



LifeSkills Training High School Program LST SITE COORDINATOR FACT SHEET

Site Coordinators are the direct link between the Center for the Study and Prevention of Violence (CSPV) – who manages the grant and all interactions with the program developer’s company – and schools and teachers involved with Botvin *LifeSkills Training* (LST) implementation.

Site Coordinators are vital to the successful implementation of LST. Broadly, Site Coordinators maintain a close relationship with participating school(s) throughout the project, keep key school personnel informed about the nature and requirements of the project, and assist CSPV in monitoring implementation and identifying and problem-solving barriers to successful programming. Site Coordinators assist with the following responsibilities:

Groundwork

1. Assist with evaluation approvals, including research review and school board approvals.
2. Work with teachers to identify class periods for the student survey to be administered with 9th graders in Fall 2022 and December 2022 (class in which LST is taught), with 10th graders in Fall 2023, and with 11th graders in Fall 2024.
3. Provide a list of eligible/participating students with their student emails or student IDs.
4. Remain in contact with study team regarding parental notifications (consent) and student tracking, and assist with any makeup days for students who were absent.

Training

1. Work with CSPV to set up training, order materials, and ensure that all LST instructors are able to attend.
2. Recommend local classroom observers to be hired by CSPV.
3. Attend teacher training and encourage school staff to attend to provide a supportive school structure.
4. Collect and return completed LST training workshop attendance logs and evaluation forms to CSPV.

Before Implementation

1. Submit curriculum order and contact CSPV if materials are missing or additional materials are needed.
2. Collect implementation schedules from teachers and ensure that all eligible students are scheduled to receive the program.
3. Make sure all teachers have required materials to implement LST (i.e., teacher’s manual, student guides).

During Implementation

1. Check in with teachers and inquire about training needs, schedule changes, questions, and concerns, and relay requests to CSPV.
2. Request teachers to notify CSPV and observers of implementation schedule changes.
3. Notify CSPV promptly of any administrator or LST instructor turnover.
4. Participate in the CSPV process evaluation visit, and provide assistance with scheduling meetings with school personnel upon request.
5. Remind teachers to complete the online Teacher Feedback Survey and complete a Site Coordinator survey detailing the macro-level experiences with implementation.

Capacity Building and Sustainability

1. Integrate additional LST teacher trainings into the professional development calendar, if desired by the district.
2. Align LST lessons to the educational standards of the district or state, if this work is desired by the district.
3. Align LST goals with the larger student achievement and school improvement work in the school and district.

Thank you for considering the responsibilities of the Site Coordinator role. If you have any questions about the program or the initiative, please contact Diane Ballard (303-735-4164, diane.ballard@colorado.edu).



PLEASE DISTRIBUTE TO TEACHERS

LifeSkills Training High School Program LST TEACHER FACT SHEET

The Center for the Study and Prevention of Violence (CSPV) at the University of Colorado Boulder is working with partner organizations to coordinate the implementation and evaluation of the Botvin *LifeSkills Training* (LST) High School program, a program that has been shown to reduce students' drug, tobacco, and alcohol use.

The initiative provides curriculum materials (teacher manuals and student guides), training workshops, and technical assistance for one year of program implementation. Please carefully consider your school's ability to comply with the specifications detailed below, and inform your school principal *before* he/she commits to replicating the program.

Participants

The grant will provide curriculum materials, training, and technical assistance for one year of LST implementation. The LST High School program is a single-year curriculum that will be implemented in grade 9 during the fall. Students will receive 10 LST sessions, each designed to last 45 minutes. As a universal prevention program, it is designed to be implemented with **all** students in the 9th grade.

Teacher Training and Technical Assistance

A successful replication of LST in your school is contingent on following the LST model and teaching all lessons in their entirety. Instructors attend a one-day initial training workshop prior to implementation, which describes the LST program in detail and fosters familiarity with the curriculum. Additionally, a certified LST trainer will be available for technical assistance/consulting throughout the project via telephone, video call, email, or on-site visits.

Teacher stipends of \$200 per 6-hour training day will be paid for LST workshops on non-school time, and reimbursements will be paid to districts utilizing substitute teachers for LST workshops held during the school year.

Classroom Observations

CSPV monitors the replication process to assess the degree that implementation is occurring with fidelity and integrity to the LST model through hiring local individuals to observe LST classroom sessions and use curriculum-specific checklists. Observers are a neutral presence in the classroom and do not provide feedback to instructors. Because observers make unannounced visits, LST instructors should follow the implementation schedule provided to CSPV and/or notify observers when changes have been made to the schedule.

Observers conduct three observations of each teacher implementing the curriculum. In sites that consist of a large number of schools and/or teachers, a reduced number of classroom observations may be conducted. We appreciate you providing your LST implementation schedule and allowing the observer to attend these sessions.

Process Visits and Surveys

A CSPV representative visits during program implementation and meets with school principals and LST teachers, as well as attends LST classroom sessions, to gain a better understanding of the site's experiences with the program. The visit allows CSPV to obtain feedback regarding the implementation of the program, identify obstacles faced and overcome during implementation, and assess needs for further training and technical assistance.

Teacher Feedback Surveys are completed after the first full cycle of LST has been taught (i.e., after the 10 sessions), and teachers will receive a \$30 gift card for survey completion. These online surveys further enhance CSPV's ability to assess experiences with the implementation process, and we appreciate your feedback.

Thank you for considering these grant components. If you have any questions about the program or the initiative, please contact Diane Ballard (303-735-4164, diane.ballard@colorado.edu).



LifeSkills Training High School Program LST CLASSROOM OBSERVER 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 social-emotional learning and substance use and violence prevention program.

About the Program

The Botvin *LifeSkills Training* (LST) High School Program is a prevention program with the goal to prevent substance use and other risky behaviors by providing students with knowledge and skills to 1) resist peer and media pressure to smoke, drink, or use drugs, 2) develop a positive self-image, 3) build healthy relationships, and 4) make responsible decisions and effectively solve problems. This single-year curriculum, composed of 10 sessions, will be delivered in high schools and offered to **all** students in grade 9 during the fall.

Requirements

Observers attend an initial teacher training, typically held at the participating site, to become familiar with the structure, content, and goals of the LST program, as well as a training pertaining to protocols on completion and submission of all required observation forms.

Observers visit each LST teacher three times over the course of the program to monitor the implementation process. For sites with many LST teachers, observers may share these duties with additional observers. LST is designed to be taught at least once per week, and may be taught up to five times per week as a mini-course; therefore, with 10 sessions, a given implementation cycle may span two weeks to approximately 2 ½ months.

Observers maintain an objective, neutral position and are responsible for completing and submitting the required observation forms that detail how LST implementation occurred in the classroom. Observers remain in contact with CSPV, providing updates of schedule changes, major implementation obstacles, LST teacher turnover, or problems that interfere with their own availability.

During program implementation, the CSPV representative observes an LST lesson along with observers, with both individuals completing observation checklists for the lesson. After comparing both checklists and discussing areas of agreement and any discrepancies, both sets of checklists are retained by CSPV as an important record for consistency.

Lastly, observers complete and submit an Observer Feedback Survey at the end of the year providing details about overall program implementation.

Who May Apply

This position varies in its time commitment (e.g., 5 hours one week and 10 the next; daily for two weeks; weekly for two months), depending on the number of participating teachers in the district and their implementation schedule(s). Applicants must have a flexible schedule and be available for the duration of the LST program in a given year. Observers should be motivated, independent, and conscientious employees who are able to complete tasks without much direct supervision. Candidates may include retired school personnel, self-employed individuals, or other professions, though individuals with, or seeking, full-time jobs should not apply.

Compensation

Observers receive \$200 per full day (prorated if shorter than 8 hours) for attending training on the LST Program and CSPV observer protocols, as well as \$60 for each LST class session. Payment for training will be processed once observers complete 16 observations (or all observations, if completing fewer than 16 in all). Observers will be reimbursed for postage if checklists are sent by mail, but all other costs (e.g., phone calls, mileage, food) have been calculated into the \$60 payment per completed observation.

For more information regarding this position, please contact Diane Ballard (303-735-4164, diane.ballard@colorado.edu).