



PLEASE DISTRIBUTE TO TEACHERS

TEACHERS

Blueprints LifeSkills Training Project Fact Sheet

Thank you for your interest in the training and technical assistance grant to replicate the *LifeSkills Training* (LST) Program. The Center for the Study and Prevention of Violence (CSPV), at the University of Colorado Boulder, is working with a partner organization to coordinate the implementation of this project, and we would like to take this opportunity to describe the LST initiative in more detail so that you have a better understanding of what your participation in this project will entail if your school is selected.

The initiative provides curriculum materials (teacher manuals and student guides), training workshops, and technical assistance for three years of program implementation.

The following describes key components of the LST model that have helped make the program effective in reducing adolescents' tobacco, alcohol and drug use. Please carefully consider whether or not you believe your school will be able to fully comply with these specifications. If you have any questions or concerns, please inform your school principal *before* he/she commits to replicating the program.

Participants

The three levels of the LST program can be implemented in grades 6-8 or 7-9. Students in grades 6 or 7 receive 15 LST lessons in the first year of the program. In Year 2, these same students receive 10 booster sessions, and a new cohort receives the original 15 lessons. In Year 3, the original cohort receives 5 booster sessions, the second cohort receives 10 booster sessions, and the incoming cohort receives 15 sessions. Additional optional violence prevention lessons are included in each level. The program is designed to be implemented school-wide, so all students in participating grades receive the curriculum.

School Personnel

A successful replication of LST in your school is predicated on active, enthusiastic teacher participation and support from other school staff and administrators. It is our hope that all personnel in the school will be informed that the school is considering implementing the LST program. We also hope that teachers, in particular, will be made aware of the philosophy of the program and the extent to which it has been shown to reduce participants' drug, tobacco, and alcohol use. In addition, teachers must realize that the success of the program is contingent on adherence to the LST model; that is, closely following the curriculum and teaching all lessons in their entirety.

Teacher Training

If your site is selected, all LST instructors will be required to attend a two-day initial training workshop prior to implementation. Level 1 teachers will be trained in Year 1, Level 2 teachers in Year 2, and Level 3 teachers in Year 3. These workshops will familiarize participants with the theoretical basis of LST and describe the results of the research evaluations that have been conducted. Most importantly, they will provide an opportunity to review the curriculum and practice teaching it. Refresher workshops will be available for returning teachers.

All teachers who plan to implement the program must attend a two-day training workshop. Teachers (unless certified as trainers) may not train others at their school. If a school does not have enough trained instructors to reach all students, it may be dropped from the project. Teacher stipends (up to \$150 per full day) will be paid for training workshops held during the summer, and for training workshops that are held during the school year, reimbursement to districts for substitute teachers will be provided.

Teacher Feedback Surveys will be completed annually by each instructor after the first full cycle of LST has been taught (e.g., after the 15 lessons in Year 1). These evaluations will further enhance CSPV's ability to assess the quality of the implementation process at the site, and we thank you in advance for taking the time to complete the online forms. Teachers will receive a \$20 gift card for completion of surveys.

Classroom Observations

CSPV will monitor the replication process to ensure that implementation is occurring with fidelity and integrity to the LST model. To help us achieve this goal, we will hire local individuals to observe LST classroom sessions and use curriculum-specific checklists to assess whether or not teachers are making the main points of each session. The observers will be a neutral presence in the classroom and will not provide feedback to instructors about their performance. Because the observers will be making unannounced visits, we urge LST instructors to make sure they follow the schedule of implementation provided to CSPV and notify the observer whenever changes have been made to this schedule.

Observers will make regular classroom visits during all three years of implementation. Specifically, they will conduct four observations of teachers implementing Level 1 of the curriculum, three observations for teachers implementing Level 2, and two observations of teachers implementing Level 3. A total of four observations will be completed each year of teachers who provide more than one level of the curriculum. In sites that consist of a very large number of schools and teachers, a reduced number of classroom observations may be conducted. We appreciate your cooperation in providing your LST implementation schedules and allowing the observers to attend these sessions.

Process Visits

A CSPV Implementation Coordinator will visit each site annually during program implementation. Visits will be made to as many participating schools as possible each year. The Implementation Coordinator will meet with school principals and LST teachers, as well as attend LST classroom sessions to gain a better understanding of the site's experiences with the program. More specifically, CSPV is hoping to identify any obstacles faced during implementation, how sites overcome these challenges, and how students respond to the program. In addition, the visit allows CSPV to obtain feedback regarding the implementation of the program and assess needs for further training and technical assistance, as well as allow teachers and administrators to express their opinions regarding the curriculum.

Technical Assistance

The trainer for your site will be available for technical assistance/consulting throughout the three-year project via telephone, email, or on-site visits.

Thank you for considering these issues. If you have any questions about the program or the initiative, please contact the grant representative for your state:

AL, LA, PA: Karen Drewelow | 303-492-7849 | karen.drewelow@colorado.edu
AR, MD, MS, OH: Amanda Lain | 303-492-2134 | amanda.lain@colorado.edu
IN, KY, TN, VA: Joan Bryant | 720-409-8084 | joan.bryant@colorado.edu
IL, WV: Diane Ballard | 303-735-4164 | diane.ballard@colorado.edu
FL, GA: Neera Maru | 303-492-0404 | neera.maru@colorado.edu



LST SITE COORDINATORS

Blueprints LifeSkills Training Project Fact Sheet

The role of the LST Site Coordinator is vital to the success of implementation at each site. This individual is the direct link between the Center for the Study and Prevention of Violence (CSPV) (and the partner agency providing support) and the LST schools and teachers at a site. LST Coordinators will be expected to maintain a close working relationship with participating school(s) throughout the project. Such work will also entail keeping key personnel (e.g., school principals, administrators, and teachers) fully informed about the nature and requirements of the project.

The Coordinator will be responsible for arranging and participating in a feasibility site visit by CSPV with all of the relevant school personnel, coordinating the teacher training workshop and ensuring that all LST instructors attend this training, working with CSPV to order LST teacher manuals and student guides, obtaining teacher schedules for the LST curriculum, and assisting CSPV in monitoring implementation and identifying and solving any barriers to a successful replication. Coordinators must be involved fully in the LST effort at participating schools in order to quickly address implementation concerns as they arise. Coordinators must devote enough time to the LST project to meet the scope of responsibility outlined below:

Training

1. Prior to training, local classroom observers must be hired by CSPV. Coordinators and other key school staff should recommend persons that CSPV may interview.
2. Work with CSPV to set up training, order training materials, and ensure that all LST instructors are able to attend.
3. Encourage key personnel (e.g., principals, vice principals, and counselors) to attend the training in order to provide a supportive school structure.
4. Attend teacher training, and ensure that local observers attend training.
5. Distribute to LST teachers the contact information of the observer(s), site coordinator(s), and CSPV Implementation Coordinator. Instruct teachers to notify CSPV and observers of implementation schedule changes or if classes are cancelled. (Note: observers should be the first to be contacted to avoid an unnecessary classroom visit.)
6. If CSPV does not attend training, collect and return completed LST training workshop Evaluation forms to CSPV.

Before Implementation

1. Collect accurate implementation schedules from teachers, and submit schedules and the curriculum order to CSPV for approval. Ensure that all eligible students are scheduled to receive the appropriate level of the program.
2. Make sure all teachers have required materials to implement (i.e., teacher's manual, student guides, Smoking & Biofeedback DVD, Stress Management Techniques CD).
3. Contact CSPV if materials are missing or additional materials are needed.

During Implementation

1. Monitor the implementation process by checking in with teachers to see if schedules have changed, answer questions, and address concerns.
2. Notify CSPV immediately of any administrator or LST instructor turnover.
3. Ask teachers if they need additional assistance with implementation from the LifeSkills Trainer. Arrange for assistance through the CSPV Implementation Coordinator.
4. Participate in annual CSPV on-site process evaluation visit. If necessary, assist CSPV in scheduling meetings with other key personnel (i.e., principals, teachers, and other LST staff).
5. As teachers finish LST cycles, remind them to complete the online Teacher Feedback Survey.

6. Following completion of LST for the year, complete an online survey detailing the macro issues involved with implementation.

Capacity Building and Sustainability

1. Participate in the regional sustainability training workshop. The training will provide support for teams of participants in designing and completing planning work in connection with a larger sustainability planning process. The training will include time for review of tools and methods, team time to complete critical steps in the planning process, as well as structured peer learning opportunities. Follow-up support and assistance will be provided to sites on an ongoing basis as needed. Travel costs (if applicable) and meals will be covered by the grant.
2. Work with appropriate persons within the site to create and implement a sustainability plan.
3. Integrate additional LST teacher trainings into the professional development calendar, if desired by the district.
4. Align LST lessons to the educational standards of the district or state, if this work is desired by the district.
5. Align LST goals with the larger student achievement and school improvement work in the school and district.
6. Complete a brief telephone survey one and two years beyond grant termination (Year 4 and Year 5) to assess the degree to which the site has sustained the LST program.

Thank you for considering these issues. If you have any questions about the program or the initiative, please contact the grant representative for your state:

AL, LA, PA: Karen Drewelow | 303-492-7849 | karen.drewelow@colorado.edu
AR, MD, MS, OH: Amanda Lain | 303-492-2134 | amanda.lain@colorado.edu
IN, KY, TN, VA: Joan Bryant | 720-409-8084 | joan.bryant@colorado.edu
IL, WV: Diane Ballard | 303-735-4164 | diane.ballard@colorado.edu
FL, GA: Neera Maru | 303-492-0404 | neera.maru@colorado.edu



CLASSROOM OBSERVERS

Blueprints LifeSkills Training Project Fact Sheet

The Center for the Study and Prevention of Violence (CSPV) is seeking applicants for a short-term, part-time, contractual position to evaluate the implementation of a school-based drug prevention program.

About the Program

LifeSkills Training (LST) program is a primary prevention program that targets young adolescents who have not yet developed drug abuse problems. The goal of the program is to prevent substance use (tobacco, alcohol, and marijuana use) and other risky behaviors by providing students with knowledge and skills to resist peer and media pressure to smoke, drink, or use drugs; develop a positive self-image; build healthy relationships; and make good decisions and solve problems.

The intervention takes place in middle or junior high schools (6th-8th or 7th-9th grades, depending on the school structure) and is offered to all students in the targeted grades. The program operates over three years, with students receiving 15 classes the first year, and booster sessions of 10 and 5 classes, respectively, in the following two years. Optional violence prevention lessons are also available if the teacher desires to deliver them.

Requirements

The observer must attend the initial teacher training, held at the participating site, in which he/she will become familiar with the structure, content, and goals of the LST program. The training spans two consecutive days and is conducted by a certified LST trainer. Built into training plans is a period devoted to the fidelity checklist and CSPV protocols.

Once hired, the observer will receive an implementation schedule from the participating school district detailing the number of schools, classes, students, and teachers involved in LST. The program is usually offered either weekly, for up to four months, or as a mini-course, where it may be taught up to five times per week. In the first year of the grant, the observer will visit each LST teacher four times over the course of the program to monitor the implementation process.

If the observer continues working on the project in Years 2 and 3, s/he may be asked to attend a one- or two-day teacher training workshop in each of these years, and will be expected to conduct four observations of each teacher implementing Level 1 of the curriculum, three observations of each Level 2 teacher, and two observations of each Level 3 teacher. For sites that have many LST teachers, the observer may share these duties with one or more other observers.

In addition to attending LST sessions, the observer will be responsible for completing and submitting to CSPV the Implementation Fidelity Checklists, which detail what has occurred in the classroom and how fully the teacher has implemented the program. Observers also are expected to maintain close contact with participating schools and teachers to ensure that the implementation schedule is correct (e.g., classes have not been canceled or re-arranged) and must be able and willing to alter their schedules if and when last-minute scheduling changes arise. Observers also are expected to remain in contact with CSPV Implementation Coordinators, keeping them informed of all schedule changes, major implementation obstacles, or problems that interfere with their own availability.

Periodically (usually during the on-site process evaluation), the CSPV Implementation Coordinator will observe an LST lesson along with the Classroom Observer and also will complete an Implementation Fidelity Checklist for the lesson. The Implementation Coordinator will compare his/her completed checklist to the checklist completed by the Classroom Observer and discuss with the observer areas of

agreement and any discrepancies. Both sets of completed reliability checklists will be retained by the Implementation Coordinator, as originally completed (no changes are allowed to be made on the forms during or following discussion of the forms). These forms will serve as an important measure of inter-rater reliability (consistency and accuracy).

In addition to Implementation Fidelity Checklists, the Classroom Observer will be required to complete and submit an Observer Feedback Form at the end of the year. This form asks the observer to provide detailed information about overall program implementation.

Who May Apply

This position will vary in its time commitment (i.e., the evaluator may work 5 hours one week and 10 the next; or may work daily for three weeks or weekly for four months), depending on the number of participating teachers in the district and their schedule(s) of implementation. As a result, applicants must have a flexible schedule and be available for the duration of the LST program in a given year, regardless of whether it spans three weeks or four months. Because some districts are likely to have multiple schools that begin LST implementation at different times throughout the school year, it is also possible for some observers to have enough work to sustain them throughout a school year. Likely candidates include retired school teachers or administrators, self-employed individuals, homemakers, university students, etc. Because CSPV desires that observers maintain an objective, neutral position, individuals with very close ties to the participating instructors will most likely not be accepted. Applicants with full-time jobs or who are considering seeking full-time jobs should not apply, as the observer position requires much flexibility and availability during the school day.

The applicant's work will be monitored to assure that all required evaluations are conducted. However, because the applicant will be on-site and CSPV staff will not, applicants should be motivated, independent, and conscientious employees who are able to complete tasks without much personal and direct supervision.

Compensation

Observers will receive \$50 for each LST session they attend and \$150 per day for the two-day teacher training (prorated if training does not span two full days). Training also will include time with the CSPV Implementation Coordinator to receive training in the fidelity checklists and protocols for conducting classroom observations. This training can usually be completed immediately after the teacher training ends, but in some cases may occur on a separate day. Payment for training will not be submitted until observers complete 16 observations (or all observations, if completing fewer than 16 in all). If only a portion of planned observations are completed, training pay will be pro-rated. Classroom Observers will be reimbursed for postage if checklists are sent by mail, but will not be reimbursed for phone calls, mileage, or other miscellaneous expenses, such as cancelled or rescheduled LST lessons. These expenses have been calculated into the \$50 payment for completed observations.

For more information regarding this position, please contact the grant representative for your state:

AL, LA, PA: Karen Drewelow | 303-492-7849 | karen.drewelow@colorado.edu
AR, MD, MS, OH: Amanda Lain | 303-492-2134 | amanda.lain@colorado.edu
IN, KY, TN, VA: Joan Bryant | 720-409-8084 | joan.bryant@colorado.edu
IL, WV: Diane Ballard | 303-735-4164 | diane.ballard@colorado.edu
FL, GA: Neera Maru | 303-492-0404 | neera.maru@colorado.edu