



LifeSkills Training (LST) Middle School Program Feasibility Visit Questions (Condensed)

District: _____ City/State _____ Participating Schools: _____

Date: _____ CSPV Rep: _____

How did you hear about the grant? _____

Site Coordinator

Review the role of the Site Coordinator.

1. Who will be the Site Coordinator?

Name / Title: _____ Phone / Email: _____

Is site coordinator a year-round employee (e.g., available in summer)? ☐ Yes ☐ No

If not year-round, who do we contact to order materials and confirm attendees for training?

Parent and Community Support

1. Is there a plan in place for informing parents about the LST Program? ☐ Yes ☐ No Describe:

2. Is there a plan in place for informing the community about the LST Program? ☐ Yes ☐ No Describe:

Implementation Plan

1. Grades: ____ 6-8 or ____ 7-9

2. In what class will LST be taught?

	Class (e.g. Health)	Class Size (# students)	Class Length (minutes)	Elective? (Y/N)*	Combined Grades? (Y/N)**
Level 1					
Level 2					
Level 3					

Address any issues with content area (teaching in gym (PE), facility, classroom management, attitudes about missing PE). Class size > 30, class length < 45:

**Electives (e.g., band, choir) not reaching all students--Options for reaching in other electives, non-elective:*

***Combined grades--Options for breaking into grade levels/implementing another class:*

3. Will all students be reached each year? ____ L1 ____ L2 ____ L3 (*exception is self-contained*)

If maybe/no, explain:

4. Are students regularly pulled out of this class (academic enrichment/interventions)? ____ L1 ____ L2 ____ L3

If yes, number and frequency of pull-out for each level: ____ L1 ____ L2 ____ L3

Alternative areas:

5. Review projected number of students and teachers for all years. (Clarify if they are the same teachers for each level.)

	Level 1	Level 2	Level 3
# Students			
# Teachers			

6. CSPV will ask for a detailed implementation schedule for each teacher prior to fall semester (example).
Approx. start: _____ Quarters/Semesters to reach all students? _____
Schedule (weekly, bi-weekly, mini-course, etc):

Teaching Staff

Review the role of the Teachers.

1. How have teachers been informed that their school is considering this program (inform ASAP for buy-in)?
2. What are the teachers' questions about implementation?

Other Drug Abuse or Violence Prevention Programs

1. What other drug abuse or violence prevention programs currently are being taught in the schools?
2. Will these programs be taught in the same grades as LST? ☐ Yes ☐ No
3. If similar content is being taught simultaneously, plans to reduce conflict or redundancy between them:
If more than one drug program is taught, LST must be delivered in its entirety. Options for teaching in different semesters or different years:

Classroom Observer

Review the role of the Observer, explain payment structure, and reiterate obs. are for content coverage.

1. Does the site have any recommendations for a classroom observer? ☐ Yes ☐ No

Observer Recommendations

- 1) Name: _____ Phone: _____ Email: _____
Work Experience (including work in local schools): _____
- 2) Name: _____ Phone: _____ Email: _____
Work Experience (including work in local schools): _____

Training

Discuss attendance (instructors, admin, counselors, etc.) Discuss pros/cons of trainings held in summer vs school-year (turnover, not avail). Combine if small.

1. What dates or timeframe work best for the 2-day training (summer/early fall)?
1st Choice:
2nd Choice:
2. Can ALL Level 1 teachers attend this training (all must be trained)? ☐ Yes ☐ No
3. How many individuals will attend the training? (Workshops are typically between 12-20 people.)
__Teachers __Administrators __Counselors __Observers __Others (reg subs)
4. Challenges with arranging for substitute teachers for these days (paid by grant)? ☐ Yes ☐ No ☐ N/A
If yes, please explain:

NOTES & OTHER INFORMATION: