



APPLICATION INFORMATION

Description of LifeSkills Training Program Grant

The Center for the Study and Prevention of Violence (CSPV) has received funding from Altria Client Services on behalf of Philip Morris USA, John Middleton Co., and U.S. Smokeless Tobacco Company LLC to disseminate the LifeSkills Training (LST) Program. The grant will allow CSPV to provide three years of training and technical assistance and program materials to eligible schools, districts, and education agencies, beginning in fall 2016.

Through this grant, 132 school districts around the country already have replicated the LifeSkills Training program. CSPV is responsible for receiving and evaluating applications, conducting feasibility site visits, selecting sites, and monitoring the implementation fidelity throughout the three years of the grant to evaluate the degree to which sites are implementing the program with fidelity and integrity. CSPV subcontracts with the organization that developed the LifeSkills Training program to deliver expert training and technical assistance to teachers and to provide program sustainability training to administrators.

The main goal of the LST program is to substantially reduce drug use among young adolescents by teaching prevention-related information, promoting anti-drug norms, teaching drug refusal skills, and fostering the development of personal self-management skills and general social skills. Optional violence prevention lessons that focus on anger management and conflict resolution skills are also included in the curriculum.

Requirements

- School or district containing grades 6-8 or 7-9, or educational agency.
- Support/commitment of schools and teachers.
- Assign a person (coordinator) in the district to oversee the LST effort.
- Ensure that teachers attend training workshops.
- Commitment to program integrity.
- Allow CSPV to monitor fidelity through classroom observations and site visits.
- Teachers must complete a 10-minute survey on implementation at the end of the first full cycle of LST taught (\$20 incentive provided).
- Coordinators must complete a brief survey at the end of each year.

Monitoring Description

- **Site Visit:** Each site will receive one visit each year during the time that LST is being implemented in the majority of schools. During this visit, a CSPV Field Representative will complete a semi-structured interview with the Site Coordinator regarding implementation issues. The Site Coordinator also will arrange for the Field Representative to visit as many schools as possible, observing classrooms during LST lessons, and meeting with participating LST teachers and school administrators.
- **Classroom Observations:** Observations of teachers occur in each year as follows:
 - Year 1: 4 classroom observations of each Level 1 teacher.
 - Year 2: 3 classroom observations of each Level 2 teacher, plus 4 observations of Level 1 teachers.
 - Year 3: 2 classroom observations of each Level 3 teacher, plus 3 observations of Level 2 teachers, and 4 observations of Level 1 teachers.*Note: Teachers delivering multiple levels will be observed no more than 4 times.*
- **Teacher Surveys:** Teachers will complete a brief online questionnaire after the first full cycle of LST is taught detailing implementation fidelity, dosage, and student participation. A \$20 gift card will be provided for survey completion.
- **Site Coordinator Surveys:** Site Coordinators will complete an end-of-year online survey each of the three years detailing the macro issues involved with implementation (such as organization or training problems).
- **Sustainability Surveys:** A brief telephone survey will be conducted with a district representative one and two years beyond grant termination (Years 4 and 5) to assess the degree to which the site has sustained the LST program.

Schools Receive

- Curriculum materials for LST, including student guides and teachers manuals, as follows:
 - Year 1: Level 1 (6th or 7th grade, depending upon school structure) materials provided.
 - Year 2: Level 2 (7th or 8th grade) and Level 1 materials provided.
 - Year 3: Level 3 (8th or 9th grade) and Levels 1 and 2 materials provided.
- On-site training will be provided by the LifeSkills Training Team in the form of one- to two-day teacher training workshops, as follows:
 - Year 1: training provided to ALL Level 1 teachers.
 - Year 2: training provided to all NEW Level 1 teachers and ALL Level 2 teachers.
 - Year 3: training provided to all NEW Level 1 and 2 teachers and ALL Level 3 teachers.All personnel who intend to teach the curriculum must attend these workshops.
- Teacher stipends for trainings held on unpaid days (e.g., summer) or substitute teacher reimbursements to schools/districts for trainings held on school days.
- Ongoing technical assistance related to LST program implementation will be provided by the LifeSkills Training Team on an as-needed basis.
- Resources and customized training will be provided to help sites plan for program sustainability.
- CSPV will provide each site with an annual report detailing implementation fidelity, obstacles faced and overcome, and opportunities for improvement.

Timeline

Winter 2014 through Spring 2016 (Application and Feasibility)

- The final deadline for applications is **October 31, 2015**. Sites are encouraged to apply earlier, as priority will be given to applications received by **April 30, 2015**.
- CSPV will immediately review all applications and provide assistance to applicants to clarify details and prepare them for the feasibility visit and program adoption.
- A half-day feasibility site visit will be conducted by CSPV staff after receipt of the application to review information detailed in the application and gather additional information about the participating schools and students. The school district superintendent, principals from each participating school, at least one teacher representative from each participating school, and other key personnel involved in the project should attend.
- Shortly after the site visit, and as soon as the site has met all the eligibility requirements, CSPV will inform applicants of their eligibility for inclusion in this initiative.

Fall 2016 and Spring 2017 (Year One Implementation)

- Sites will receive an initial two-day teacher training workshop in Year 1 for Level 1 teachers (6th or 7th grade, depending on school structure).
- Level 1 implementation will begin (i.e., 15 sessions of the core curriculum or 18 sessions if the three optional violence lessons are included). All eligible students must receive the first level of the program by the end of the school year.
- Process evaluation by CSPV will include 4 classroom observations of each Level 1 teacher, on-site visit to schools to gather information from LST Site Coordinator and observe LST sessions, teacher survey after completion of first LST cycle (\$20 gift card provided), and end-of-year Site Coordinator survey.
- An end-of-year feedback report detailing implementation at the site will be provided during the summer.

Fall 2017 and Spring 2018 (Year Two Implementation)

- Level 2 (7th or 8th grade, depending on school structure) teachers will be trained, as well as new Level 1 teachers.
- Level 2 implementation will begin (i.e., 10 core booster sessions or 12 sessions if two optional violence lessons are included). Incoming Level 1 students will receive initial 15 (or 18) LST sessions.
- Process evaluation by CSPV will include 4 classroom observations of each Level 1 teacher and 3 classroom observations of each Level 2 teacher, on-site visit to schools to gather information from LST Site Coordinator and observe LST sessions, teacher survey after completion of first LST cycle (\$20 gift card provided), and end-of-year Site Coordinator survey.
- An end-of-year feedback report detailing implementation at the site will be provided during the summer.

Year Two or Year Three - Sites will be offered two types of regional training:

- Sustainability workshops to help LST grantees effectively develop sustainability plans that address issues and challenges specific to their communities.
- Training of Trainer (TOT) workshops to train an individual from each site to provide the teacher training workshop to LST instructors in their district after the grant.

Fall 2018 and Spring 2019 (Year Three Implementation)

- Level 3 (8th or 9th grade, depending on school structure) teachers will be trained, as well as new Level 1 and 2 teachers.
- Level 3 implementation will begin (i.e., 5 core booster sessions or 9 sessions if the four optional violence lessons are included). Incoming Level 1 students will receive the initial 15 (or 18) LST sessions; Level 2 students receive 10 (or 12) booster sessions.
- Process evaluation by CSPV will include 4 classroom observations of each Level 1 teacher, 3 classroom observations of each Level 2 teacher, and 2 classroom observations of each Level 3 teacher; an on-site visit to schools to gather information from LST Site Coordinator and to observe LST sessions; a teacher survey after completion of each LST cycle (\$20 gift card provided); and an end of year Site Coordinator survey.
- An end-of-project feedback report detailing implementation at the site will be provided during the summer.

Spring 2020 and Spring 2021

- CSPV will conduct a brief sustainability survey with each site one and two years after the grant-funded initiative.

Illustration of Implementation Schedule:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
LST Level Implemented	6th grade 7th grade* 8th grade*	6th grade 7th grade 8th grade*	6th grade 7th grade 8th grade	Sustainability Survey 1	Sustainability Survey 2
Funding	100%	100%	100%	N/A	N/A

* **Materials only** - Program implementation as described for grant assumes a 3-year model, with schools initiating Level 1 of LST in Year 1. However, in some sites LST already is being implemented/is underway. In such sites, materials may be provided for all three grade levels throughout the project if implementation continues in those levels. The process evaluation, training, and TA may be limited to the relevant grade levels (6th graders in Year 1, 6th and 7th graders in Year 2, all three grades in Year 3), depending on training level of teachers currently implementing LST.

Selection Criteria

Applications may be received from schools (public or private) and local, regional, or state education agencies. Applications will be reviewed and selected based on the following criteria:

- Understanding of the program's specific goals and objectives.
- Ability to assign a district person to coordinate the LST project.
- Ability to obtain the commitment of participating school personnel. Letters of commitment must be signed by principals from all participating schools and by the district superintendent and returned with the application.
- Capacity to ensure that all teachers implementing LST are trained in the curriculum.
- Ability to provide detailed information regarding how the program will be taught, who will be teaching it, and how many students will be receiving the curriculum.
- Ability to ensure appropriate class size and adequate facilities for the program.
- Willingness to follow the LST model, implement the program as designed and intended, and cooperate with CSPV in monitoring implementation fidelity.
- Ability to integrate the LST program into the schools' curriculum.



LST GRANT APPLICATION CHECKLIST

Please fill out the following checklist to ensure that your application is complete and return this form with your application.

Note: to check boxes below and throughout application, double click box and select "checked."

	Yes	No
Have you:		
• Identified the subject area in which LST will be taught, and the corresponding teachers?	<input type="checkbox"/>	<input type="checkbox"/>
• Informed the LST teachers of their role in this project, including evaluation (observations, survey) requirements?	<input type="checkbox"/>	<input type="checkbox"/>
• Distributed the LST Teachers Fact Sheet to all LST teachers?	<input type="checkbox"/>	<input type="checkbox"/>

Have you enclosed the following forms:

• The letter of commitment from the school superintendent?	<input type="checkbox"/>	<input type="checkbox"/>
• The letter of commitment from each school principal?	<input type="checkbox"/>	<input type="checkbox"/>
• An "LST Participating Schools" form for each school?	<input type="checkbox"/>	<input type="checkbox"/>

Submit Applications to Project Manager:

Joan Bryant, Ph.D.

Center for the Study & Prevention of Violence (CSPV)

University of Colorado at Boulder

483 UCB, Boulder, CO 80309

303-735-0455 Phone

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joan.bryant@colorado.edu



Center for the Study and Prevention of Violence (CSPV)
LIFESKILLS TRAINING (LST) GRANT APPLICATION
(May submit paper or electronic copy)

Date: _____

Contact Person: _____ Title: _____

School/Organization/Agency: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Fax: _____

Email: _____

Note: to check boxes throughout application, double click box and select "checked."

ASSESSMENT/IMPLEMENTATION PLANNING:

1. Have you reviewed, or are you familiar with, the LST curriculum? ☐ Yes ☐ No
If yes, are there any lessons or activities which would be problematic to teach in the targeted school(s)? ☐ Yes ☐ No If yes, please explain:
2. Has any school in your site ever implemented LST? ☐ Yes ☐ No
If yes, describe any current implementation of LST, and if no longer implementing, explain why.
3. Is there a community-wide, district, or school-level assessment of the youth drug problem?
☐ Yes ☐ No
If yes, provide a description of the data being collected, including the name of the survey, and who has responsibility for collecting and analyzing the data. Provide contact information for a person who can provide us with further information.
4. Describe the drug problem (including tobacco use) in your school(s) or community
5. What do you hope to achieve by implementing LST?

6. Are other violence and drug programs being implemented in the targeted school(s)? ☐ Yes ☐ No
If yes, please list the names of the schools and its program(s), behaviors targeted (e.g., tobacco use, violence), and the grades in which they are taught:

If tobacco and other drug programs are currently being implemented, how will you ensure that they will not overlap with LST? How will LST be incorporated into the larger vision of drug prevention strategies in the school/district?

7. Describe the successes and challenges that your school/district has experienced in implementing "prevention" strategies in the past.
8. Describe the groundwork which has already been done, or is planned, to inform school boards, superintendents, administrators, principals, teachers, and other staff about the LST program.
9. What efforts are planned to integrate LST training into the teachers' professional development calendar?
10. Describe the teacher turnover rate in your district.
11. Describe any strategies you have used or plan to use to engage the community or parents in drug prevention activities (LST or non-LST).
12. Enclosed are letters of commitment that must be signed by the principal of each participating school and by the district superintendent to signify their support for the program and intent to implement LST with fidelity and integrity to the model. Please return these signed letters with the application.

RESOURCES

1. What types of resources (e.g., monetary, organizational, personnel, and facilities including adequate teacher training space) are available to fully implement LST throughout the three years of the project?
2. Have you identified a Coordinator to oversee the LST implementation in your school(s)? ☐ Yes ☐ No
If yes, please list the Coordinator's name and contact information:
Describe Coordinator's relationship to the applying school(s). Please also ensure that this person will be able to fulfill the duties detailed on the "LST Site Coordinators" Fact Sheet).
3. Is there a Co-Coordinator (or assistant to the Coordinator) whom we may contact when the Coordinator is unavailable? ☐ Yes ☐ No If yes, please list this person's name and contact information:

IMPLEMENTATION

1. How many schools at your site intend to teach the LST program? _____
Please complete an attached "LST Participating Schools" form for each school, including the projected implementation plan and numbers of participants.
2. In general, are the schools in your district: ☐ Urban ☐ Suburban ☐ Rural
Describe any other demographic information about the region you feel is relevant to this project:
3. Will an "alternative" school be included in this implementation? ☐ Yes ☐ No
If yes, identify the school and describe the school structure, student population (including stability of enrollment), and how the LST program will benefit these students:
4. LST will be implemented generally in (list by individual schools on the "LST Participating Schools" form:
☐ grade 6 (15 sessions), with booster sessions in grades 7 (10 sessions) and 8 (5 sessions)
☐ grade 7 (15 sessions), with booster sessions in grades 8 (10 sessions) and 9 (5 sessions)
5. Please be aware that LST is designed for **all** students in grades 6-8 or 7-9 (excluding special populations, see question 6 below). During the three years of implementation, will all students in these grades receive the program? ☐ Yes ☐ No If no, please explain:
6. Will special education and/or bilingual students receive the program? ☐ Yes ☐ No
If yes, please note whether these students are in self-contained or mainstreamed classrooms.

7. In what subject area(s) will LST be taught? _____

CSPV recommends that LST *not* be taught during physical education. It may be taught during Health if a regular classroom is available in which to teach. LST should not be taught in classes with mixed grade levels.

What is the typical class size of this subject? _____

students

What is the typical class length of this subject: _____

minutes

Please note that prior to the beginning of the school year, you will need to submit an "LST Implementation Schedule," detailing when LST sessions will be taught in each participating school.

8. Across the majority of schools, how often will LST be taught?

Note that it may be taught from 1-5 times per week (as a weekly class or as a mini-course).

9. Provide a timeline of the projected begin and end dates of LST, noting whether or not students will receive LST quarterly, on a rotating basis, etc.

10. Will lessons be co-taught? ☐ Yes ☐ No If yes, please describe how this will occur:

11. Are the classroom teachers aware that the LST program is being considered by their school?
☐ Yes ☐ No If yes, how were they informed and what was their reaction to the program?

If no, please distribute and review with teachers the enclosed "Teachers" Fact Sheet describing the program and instructors' responsibilities in teaching the curriculum.

12. Are all participating teachers in all LST levels aware that they will be asked to complete a Teacher Survey after completing each LST cycle (a \$20 gift card will be awarded)? ☐ Yes ☐ No
Please describe any problems.

13. Please be aware that CSPV will hire on-site consultants to observe LST classroom sessions (see "Classroom Observers" Fact Sheet). These observers will be monitoring the fidelity and integrity of implementation by noting whether or not teachers cover the main points of each lesson. They will not provide feedback to teachers, and they make unannounced visits to the school. The observers will conduct several random observations of every LST teacher.

Do you foresee these observations as a problem for your teachers or schools?

☐ Yes ☐ No If yes, please explain:

14. Do you foresee any problems in ensuring that these teachers can be released and will attend both days of the two-day training workshop? ☐ Yes ☐ No If yes, please explain:

Note: LST teachers **must** attend this training and cannot train others in their schools without trainer certification.

SUSTAINABILITY

1. Small teams from sites will be asked to participate in a hands-on sustainability training. Trainings will be highly interactive in nature and provide participants the opportunity to begin critical planning work in connection with a larger sustainability planning process. Do you foresee any problems in attending the training? ☐ Yes ☐ No If yes, please explain:
2. Describe the plans, if any, your project is exploring to sustain the LST program. Please identify:
 - How project leaders have analyzed and articulated how LST fits within the school's vision of student achievement and school improvement.
 - The range of financing strategies and funding sources (both monetary and in-kind) program leaders envision supporting this work beyond the life of the grant.
 - The range of stakeholders and key champions the program leaders will develop in order for this work to be sustained.

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LST PARTICIPATING SCHOOLS

(Complete one form for each participating LST school at your site.)

Name of School District: _____

Name of School: _____

School Address: _____

City: _____ State: _____ Zip: _____

School Telephone: _____ School Fax: _____

☐ Urban ☐ Suburban ☐ Rural Total # Students in Schl: _____ School Structure (K-8, 6-8, 7-9): _____

School Contact Person: _____ Contact Phone #: _____

Contact Full Address: _____

Contact Email: _____

IMPLEMENTATION PLAN (for school year 2016-2017):

Projected LST Implementation Start Date: _____

LST will be implemented in Year 1 with Level 1 students in: ☐ 6th grade or ☐ 7th grade
(Likely to correspond to the first year of middle school/junior high for your school/district)

LST will be implemented in the following subject area: _____

Students to Receive LST This Year:

Level 1: _____ ** # Level 2: _____ ** # Level 3: _____

If not implementing with all students, explain: _____

of LST Teachers who will teach Level 1: _____

** # of LST Teachers who will teach Level 2: _____ (record only if implementing Level 2 this year)

** # of LST Teachers who will teach Level 3: _____ (record only if implementing Level 3 this year)

** Record only if implementing Levels 2 / 3 this year (i.e., LST has been ongoing in your school/district).

