness to try to implement non-violent behaviors. This has been greatly supported by the activities of the elementary school/HS counselor, who has taught non-violent behaviors and led discussion groups dealing with anger management.

Process Indicators (Accomplishments toward goals or as result of activities)

- Surveys were administered by the D.A.R.E. officer but program results are unavailable

Interesting Fact

Due to finances and lack of accurate evidence of significant progress toward our goals, and because the results of the student survey for the last several years have addressed a concern with low-level violence rather than ATOD abuse, Tecumseh has decided to use the Second Step curriculum and fund with SDFSCA dollars.

TRAVERSE BAY ISD FY 2002-2003

Summary

Traverse Bay ISD received \$56,960 to provide the research-based Michigan Model program, as well as the Youth Friends Mentoring program, Natural Helpers program, and Change of Heart trainings to 3223 elementary students, 1614 middle school students, 1620 high school students within the consortiums participating districts.

Final Report

Goal 1: There will be a decrease in drug use by 5%

This past school year of 2002-2003, violent incidents went down in every high school that reported. This was quite encouraging, since this was our major goal for the consortium to lower violent incidents and particularly for secondary students. No data was submitted to support district findings.

Process Indicators (Accomplishments toward goals or as result of activities)

- This has been a particularly difficult year in retrieving data from my schools. I lost 4 of my coordinators last year, some before the year ended. I will do the best with what I have gathered, in summarizing our biggest needs for the 2003-2004 school year.
- With the youth Friends program, parents of a youth friend would get feedback on how their child was progressing at school. Some parents and community members also serve as youth friend mentors.

TRAVERSE CITY AREA PUBLIC SCHOOLS

FY 2002-2003

Summary

Traverse City Area Public Schools received \$56,960 to provide the research-based Michigan Model, Project ALERT, and Reconnecting Youth programs. The programs were provided to 6007 elementary school students, 2958 middle school students, and 3263 high school students.

Final Report

Goal 1: There will be a 5% decrease in drug use among upper elementary students, as well as students in grades 6-12

Analysis of survey results reported an 8% increase in alcohol and other drug use. With the SDFSCA Coordinator who has been with TCAPS for ten years leaving this position the district appointed someone from within to oversee prevention curriculum and ensure the evaluation of this programming. The district has selected a pretest/posttest from the CDC to be used from this point on with Project Alert.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Profiles of Student Life (Search Institute) survey was used to collect evaluation data however will not be used next year due to budget restraints.
- All teachers responsible for the delivery of prevention lessons are required to complete logs dated with which lessons were taught when and by whom if not themselves.
- Prevention programs were not completely implemented due to the transition between SDFSCA coordinators.
- The district has worked hard throughout the year to reorganize the Grand Traverse Families in Action (GTFA). GTFA originally was a grassroots parent organization that was very effective in supporting prevention efforts for both parents & students. This effort has required input and recruitment of parents by other parents and community groups.

TRENTON PUBLIC SCHOOLS

FY 2002-2003

Summary

Trenton Public Schools received \$12,701 to provide the research based Michigan Model and Project ALERT programs. These programs were provided to 1200 elementary school students, 800 middle school students, and 1100 high school students.

Final Report

Goal 1: To show a decrease in favorable attitudes toward alcohol use 25%

The elementary and middle school per pre-test (72%) and post-test (91%) revealed a 19% decrease in favorable attitudes towards alcohol use. These results are echoed in the reported decrease in alcohol use on the WMU ATOD survey. Survey results indicated that 31.1% (down from 69.7%) of Trenton's 8th graders have tried alcohol, while 76.8% (down from 84.4% of 10th graders, and 88.1% (down from 91.6%) of the 12 graders have tried alcohol.

Goal 2: To show a decrease in fighting and suspensions by 25%

The elementary and middle schools per (75%) and post (94%) tests revealed a 19% increase in awareness of using other methods to solve conflicts rather than fighting. These attitudes are echoed in the decrease in suspensions for fighting across building levels. According to the elementary violence reports they experienced 0 suspensions for fighting, which is down from 10 in 2001-2002, and represents a 100% decrease. According to the middle school violence reports there were 2 suspensions for fighting, which is down from 9 in 2001-2002. This represents a 77.8% decrease from the previous year. The high school reported 5 suspensions for fighting, which is down from 7 in 2001-2002. This represents a 28.6% decrease from the previous year.

Process Indicators (Accomplishments toward goals or as result of activities)

- All eligible non-public schools participated in the Safe and Drug Free Schools program.
- The advisory council met twice during the school year.

TROY SCHOOL DISTRICT

FY 2002-2003

Summary

Troy School District received \$38,281 to provide The Boys and Girls Club CLASS Program the PASS Student Assistance program, the Elementary Choices program, the Smith Homework Help program, as well as SAFE Homes. These programs were provided to 5000 elementary school students, 2000 middle school students, and 3000 high school students.

Final Report

Goal 1: To reduce the prevalence of cigarette smoking among high school students by 10%

The percent of students who reported smoking cigarettes declined significantly at all three grade levels and is well below national figures. The 8th grade rate was less than half of that reported nationally. About 14% of 10th grade students and 31% of 12th grade students reported having smoked in the month preceding the survey. Consistent with the decline in tobacco use, student perception of the risk of smoking remains high with about 70% of students perceiving great risk associated with smoking a pack of cigarettes daily. Similarly, peer disapproval of smoking significantly increased at grades 8 and 10.

Goal 2: To reduce the number of high school suspensions for fighting by 10%

Suspensions at the high school level remained about the same for 2003. In 2003, 142 students were suspended for violent or aggressive behavior compared to 137 students in 2002 and 140 students in 2001.

Goal 3: To reduce the number of high school students who report using alcohol by 10%

Since the 1991 survey of students, lifetime and recent use of alcohol have declined 10%-20% among Troy students. Prevalence for binge drinking peaked in 1995 for Troy grade 8 students and in 1998 for 10th grade and 12th grade students and has since declined by 3% to 9%. Students continue to perceive some risk in using alcohol; 35% of grade 8 students, 29% of grade 10 students and 19% of grade 12 students attribute 'great risk' to having four or five drinks on one occasion. The percent of students reporting peer disapproval for drinking alcohol also increased. Perceived ease of access to alcohol declined in grades 8 and 10 and remained about the same in grade 12. Nine out of ten high school students reported that alcohol was very easy or fairly easy to get.

Goal 4: To increase the perceived harm of ATOD use among middle school students by 10%

Reported student use of marijuana has remained the same at grades 8 and 10, but has increased significantly at grade 12. About 4 in 10 seniors report having tried marijuana at least once and about one out of four report having used it in the 30 days preceding the survey. Reported use rates are well below national rates for 2003 for grades 8 and 10 and approach the national rate at grade 12. Inhalant use at grade 8 returned to previous levels. At each level, about 15% of the respondents reported having used inhalants in their

lifetime. About 5% to 7% report having used inhalants in the month preceding the survey. First time use in grades 10 and 12 declined slightly. At the high school level, about 17% of students indicate they have tried inhalants and about 6% indicate use of so-called hard drugs such as crack, cocaine, and heroin. While low compared to alcohol, marijuana, and cigarettes, hard drugs show a concerning trend of increasing use among high school students. Reported lifetime crack use by seniors rose from 4.8% to 8.1%. Lifetime cocaine use rose from 5.3% to 10.7% and lifetime heroin use rose from 2.8% to 8.9%.

Process Indicators (Accomplishments toward goals or as result of activities)

- Monitoring the Future survey was conducted by the University of Michigan Institute for Social Research, and was administered to all students in attendance in grades 8 – 12 on March 27, 2003.

Other

- Graphs were provided for all goals involving ATOD with data comparisons from 1991 to 2003.

TUSCOLA ISD

FY 2002-2003

Summary

Tuscola ISD received \$157,581 to provide to their districts.

Consortium Outcome Goals (excludes individual district goals)

- To decrease ATOD use by 5% among K-12 grade students
- To reduce violent incidents by 10% among K-12 grade students
- The outcome goal is to increase the number of students who feel their school is a caring, and encouraging environment

Final Report

Goal 1: To increase the number of students who feel their school is a caring, and encouraging environment.

The Peaceworks program also indicated non-conclusive results from the collected evaluations. The data really showed an increase in incidents compared to the previous year. This is based on possibly a lack of uniformity of disciplinary forms. According to the Peaceworks program it was not a clear picture on success but this could be from a lack of a comprehensive strategy in collecting evaluation data. Improvement on data collection will be implemented due to better communication.

Goal 2: To decrease ATOD use by 5% among K-12 grade students

The Michigan Model impacted teachers in helping them to improve their prevention efforts with skill-based instruction and essential prevention skills. Further student evaluation will be developed.

The T.A.T.U. program evaluation results indicated a slight improvement in tobacco attitude and an improvement in recognizing the level of risk in using tobacco.

The success of the drug counselor in the schools from Sanilac County is very evident in the number of students who have abstained from A.T.O.D. use. Of the 62 students in the program, 55 have abstained from alcohol, tobacco, and/or other drugs.

SADD Chapters have not been able to successfully articulate a reduction of A.T.O.D. use through evaluations, even though the students believe that it has an impact.

Goal 3: To reduce violent incidents by 10% among K-12 grade students

Using the Michigan Model Module, teachers have indicated that they have improved their confidence in the necessary conflict resolution skills. Further evaluation data will be developed.

Regarding the Police Liaison program, many students indicated an increase in “doing something” if a fight broke out, after program implementation.

The Peer Counseling program has shown an impact on reducing conflicts. Of the 87 incidents, the trained students resolved 81. Of the conflicts that were turned in, 76% were from students, showing confidence in the program. Students informed staff that students are talking more frequently outside of the school setting on resolving conflicts.

VAN DYKE PUBLIC SCHOOLS

FY 2002-2003

Summary

Van Dyke Public Schools received \$42,543 to provide the Kids After School Program for Education & Recreation (KASPER) program for elementary students and the Big Buddies program for middle school and high school students.

Final Report

Goal 1: Improve scores on MEAP & curriculum-based assessments by 50%

Lincoln High School- MEAP data was not available for review. Based on report card grades of 61 students, 21 Big Buddies improved their grades while in the program. 20 earned the same grades, of which 8 of these had straight A's. 20 had a slight decrease in grades (5 went from all A's to 1 B). 41 of 61 maintained or improved their grades while in the program. All Big Buddies passed to the next grade.

Lincoln Middle School- The MEAP data was unavailable for 02/03 school year. However, the student report cards indicate overall the students maintained a B-C average. Students' academic status was consistent pre/post program.

Lincoln Elementary- Based on report card grades, the children that participated in the after-school programs: 41% improved their reading grades and 52% improved their math grades. These improvements were attributed to the mentoring (Big Buddy) component, computer/technology component, homework help, and science components offered at the after-school programs.

Goal 2: Increase daily attendance by 10%

Lincoln High School- Of 61 Big Buddies at LHS, 43 maintained the same level of positive school attendance; 12 improved their attendance during 2nd semester; 6 had a slight decline (usually by 1 extra day of unexcused absence).

Lincoln Middle School- Overall the students' attendance remained consistent pre and post program. They maintained an average of one absence per student. Big Buddy surveys also indicated that the Little Buddies' attendance improved overall. Students remained substance free throughout the program and prior to the start of the mentorship program.

Lincoln Elementary- Many students tend to have a high rate of absenteeism for many reasons. A few reasons that place them at high risk are lack of parental support, unstable homes, family disregard for education, physical and emotional concerns, and substance abuse. Some children were targeted for programs based on a high rate of absenteeism. Of these children, 19% showed improved attendance throughout the duration of after school program.

Goal 3: Reduce the number of disciplinary referrals for all types of disruptive behavior by 10%

Lincoln High School- Of 61 LHS Big Buddies, 43 had no infractions at all during the year. Nine Big Buddies had a total of 19 infractions during 1st semester (before program). Nine Big Buddies had a total of 11 infractions during 2nd semester (during program). Reduction of 8 infractions during program and 43 students maintained perfect discipline record.

Lincoln Middle School- Students were selected in part because of their positive social skills. The primary lack of disciplinary situations is indicative of that, despite one Big Buddy receiving disciplinary action after the start of the program. Overall, this student maintains positive social and academic skills. The parent surveys further indicated that the Big Buddy students demonstrated an increased ability to maintain an absence of delinquent behavior.

Lincoln Elementary- Based on quarterly conduct grades given by classroom teachers; a 44% improvement in classroom conduct is seen. Data indicated 18% improvement in discipline (64% received no write-ups during the 2002/2003 school year)

Goal 4: Identify main social skills which are absent or inadequately developed & to improve on these skills so that student aggression incidents among KASPER students will decrease by 5%

Lincoln High School- The Big Buddies which were selected were identified as possessing positive social skills. The Big Buddy post volunteer surveys identified an increase in Little Buddy social skills such as positive relationships with friends, staff and team building.

Lincoln Middle School- The Big Buddies which were selected were recognized for possessing positive social skills. The Big Buddies consistently demonstrated effective mentoring, coping and communication skills. The Big Buddies also completed a questionnaire prior to the start of the program. The questionnaires allowed the students to identify their pro-social skills, substance free lifestyle and positive peer/staff interaction. The Big Buddy post volunteer surveys further identified an increase in Little Buddy (1) positive relationship with friends, and (2) increase in positive peer/staff relationships and team building. Parental surveys indicated that the students consistently demonstrate positive pro-social skills. The Big Buddies also completed an orientation that complemented parental involvement.

Lincoln Elementary- Pre and post discipline data from each after school program was used to measure changes in aggression incidents. According to this data, student acts of aggression decreased 9% after program participation. There were a total of 22 such incidents prior to the program and 19 afterwards.

Process Indicators (Accomplishments toward goals or as result of activities)

- Van Dyke used supplemental programs that focused on recreation, life skills, cooking, games, academics, computers, and drama to add to their primary programs.

WALLED LAKE CONSOLIDATED SCHOOLS

FY 2002-2003

Summary

Walled Lake Consolidated Schools received \$49,848 to provide the research-based Reconnecting Youth program, as well as Conflict Resolution/Violence Reduction Groups. The programs will be provided to 311 elementary students, 3644 middle school students, and 4258 high school students.

Final Report

Goal 1: To decrease use of alcohol, marijuana and other drugs by 10% among 200 high school students involved in the SAP

Reconnecting Youth was implemented to address the district's substance abuse outcome goal. Surveys indicated that 14% of the more than 200 students involved in the SAP had stopped their use of alcohol and/or marijuana and that 21% had stopped their use of other drugs. 21% reported to be more aware of the harmful effects associated ATOD use.

Goal 2: To decrease conflict related attitudes and behaviors by 10% among middle and high school students involved with the SAP

There was a 17% increase in the number of students who have a positive attitude toward school and toward other students. There was also a 36% increase in the number of students who felt that students at their school cooperate with each other. These positive attitude changes also resulted in an improved school climate. There was a 26% decrease in the number of students who encouraged others to fight and a 29% decrease in the number of students who actually pushed, slapped or kicked another student.

Goal 3: To decrease the perceived harm of alcohol and other drugs by 10% among 200 middle school students

Pre/Post surveys indicated that 26% more of the students felt that the use of alcohol and other drugs was harmful than had felt prior to the implementation of programming.

Process Indicators (Accomplishments toward goals or as result of activities)

- Students were given pre and post surveys developed by Jim O'Neill
- Student Assistance Coordinators gave presentations to athletes and their parents at the high school level.
- The SAP Assistant made regular visits and phone calls to every non-pub to explain the program and services available. She also provided them with information on materials that could be purchased with drug-free funding. 3 of 5 eligible non-public schools participated in SDFSCA.

WATERFORD SCHOOL DISTRICT

FY 2002-2003

Summary

Waterford Schools District received \$55,831 to provide Student Assistance Program (SAP), Project ALERT, and the Hazards of Tobacco (HOT) Program. These will be presented to 2600 middle school students and 3000 high school students.

Final Report

Goal 1: To decrease alcohol, tobacco and marijuana use by 5%

Waterford showed an improvement in such categories as 30-day alcohol use: 45% in 2003 as compared with 73% in 1999, which is also below the national average of 49%. Similarly, 30-day cigarette use for 11th graders, 29% reported this behavior in 2003 down from 49% in 1999. Again the national average was higher than Waterford at 30%. Marijuana usage in the last 12 months declined from 42% in 1999 to 40% in 2003.

Process Indicators (Accomplishments toward goals or as result of activities)

- In February 2003, the Search Institute's Profiles of Student Life: Attitudes and Behaviors survey was administered to all 7th, 9th and 11th graders. In prior years (1996 and 1999) the Communities that Care survey was used and administered to 6th, 8th, 10th and 11th graders. As a result, they were only able to compare the 11th grade data between 1999 and 2003. This showed a tremendous improvement in such categories as 30-day alcohol use: 45% in 2003 as compared with 73% in 1999, which is also below the national average of 49%. Similarly, 30 day cigarette use for 11th graders, 29% reported this behavior in 2003 down from 49% in 1999. Again the national average was higher than Waterford at 30%. Marijuana usage in the last 12 months declined from 42% in 1999 to 40% in 2003.

Interesting Fact:

- Waterford School District also evaluated student discipline data. It showed a dramatic drop in the reported incidence of substance use, violence and weapons among 6th to 12th graders. Compared with the prior year 2001/02 when 482 incidents reported, there only had 131 for the 2002/03 school year.
- Comparison of data received from Waterford Youth Assistance, the diversionary prevention arm of Oakland County Courts for this area, shows a decline of 36 referrals from 97 in 01/02 to 61 in 02/03 for such reasons as alcohol/drugs, school incorrigibility, and school truancy.
- Even though other grades cannot be compared adequately until these same grades are surveyed again in 2005, it is clear that the trend is moving downward. For example, comparing 9th grade data with national numbers for 30-day alcohol use, it reveals 41% nationally to 30% locally. Similarly, total sample percentages for the same behavior show Waterford 7th, 9th and 11th graders at 29% well below the national average at 47%.

WAYNE RESA FY 2002-2003

Summary

Wayne RESA received \$352,275 to provide services to their district.

Final Report

Goal 1: Increase in perceived harm from illegal use of ATODs by consortium members

Six LEA's chose this goal based on their Needs Assessment. Overall the schools achieved higher success than expected. Two schools saw lower than expected results. Gibraltar Schools had challenges with a new trainer, so their results were not as high as in previous years. River Rouge also had challenges with staffing changes, but made great progress.

Goal 2: Decrease in student conflicts by consortium members

Nine LEA's and two Charter Schools chose this goal based on their Needs Assessment. Overall the schools achieved higher success than expected. Four schools saw lower than expected results. Harper Woods has been able to maintain a consistently low rate over the past 5 years with the same programming, so a 2% decrease is still significant. Garden City only trained building level team in bullying prevention but had not begun a systemic program as yet. River Rouge had challenges with staffing changes, but made great progress. And Southgate's 1% difference was really insignificant. Three schools did not implement programs this school year.

Process Indicators (Accomplishments toward goals or as result of activities)

- Needs assessment surveys were given to all LEA's in their district to decide what programs should be implemented. LEA's that chose to use selected programs used a post survey to find a percent in progress over the 02-03 school year.

WAYNE-WESTLAND COMMUNITY SCHOOLS FY 2002-2003

Summary

Wayne-Westland Community Schools received \$125,059 to provide the research-based Second Step program, as well as providing Service Learning projects. These programs were provided to 2200 elementary students, 1333 middle school students, and 838 high school students.

Final Report

Goal 1: To increase student connectedness based on the WW School Connectedness Survey

Students who participated in service learning strengthened their perceptions of school connectedness by 14% when measured from the pre to post assessment.

Goal 2: Students who participate in Second Step will demonstrate a decrease in aggressive/violent behavior by 5%

After 20 of 30 weeks of participation in the Second Step program, elementary students participating in the social skills program had a weekly incidence rate of 5.0 (school 1) and 6.2(school 2) disruptive events. Comparison students at an elementary school that had a delayed intervention (next year) had a cumulative rate of 14.0 aggressive misbehavior events. This represents a 64.2% decrease for school 1, and a 55.7% decrease for school 2 in aggressive/misbehavior events.

Process Indicators (Accomplishments toward goals or as result of activities)

- The Wayne Westland Community Schools Student Connectedness survey was used to collect data on student's attitudes towards school participation and connectedness.
- The cities of Wayne and Westland began Title V community assessments and worked very closely with school personnel to gather and analyze data.

WEST BLOOMFIELD SCHOOL DISTRICT

FY 2002-2003

Summary

West Bloomfield School District received \$23,616 to provide the research-based Botvin's Life Skills Training program. The program was provided to 2507 elementary students, 1555 middle school students, and 1995 high school students.

Final Report

Goal 1: To decrease use of ATOD by 10%

Goal 2: To decrease in aggressive or violent behaviors by 10%

Because of delays in communication with the Life Skill Training program coordinators, West Bloomfield School District was unable to do the post evaluation to gather direct data regarding the impact of this program on the two grant goals. Goals to decrease ATOD use by 10% and to decrease incidents of bullying by 10% were not been reached. According to discipline records, there was an increase in ATOD disciplines from two in 2001/2002 to three in 2002/2003. There was an increase in fights from two in 2001/2002 to sixteen in 2002/2003. There was a decrease in the number of verbal assaults from five to four in 2002/2003, with three of those episodes being prior to the implementation of the Life Skills Training program.

Process Indicators (Accomplishments toward goals or as result of activities)

- Only middle school was trained in the Life Skills Training program because of cost.
- The district was unable to access training for our staff through Lifeskills Training as the closest venue was in Ohio and we could not afford to pay for sending all of our facilitators.

WEST BRANCH-ROSE CITY AREA SCHOOLS

FY 2002-2003

Summary

West Branch-Rose City Area Schools received \$25,278 to provide the D.A.R.E. program, a police liaison officer, and the development of a parent network. The programs will be provided to 220 elementary students, 190 middle school students, and 950 high school students.

Final Report

Goal 1: 10% fewer student discipline incidences related to alcohol and other drug use

Within this target population there were modest gains in regard to fewer discipline referrals as compared to school year 2001-2002, illegal possession remained the same at 2 incidences. Illegal drug use or overdose was reduced from 15 incidences to 2. (The 15 incidences in 2001-2002 were almost entirely related to alcohol. So this statistic is encouraging.) The minor in possessions was reduced from 4 to 3 incidences.

Goal 2: 20% decrease in violence behaviors reported to the office

After comparing crime and safety data from school year 2001-2002 to school year 2002-2003 physical assaults were reduced from 107 to 90 incidences. Sexual assaults were reduced from 2 incidences to 0. Larceny/theft incidences were reduced from 15 incidences to 4.

Goal 3: There will be a 20% decrease in discipline incidences involving alcohol and other drugs

Crime and safety data that compared 2001-2002 statistics to 2002-2003 statistics was used for evaluation. For the target group the incidences of illegal possessions declined from 18 to 2. Illegal drug use and overdose declined from 13 incidences to 8 incidences during the same period.

Process Indicators (Accomplishments toward goals or as result of activities)

- Disciplinary referrals and crime and safety data were used to collect evaluation data.

WITTEMORE-PRESCOTT AREA SCHOOLS FY 2002-2003

Summary

Whittemore-Prescott Area Schools received \$13,346 to provide the D.A.R.E. program to 250 middle school students. The program is being implemented to increase positive attitudes toward drug use.

Final Report

Goal 1: The goal is to decrease students' acceptance of the use of alcohol by 5% among Middle school students (6-8) using the DARE program

Students were asked if they would approve of their friends drinking alcoholic beverages (beer, wine coolers, liquor). In 2002, 82 percent of 6th graders, 79% of 7th graders and 66% of eighth graders said they would not approve. In 2003, the statistics dropped. Only 79% of sixth graders, 61% of seventh graders and 65% of eighth graders said they would not approve of their friends drinking alcohol.

Goal 2: The goal is to decrease students' approval of their friends' use of marijuana by 10% among Middle school students (6-8) using the DARE program

Students were asked if they would approve of their friends using marijuana. In 2002, 91% of 6th graders, 85% of 7th graders and 79% of eighth graders said they would not approve. In 2003, the statistics dropped. Only 87% of sixth graders, 74% of seventh graders and 71% of eighth graders said they would not approve of their friends using marijuana.

Process Indicators (Accomplishments toward goals or as result of activities)

- Both goals measured by Kent County Survey by 4/25/03

WYANDOTTE PUBLIC SCHOOLS

FY 2002-2003

Summary

Wyandotte Public Schools received \$28,842 to provide the research-based Project Alert, Hazard of Tobacco (H.O.T), and Peaceworks programs. These programs were provided to 2296 elementary students, 796 middle school students, and 1418 high school students.

Final Report

Goal 1: A 10% increase in conflict resolution skills

Based on survey results, there was a 16.8% increase in conflict resolution skills across grade levels. The total number of referrals from K-12 building violence related incidences equaled 1137 out of 5576 or 20% of all referrals. These 137 referrals resulted in 116 suspensions from school and 1 expulsion. This was the first year of reporting this information, thus, a baseline measure was not available for comparison.

Goal 2: Increase perceived harm in ATOD use by 10%

Students showed a 10% increase in perceived harm of tobacco use based on pre/post survey. The total number of referrals from K-12 building administrators alcohol/tobacco related equal 210 out of 5576 or 4% of all referrals. These 210 referrals resulted in 95 suspensions from school.

Process Indicators (Accomplishments toward goals or as result of activities)

- The D.A.R.E. program was implemented in all 6th grade classrooms (not funded with SDFSCA).
- 2nd grade students will participate in "Don't Call Me Names" from Sunburst, "How I Learned Not to be Bullied" from Sunburst, PeaceWorks, Social Skills in Action, In Search of Character, Character Education Books and Character Building Classroom Guidance from Career Pathways.