

CHAPTER 5

Summaries of Promising Practices

This chapter describes some promising practices that may be included in a comprehensive, integrated approach and summarizes what is currently known about their effectiveness. These programs lack sufficient research to prove their effectiveness. In some cases, such as coordinated school health programs, research on effectiveness is missing because the approach is too complex for an evaluation to be implemented in a cost-effective manner. In other cases, such as conflict resolution, the field may be too new for a sufficient research base to be established. Nonetheless, these approaches should contribute toward the creation of safe and drug-free schools and together contribute toward a comprehensive approach.

When a district considers including

promising practices in its drug- and violence-prevention program, the principles for selection and implementation remain similar to those for programs that have been shown to be effective. The district should

- ◆ Consider the pragmatics of a given program:
 - Does the program address a pressing need in the school?
 - Is it relevant to the school's student population — socially, culturally, ethnically?
- ◆ Make a commitment to the duration, integrity, and intent of the program—do not pick and choose components.
- ◆ Be sure the program is a logical piece of a districtwide comprehensive effort.

The following promising practices are presented in this chapter:

- ◆ Comprehensive Integrated Services: Healthy Start
- ◆ Conflict Resolution
- ◆ Coordinated School Health Programs
- ◆ District Policies
- ◆ Early Intervention
- ◆ Environmental Strategies
- ◆ Family Involvement
- ◆ Full-Service Schools
- ◆ Gang Intervention
- ◆ Positive Alternative Activities
- ◆ Service-Learning Programs

Comprehensive Integrated Services: Healthy Start

The Healthy Start Support Services for Children Act (Chapter 759, Statutes of 1991) is the centerpiece of California's prevention agenda for children. Schools and community agencies and organizations work together to improve the well-being and achievement of young people and their families and the effectiveness of the systems that serve and support the community. These school/community collaboratives provide culturally appropriate, integrated, accessible, and strengths-based educational, health, mental health, social, and other support services at or near the school site. The initiative recognizes that educational achievement, physical and emotional health, and family strengths are interdependent.

The intent of Healthy Start is to improve the lives of children and families by:

- ◆ Ensuring that each child receives the physical, emotional, and intellectual support that he or she needs — in school, at home and in the community — to learn well
- ◆ Building the capacity of students and parents to be participants, leaders, and decision makers in their communities
- ◆ Helping schools and other child- and family-service agencies to reorganize, streamline, and integrate their programs to provide more effective support to children and their families

The school-linked services that are being offered to meet the needs of children, youths, and families in Healthy Start centers include:

- ◆ Family support (child protection, parenting education, child care)
- ◆ Basic needs (food, clothing, shelter, transportation)
- ◆ Medical/health (vision, hearing, dental, Child Health and Disability Prevention, acute care, preventive health)
- ◆ Academic/educational (tutoring, dropout prevention)
- ◆ Employment (career counseling, job placement, job training)
- ◆ Youth development (recreation, service learning, community service)

For example, one Northern California school district has Healthy Start sites at a middle school and a high school and has received funding for a group of six elementary schools. The funding has been parlayed into in-home family counseling, Boys and Girls

Clubs after-school activities, Parents as Teachers curriculum, dental screenings, nutrition education for students and parents, physical examinations for students wanting to participate in sports, and a Healthy Start Family Resource Center. The director of integrated services for the district reports that two ingredients are necessary for success. “You have to look at what you already have that’s great and what’s in the community that you can link to what you have,” she says. “And you need at least four or five people who are passionate about making it work. We build from there.” She also notes that collaborating with community agencies is hard work and may result in occasional turf wars but that the efforts are worthwhile.

Districts may use up to 5 percent of their Improving America’s Schools Act (IASA) funding for this purpose under the provisions of Title XI, Coordinated Services Projects, which is the IASA term for comprehensive integrated services.

Research-Based Evidence of Effectiveness

By redesigning service systems to be more effective, more accessible, and more responsive to families, local initiatives strive for measurable improvements in such areas as school

readiness, academic success, health and mental health, and family functioning. Positive results have been shown for students and their families in the following areas:

- ◆ Standardized test scores for grades one through three increased an average of 3 percentage points
- ◆ Family mobility rates decreased by 12 percent
- ◆ School violence decreased
- ◆ The suspension rate and unexcused absences decreased
- ◆ Elementary schoolchildren's classroom behavior improved
- ◆ Parent participation increased for all school activities.

Evaluations of 65 local Healthy Start operational grantees that were funded in 1992 and 1993 and one privately funded school-linked services initiative in California were conducted (Wagner, Newman, and Golan 1996). The study found small increases in the number of students who reported that their use of

alcohol or drugs caused problems for them at school or at work. However, the authors theorize that involvement with alcohol and other drugs might be expected to grow as students mature or become more comfortable discussing their substance use with counselors. Flattening the rate of growth or experiencing an actual decline would be an indicator of a positive impact. It is therefore difficult to establish the effectiveness of school-linked services in reducing alcohol and other drug use.

In contrast, a statistically significant reduction in gang involvement was reported among teens in the local initiatives which had set such a goal for themselves. An earlier study of Healthy Start services (Wagner and Golan 1996) had also revealed a decrease in school violence (not statistically significant) among Healthy Start sites.

For More Information:

Healthy Start Office
California Department of Education
721 Capitol Mall, Room 556
Sacramento, CA 95814
(916) 657-3558

Healthy Start Field Office
CRESS Center, Division of Education
University of California, Davis
Davis, CA 95616-8729
(530) 752-1277

Coordinated School Health Programs

A coordinated school health program is better known within California as a comprehensive school health system. *The Health Framework for California Public Schools* introduces eight components of comprehensive school health systems:

- ◆ Health education
- ◆ Physical education
- ◆ Health services
- ◆ Nutrition services
- ◆ Psychological and counseling services
- ◆ Health promotion for school staff
- ◆ Safe and healthy school environment
- ◆ Parent and community involvement

The term “coordinated school health program” is preferred because the term “coordinated” describes a model of eight complementary and integrated components, as opposed to eight independent elements. Because this is a system, what happens in one component affects the others. For example, health education in the classroom is reinforced by district policies that support safe and drug-free schools; the district policies, in turn, support a full-service school approach. Further,

implementing a coordinated school health program can contribute toward the development of a positive school climate and promote student attachment to the school.

At a middle school in southeastern Fresno, the school’s full-time nurse works with the full-time school psychologist to implement a coordinated school health program. To prevent alcohol and other drug use, the program includes interdisciplinary lessons on drug and alcohol abuse and weekly support groups for the Children of Alcoholics program. Other support groups help students build self-esteem or cope with the loss of a loved one through death or divorce. The Think First curriculum, developed in response to gang-related problems, teaches members how to manage anger and resolve conflicts. The physical education department has incorporated a health curriculum, including Family Life Education, to supplement health-related topics taught in science classes. An on-campus health clinic offers students and community members comprehensive physical exams and referrals. The Future Positive program, funded by local hospitals, involves community agencies in after-school programs for students. The school also holds a monthly Parent Education Night and conducts parenting classes in English and Spanish.

Research-Based Evidence of Effectiveness

No full-scale evaluation of a complete coordinated school health program has been undertaken because of cost and other constraints. Therefore, it is not possible to say without equivocation that a coordinated school health program can reduce the prevalence of alcohol, drugs, and violence. There is, however, evidence that individual components have been effective. In addition, a recent literature review (Symons, Cinelli, James, and Groff 1977) establishes clear links between students' health risks (including expo-

sure to intentional injuries; tobacco, alcohol and other drug use; dietary behaviors; physical activity behaviors; and sexual behaviors) and their academic performance. Therefore, it appears reasonable to assume that implementing a complete and coordinated program would enhance the likelihood of success. Silvia and Thorne (1977) note that the more comprehensive a program, the greater the likelihood of success in reducing drug and alcohol use.

For More Information:

Comprehensive School Health Programs
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 657-3450
Fax (916) 657-5149

Healthy Kids Resource Center
Alameda County Office of Education
313 West Winton Avenue, Room 180
Hayward, CA 94544
(510) 670-4581

*Health Framework for California Public Schools,
Kindergarten Through Grade Twelve (1994).*

Order from CDE, Publications Division, Sales Office,
P.O. Box 271, Sacramento, CA 95812-0271,
(800) 995-4099



Conflict Resolution

Conflict resolution teaches young people how to manage conflict in a productive way to reduce incidents of violent behavior. Conflict resolution education includes problem solving in which the parties in dispute express their points of view, voice their interests, and find mutually acceptable solutions. Those programs that appear to be the most effective are comprehensive; involve multiple components, such as the problem-solving processes and principles of conflict resolution, the basics of effective communication and listening, and critical and creative thinking; and place an emphasis on personal responsibility and self-discipline.

In addition to teaching conflict resolution skills to all students in the classroom, conflict resolution programs may include peer mediation, which involves having specially trained student mediators work with their peers to resolve conflicts. These programs reduce the use of traditional disciplinary actions, such as suspension, detention, and expulsion; encourage effective problem solving; decrease the need for teacher involvement in student conflicts; and improve the school climate.

Generally, conflict resolution programs fall into two categories: (1) programs in which the disputants work among themselves to settle their differences; and (2) programs in which a mediator

(an objective third party) helps the disputants reach agreement.

The major themes of conflict resolution programs include the following:

- ◆ Active listening, in which participants summarize what each has said to ensure accurate comprehension
- ◆ Cooperation between disputants
- ◆ Acceptance of each other's differences
- ◆ Creative problem solving, taking into account each disputant's position

"Conflict resolution is a way of life for my kids and for the staff," says the dean of students at an elementary school in Oakland. With the help of student conflict managers, students usually resolve conflicts among themselves without an adult having to step in. The school has had a conflict management curriculum in place since 1985. As early as kindergarten, students begin learning about identifying feelings, listening to others, and using "I" messages. The entire school staff is also trained in conflict resolution techniques. For the peer mediation program, students in each grade three through grade six classroom elect conflict managers by secret ballot. Conflict managers receive additional training and meet with program leaders every other week. The school, despite its location in one of Oakland's high-crime neighborhoods, has one of

the city's lowest suspension rates; it suspended only two students in the

past year, and neither incident involved fighting with others.

Research-Based Evidence of Effectiveness

Conflict resolution programs remain largely unevaluated (Tolan and Guerra 1994). In a review of research on conflict resolution, Johnson and Johnson (1996) conclude that such programs do increase students' abilities to resolve conflicts through the use of integrative negotiation and mediation strategies. Much of their research is based on evaluations of their own Teaching Students to Be Peacemakers Program; most other

conflict resolution programs still lack solid evaluation data. Elliott (1997) suggests that because many programs do not provide practice scenarios that are realistic to students, there may be little transference of skills from classroom to community.

Therefore, it is important to ask to see an evaluation study when considering implementation of a conflict resolution program.

Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings (October, 1996). Available from the Office of Juvenile Justice and Delinquency Prevention; call (800) 638-8736 for further information.

School-Based Conflict Resolution Programs — A California Resource Guide.
Produced by the California Department of Education
in cooperation with the Sacramento County Office of Education.
The guide presents an overview of available approaches for school-based conflict resolution programs, describes some successful California programs, and provides resources for further investigation.
Contact the Safe Schools and Violence Prevention Office at (916) 323-2183 for further information.

Racism and intolerance often contribute to conflict among youths. Teaching young people to appreciate the cultural

diversity around them may also help to reduce violence.

A Handbook on the Rights and Responsibilities of School Personnel and Students in the Areas of Providing Moral, Civic, and Ethical Education, Teaching Religion, Promoting Responsible Attitudes and Behaviors, and Preventing and Responding to Hate Violence (1995).

Adopted by the California State Board of Education on October 14, 1994.

The handbook may be ordered from CDE, Publications Division, Sales Office, (800) 995-4099.

A handbook entitled *Hate Motivated Behavior in Schools (1997)*.

Produced by the California Department of Education in cooperation with the Alameda County Office of Education. The handbook may be ordered from CDE, Publications Division, Sales Office, (800) 995-4099.

Regional workshops on dealing with hate-motivated behavior are also offered throughout the state.

For More Information:

Safe Schools and Violence
Prevention Office

California Department of Education

560 J Street, Suite 260

Sacramento, CA 95814

(916) 323-2183

<http://www.cde.ca.gov/spbranch/safety/safetyhome.html>

District Policies

District policies outline the rules and norms concerning violence and the possession and use of alcohol, tobacco,

and other drugs on school campuses. Information about policies on specific topics is provided below.

Alcohol and other drug use.

The U.S. Department of Education suggests policies should

- ◆ Prohibit unlawful use, possession, and distribution of drugs in school and at school functions.
- ◆ Apply to students, school staff, and any member of the community attending a school function.
- ◆ Explain what constitutes a drug offense:
 - Define drugs, including alcohol and tobacco products, that are illegal for students.
 - Specify the extent of school jurisdiction; for example, school property and all school-related functions on or outside school grounds.
 - Outline types of violations; for example, possession of drugs (including storage in lockers), use of drugs, under the influence of drugs, distribution of drugs and drug paraphernalia, sale of drugs and drug paraphernalia.
- ◆ Identify the consequences of a student's first offense and of repeated offenses — always including parental notification as a part of the procedure — and link any punitive action with referrals for treatment and counseling.⁴
- ◆ Ensure that procedures regarding search of students' lockers or persons, suspension, and expulsion are in accordance with federal, state, and local laws. (Consult your school district's attorney to obtain that assurance.)
- ◆ State the school's position if a student is caught possessing, using, or selling drugs off school grounds during nonschool hours.
- ◆ Identify the responsibilities of school officials, parents, law enforcement officers, and others who will implement the policy.

⁴Senate Bill 966 (Ch. 972, Statutes of 1995) amended *Education Code* Section 48915 to require immediate suspension, subsequent expulsion, and referral to a program that meets specified conditions for any student who unlawfully sells a controlled substance listed in *Health and Safety Code* sections 11053-11058.

The California School Boards Association (CSBA) provides sample district policies on multiple topics, including alcohol and drugs and dress codes. Request a copy of sample board policies by calling the CSBA at (916) 371-4691.



Closed campuses.

Closed school campuses — those that require students to stay on the school campus during the entire school day — can contribute to a comprehensive approach to school safety. Closed school campuses are a critical step toward eliminating off-campus smoking, drinking, and other drug use during the school day. Parents or other volunteers can participate in the implementation of closed campus policies by providing noontime supervision of the campus. Such supervision can be made more manageable by designating some areas of the campus as off-limits during the lunch hour, and students caught in those off-limits areas should be subject to disciplinary action.

Education Code Sections 35290 et seq. address provisions for a closed campus in the school's disciplinary rules and procedures. When such provisions are

included in the school's official disciplinary plan, all school employees have the duty to enforce each of the rules and procedures.

To close a campus, begin by creating a broad-based advisory group that includes all major stakeholders. This group can help identify important issues; gather data and suggestions from the larger community; create a support group for schools closing their campuses; promote "buy-in" from students, parents, local businesses, and other community groups; develop a clear rationale for closing the campus; and offset possible negative media coverage.

Closing a campus may require a long-term action plan that addresses a wide variety of issues, such as the availability of facilities and food services.

An extensive discussion of closed campuses may be found on CDE's Safe Schools and Violence Prevention Office Web site at <http://www.cde.ca.gov/spbranch/safety/safetyhome.html> or by contacting the office at (916) 323-2183.



Dress codes.

Dress code policies are one way in which to minimize the influence of gangs and to create an environment that is conducive to learning on school campuses. The philosophy behind such policies rests with the belief that wearing certain colors or items attributable to gangs can incite serious campus disruption. The California

Legislature recognized the possibility of campus disruption in 1993, when it declared that “gang-related apparel” is hazardous to the health and safety of the school environment. It enacted a law that authorizes district governing boards to adopt reasonable dress code regulations (*Education Code* Section 35183).

Uniforms.

Requiring or encouraging students to wear school uniforms can help alter the school environment by:

- ◆ Decreasing violence and theft among students over designer clothing or expensive sneakers
- ◆ Helping prevent gang members from wearing gang colors and insignia at school
- ◆ Instilling discipline in students
- ◆ Helping parents and students resist peer pressure
- ◆ Helping students concentrate on their schoolwork

- ◆ Helping school officials recognize intruders who come to school

When an urban district in southern California adopted a mandatory public school uniform requirement in kindergarten through grade eight, it experienced a dramatic decline in violence. From 1993-94 to 1994-95 the district found a 51 percent drop in physical fights, a 34 percent drop in assaults and batteries, a 50 percent drop in weapons offenses, and a 32 percent drop in suspensions.

Manual on School Uniforms. Available from the U.S. Department of Education; call (800) 624-0100. Full text is also available through the U.S. Department of Education’s Web site at <http://www.ed.gov>.



Drug-free school zones.

Many schools establish drug-free school zones within a 1,000-foot radius around the perimeters of their schools to help prevent students' access to alcohol and drugs and to enhance safety on the school grounds. More severe penalties are imposed for drug-related activities that occur within the zone. Some schools have adopted strategies to enhance their drug-free

zones, including beautification projects, such as graffiti abatement, and school patrols in which parents are trained to patrol the perimeter of the zone and report potential threats to the safety and well-being of the students in the school. Some districts annually reaffirm their drug-free zone status at assemblies, rallies, parades, and so forth.

Truancy.

Truancy is often a precursor to delinquent behavior. California has a compulsory education law that requires everyone between the ages of 6 and 18 to attend school except for those persons 16 and older who have graduated or passed the *California High School Proficiency Examination* and obtained parental permission to leave.

Prevention of truancy begins with a school board policy on attendance. The policy should reflect a philosophy that school attendance is important to all members of the school community and should establish a formal means of acknowledging and recognizing good student attendance. In addition, the policy should recognize the importance of families and of collaboration with community agencies in preventing truancy.

School attendance review boards (SARBs) were established by the Legislature in 1974 as a way of coordinating school, community, and home efforts to deal with student attendance and behavior problems. Local SARBs are composed of parents, representatives from the school district, and members of the community at large, including representatives from law enforcement, welfare, probation, mental health, and youth service agencies and the district attorney's office. Students are referred to SARB if they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling do not resolve the situation. The goal of the SARB is to identify a solution or appropriate resources to resolve the student's problem.

School Attendance Review Boards Handbook (1995). Provides guidance for identifying and handling attendance problems early. The handbook may be ordered from CDE, Publications Division, Sales Office, (800) 995-4099.



Gun-free schools.

The Gun-Free Schools Act (GFSA) was passed in October 1994. It is Title XIV of the Improving America's Schools Act (IASA) of 1994. Appendix B contains a copy of the section regarding gun possession. The GFSA requires each state receiving federal funds to (1) have a state law requiring local educational agencies (LEAs) to expel from school for a period of not less than one calendar year a student who is determined to have brought a weapon (firearm) to school; (2) have a state law allowing the "chief administering officer" to modify the expulsion requirement on a case-by-case basis; and (3) report annually to the U.S. Department of Education expulsion information submitted by LEAs. No LEA may receive any IASA funds unless it has an expulsion and referral policy related to firearm possession consistent with these requirements. Therefore, LEAs are required to provide assurance to the California Department of Education that (1) the GFSA require-

ment for the locally adopted one-year expulsion policy is met; (2) the LEA's data on the number of expulsions due to firearm possession will be presented in an annual report to the Department; and (3) there is a locally adopted policy for referring expelled students to the criminal justice or juvenile justice systems (local law enforcement). These assurances are included in the Consolidated Application for funding categorical aid programs and are also part of the coordinated compliance review program items (the section titled "Safe and Drug-Free Schools and Communities").

The one-calendar-year expulsion requirement does not allow school districts to waive due process rights for students. If, after due process has been accorded, a student is found to have brought a weapon (firearm) to school, the GFSA requires an expulsion period of not less than one calendar year subject to the case-by-case exception.

Alternative programs.

Zero tolerance for serious acts⁵ does not mean zero tolerance for individuals. Once students are expelled for bringing alcohol or other drugs to school, for example, the expelled student is out on the street with time on his or her hands, with an even greater potential for drug use and violence. It is vital for students to receive graduated consequences coupled with educational counseling and possibly other support services to help modify their behavior prior to resorting to expulsion. Without such progressive discipline and coordinated services, students generally return to school no better disciplined and no better able to manage their drug use or violent behavior. They will also have fallen behind in their education, and the underlying causes of their drug use or violent behavior may be unresolved.

Districts are required to provide alternative programs for expelled students. The components of effective alternative programs typically include:

- ◆ Lower student-to-staff ratio
- ◆ Strong and stable leadership
- ◆ Highly trained and carefully selected staff
- ◆ A vision and set of objectives that are shared by all staff and are integrated into the way in which staff and administrators interact with the program
- ◆ Districtwide leadership support of programs
- ◆ Innovative presentation of instructional materials with an emphasis on real-life learning
- ◆ Working relations with all parts of the school system and with other collaborating agencies that provide critical services to youths
- ◆ Linkages between schools and workplaces
- ◆ Intensive counseling and monitoring of youths

⁵The California Legislature enacted laws (*Education Code* Sections 48915[c] and 48916[d]) labeled “zero tolerance” that call for a mandatory recommendation of expulsion from school for those students who commit any of the following acts unless the punishment was considered inappropriate for the circumstance of the act: (1) possessing or selling a firearm; (2) brandishing a knife at another person; (3) selling a controlled substance; (4) committing or attempting to commit a sexual assault or committing a sexual battery.

Research-Based Evidence of Effectiveness

According to Hawkins and Catalano (1992), there is consensus among researchers that district policies are effective when they are comprehensive; address a wide range of environ-

ments and drug-related behaviors; include clear, reasonable but not overly punitive consequences; and are consistently communicated and implemented.

Early Intervention

Early detection and intervention is the key to stopping or modifying alcohol and other drug use and experimentation. The earlier the identification of the problem, the earlier the intervention. The earlier the intervention, the greater the likelihood of success at the lowest cost.

A student assistance program is a comprehensive, multilevel systems approach to improving the health and academic success of students. Students are identified as exhibiting one or more behaviors that are potential indicators of a health or school performance problem. Examples of these behaviors include inappropriate

classroom behavior, increased number of absences, poor social skills, and so forth. Students are then referred to a multidisciplinary team that gathers additional data about the students' behaviors and makes recommendations regarding interventions. The intervention may be something as simple as a hearing test or as complex as drug treatment.

Components of a student assistance or early intervention program that are frequently used are student support groups, individual counseling, referrals to community-based treatment, family support and other services available within the community.

Research-Based Evidence of Effectiveness

Few early intervention approaches, including student assistance programs, have been adequately evaluated; and little is known about their

long-term effectiveness. Most communities do not have adequate adolescent treatment resources (Klitzner et al. 1993).

Environmental Strategies

Reducing the availability of alcohol and drugs in the community can be an important strategy in reducing alcohol and drug use and related problems among young people. Similarly, reducing the availability of firearms can be an important strategy in reducing gun-related violence. Availability refers to the times and occasions in the community when alcohol or drugs are available for sale or consumption or when firearms are available for sale as well as the places where these items are available (Wittman 1997).

At the community level, the use of alcohol, tobacco, and drugs occurs within three domains:

- ◆ Retailing — the sale of alcohol, tobacco and drugs
- ◆ Public policy — municipal laws and public agencies' policies on alcohol, tobacco, and drug availability and use that set the standard for how the community perceives alcohol and drug issues
- ◆ Social norms — the customary patterns of drinking and tobacco and drug use within the community

Specific environmental prevention strategies include the following:

1. Reduction of purchases of alcoholic beverages by underaged persons at retail alcohol outlets.

This strategy includes:

- ◆ The promotion of sting operations and other firm enforcement measures
- ◆ Stringent Conditional Use Permit requirements that reduce the number or density of alcohol outlets in the community
- ◆ Training in responsible beverage sales practices
- ◆ Neighborhood organizing to work directly with the outlet operator to ensure compliance with the law

2. Restrictions on advertising and promotions of alcohol and tobacco directed at young people.

This strategy includes:

- ◆ Preventing the placement of billboards near schools
- ◆ Engaging in counteradvertising
- ◆ Organizing counterpromotional campaigns, such as "Hands-off Halloween"

3. *Creation of attractive sober events at which alcohol and other drugs are not available.*

Such events include:

- ◆ Holiday celebrations
- ◆ Alcohol-free public events
- ◆ Alternative social activities, such as environmental cleanups that include adults and older role models

4. *Zero tolerance for teenage driving under the influence (DUI).*

Measures include:

- ◆ Roadside breath test checks
- ◆ Extensive public campaigning that involves young people directly

5. *Increase in tobacco and alcohol sales taxation.*

State legislatures set these policies; community groups can work for the passage of sales tax increases by seeking to influence their representatives in Sacramento.

Environmental strategies can also be effective in reducing the availability of firearms in the community. State law limits the types of local regulations that can restrict gun availability within a municipality. However, with support from community coalitions, cities can adopt ordinances that impose business license fees or require retailers of inexpensive “junk guns” (e.g., so-called Saturday night specials) to

meet certain conditions. An example is Ordinance No. 11424 in Oakland, which establishes criteria for denial of a license, requires proof of liability insurance in the amount of \$1,000, and requires proof that the weapons to be sold will be stored securely.

Other environmental issues that can be addressed through a district’s SDFSC program include truant youths who are unsupervised in the community during school hours and the safety of students as they travel to and from school. For example, a district may choose to designate and enforce drug-free and safe-school zones along major student travel routes. Students could take part in a service-learning project that surveys stores near schools to identify those retail outlets that aggressively market alcohol to youths through low prices and eye-catching displays.

The San Fernando Valley Partnership, Inc., is a community-based organization for the prevention of substance abuse. It coordinates with schools and other community organizations to implement environmental strategies to reduce the availability of alcohol and tobacco. The effort began with public hearings to let policymakers and the public know the extent to which malt liquors and fortified wine products are available to youths. Testimony was gathered from experts, community members, and student members of the Partnership’s San Fernando Valley Youth Organization. Community

members are encouraged to ask local retailers to stop selling malt liquor or, at the least, to move the containers out of the cooler and sell them from the shelves. When warm, the beverages have less appeal. The organization is also working toward a ban on alcohol and tobacco advertisements on billboards throughout the city of Los

Angeles. After hearing testimony from local residents, the city council agreed to draft an ordinance, which still faces fierce opposition. In the meantime the Partnership is reaching out to parents' organizations and presenting in-school programs about targeted alcohol and tobacco marketing.

Research-Based Evidence of Effectiveness

Studies demonstrate that changes in the environment can impact behavior. For example, increased beer prices have been shown to lead to less frequent and reduced levels of drinking among youths (Coate and Grossman 1988) and the reduced incidence of some types of crime (Cook and Moore

1993). Silvia and Thorne (1997) report that interventions such as these that go beyond the school may be needed in many communities. They note, however, that the field lacks research on how to do so effectively and what the outcomes might be.

For More Information:

San Fernando Valley Partnership
333 North Maclay Street, 2nd Floor
San Fernando, CA 91340
(818) 837-7767
Fax (818) 837-9117

Family Involvement

The California Strategic Plan for Parental Involvement in Education and the State Board of Education's policy on parent involvement describe six types of family involvement that schools may engage in to build effec-

tive partnerships between families and schools. These are as follows:

- ◆ Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.

- ◆ Provide parents with knowledge of techniques designed to assist children in learning at home.
- ◆ Provide access to and coordinate community and support services for children and families.
- ◆ Promote clear, two-way communication between the school and the family about school programs and children's progress.
- ◆ Involve parents, after appropriate training, in instructional and support roles at the school.
- ◆ Support parents as decision makers and develop their leadership in governance and advisory and advocacy roles.

At a school in San Diego, Colaborativo SABER encourages parents to

become students, educators, and leaders. The end result, ideally, will be stronger families and better students. Colaborativo SABER is a collaborative effort between the school and the Sherman Heights Community Center. It sponsors a Parents as Teachers home-based instruction program to support the health and development of children under age three, and a Home Visitors program for families that need help securing resources and developing parenting skills. Both were based on existing programs, which provided initial training for parent volunteers. Another group of parents was trained as facilitators for the Happy Child, Inc., program on substance-abuse prevention for children and adults.

Research-Based Evidence of Effectiveness

Children who grow up in families that are involved in their education in positive ways achieve higher grades and test scores, attend school more regularly, complete more homework, dis-

play more positive attitudes and behaviors, graduate from high school at higher rates, and are more likely to go on to higher education (Henderson and Berla 1994).

For More Information:

Family and Community Partnerships
Office
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 653-3768
Fax (916) 657-4969

Colaborativo SABER
450 24th Street
San Diego, CA 92102
(619) 225-8247
Fax (619) 225-8045

The following ERIC Clearinghouse maintains the National Parent Information Network:

ERIC Clearinghouse on Elementary
and Early Childhood Education
University of Illinois
Children's Research Center, Room 9
51 Gerty Drive
Champaign, IL 61820-7469
(217) 333-1386
(800) 583-4135
Fax (217) 333-3767
e-mail: eirceece@uiuc.edu
<http://ericps.crc.uiuc.edu/ericeece.html>

Full-Service Schools

Youths are more likely to be both victims and perpetrators of violence during the hours and months when schools are not in session. At those times students need a safe place to be where they can develop into healthy adults. One solution may be seen in the burgeoning development of "full-service schools." A full-service school helps meet the challenge of providing positive alternatives to youths by opening its doors before the start of the school day and keeping them open until late at night, six or seven days a week, including vacations and summers. Although these full-service school programs resemble many traditional after-school enrichment programs, they are broader in program design and may include academic and computer classes, sports activities, job

training, drama, art and music, leadership and support groups, social services, health care services, parenting classes, and counseling. Full-service schools may also provide comprehensive integrated services to parents and community members.

A middle school in Modesto, in partnership with the Red Shield service organization which has a facility next door to the campus, offers students a recreational program that lasts well into the evening hours. The program is staffed by Red Shield volunteers and employees, and activities are held on the school grounds and at Red Shield's building. In addition, students from the local junior college come to the school in the evenings to tutor the middle school students; in

return, the tutors gain teaching experience and receive college credits. Funding for the additional bus service

for the students is provided through IASA, Title I.

Research-Based Evidence of Effectiveness

Full-service schools emerged only a few years ago; and there is still an insufficient research base to establish

their effectiveness in preventing youths from becoming involved with alcohol, drugs, and violence.

Gang Intervention

Gangs pose a threat of violence in many communities — urban, suburban, and rural. Although there is no standard definition of the term, the following criteria for defining the makeup of a gang have been used in research studies: A gang (1) has a formal organizational structure; (2) has identifiable leadership; (3) is identified with a territory; (4) has recurrent interaction; and (5) engages in serious antisocial or violent behavior (Howell 1994).

Early identification of youths who are at high risk of joining gangs and intervention with students who have already joined gangs are critical in reducing youth violence. Partnering with local law enforcement agencies in community-based programs that use law enforcement suppression policies can enhance the effectiveness of gang intervention programs.

Research-Based Evidence of Effectiveness

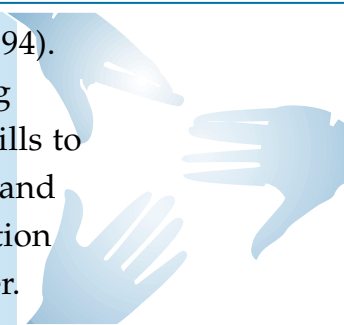
Unfortunately, few effective, well-evaluated prevention and intervention approaches have been identified. The most promising approaches appear to be those providing positive opportunities (in education, work, and so

forth) for gang members and developing community organization strategies both for communities with chronic gang problems and for communities where gangs are just beginning to emerge (Howell 1994).

For More Information:

Safe Schools and Violence Prevention Office
 California Department of Education
 560 J Street, Suite 260
 Sacramento, CA 95814
 (916) 323-1027
<http://www.cde.ca.gov/spbranch/safety/safetyhome.html>

On Alert! Gang Prevention: School In-Service Guidelines (1994). Provides guidance and resources for an in-service training program to teach administrators, staff, and parents the skills to recognize and prevent gang involvement in their schools and community. *On Alert!* is available from the CDE, Publication Division, Sales Office. Call (800) 995-4099 to place an order.



Positive Alternative Activities

Positive alternative programs are simply alcohol-, tobacco-, and drug-free, safe activities. They are likely to include one or more of the following elements:

1. Promotion of skills, knowledge, and attitudes that might cause participants to refrain from future substance use, gang involvement, or other inappropriate behavior
2. Occupation of free time that might otherwise be idle or unstructured
3. Community service and other activities that provide meaningful involvement in prosocial activities
4. Opportunities to interact with prosocial peers
5. Adult supervision or the development of positive relationships with adults

Specific programs may encompass an immense range of activities and approaches, such as the following:

- ◆ Events, such as sober prom and graduation events
- ◆ Athletic and other recreational activities
- ◆ Adventure-oriented programs, such as a wilderness challenge course
- ◆ Events based on the culture or the traditions of a specific ethnic group
- ◆ Entrepreneurial ventures
- ◆ Community service
- ◆ Creative or artistic activities
- ◆ Community drop-in centers, homework centers

Research-Based Evidence of Effectiveness

There is not a great deal of research evidence to show the effectiveness of alternatives or to guide programs in implementing the most effective strate-

gies (Carmona and Steward 1996). However, single, one-time events that are not part of a comprehensive, integrated program are ineffective.

For More Information:

Boys and Girls Clubs of America
Pacific Region
P.O. Box 9248
Long Beach, CA 90810
(310) 549-4150

California Association of
Peer Programs
P.O. Box 550725
Pasadena, CA 91115
(818) 796-9729

California Parks and
Recreation Society
P.O. Box 161118
Sacramento, CA 95816
(916) 446-2777

California Police Activities League
305 Washington Street
Oakland, CA 94607
(800) 622-5725

California Friday Night Live
Partnership
2637 West Burrell Avenue
P.O. Box 5091
Visalia, CA 93278-5091
(209) 737-4231
<http://www.fridaynightlive.org>

Friday Night Live builds partnerships which engage young people in actively contributing to their own well-being and the well-being of the communities in which they live; change community norms related to alcohol, tobacco, and other drugs; and prevent and reduce harm to young people and community members.

Californians for Drug-Free Youth, Inc.
(CADFY)
1329 Howe Avenue, Suite 210
Sacramento, CA 95825-3363
(916) 927-9894
Fax (916) 927-0180

Californians for Drug-Free Youth, Inc., is an organization of dedicated individuals working together to empower youths and adults to lead positive,

healthy, drug-free lives. CADFY is a state partner of National Family Partnership, Inc. (NFP). In addition to organizing the Red Ribbon Campaign, CADFY supports year-round prevention efforts through youth-to-youth conferences and the establishment of communitywide partnerships for preventing the use of alcohol, tobacco, and other drugs.

Service-Learning

Service-learning, one of the authorized activities under the SDFSCA, is a teaching method that integrates community service into the school curriculum. Service-learning engages young people in community activities in which they use academic skills to solve real-life problems. At the same time program activities help students understand the meaning of citizenship and recognize their ability to determine the quality of life in their communities.

An example of a service-learning model is a project in the Los Angeles Unified School District in which students were engaged in year-long service-learning projects to promote safe schools. The goal of the project was to

promote positive relations between youths and law enforcement officers because the majority of students had negative impressions of the police. First, the students identified community problems by surveying students in their schools and local police officers. They visited the Police Academy to learn more about law enforcement work. Students also developed lesson plans to increase student awareness of drug abuse, gang violence, and law enforcement activities. Their final report was a student manual that presented their research findings, including recommendations for improving interaction between youths and law enforcement personnel.

Research-Based Evidence of Effectiveness

A National Evaluation of Learn and Serve America School and Community-based Programs (Melchior et al. 1997) suggests that participation in service-learning resulted in a marginally significant impact on involvement in self-reported delinquent behavior of high school students. No statistically significant impact was found for alcohol and other drug use. Melchior

suggests that the findings of this evaluation, when coupled with the findings of other program evaluations that showed reductions in some risk behaviors for programs that incorporated community service or service-learning, indicate that service-learning can contribute to reducing risk-behaviors when it is included as a part of a comprehensive, integrated effort.

For More Information:

The National Service-Learning Clearinghouse
808-SERVE
e-mail: serve@maroon.tc.umn.edu
gopher: <gopher.nicsl.coled.umn.edu>
(Port 70)

The National Youth Leadership Council, collaborating with the University of Minnesota, is cooperating with numerous other universities and organizations around the country to develop a clearinghouse for information and technical assistance on service-learning. The clearinghouse is funded by the Corporation for National and Community Service; its goal is to assist Learn and Serve America grantees and to help educators and community agencies develop and expand service-learning opportunities for all youths.

Services include providing information on:

- ◆ The Learn and Serve America program
- ◆ Organizations engaged in promoting service-learning and community service
- ◆ Service-learning programs around the country
- ◆ Databases dealing with youth service, youth development, youths at risk, dropout prevention, youth employment, and related topics
- ◆ A national calendar of conferences and training opportunities related to service-learning

The clearinghouse will also provide:

- ◆ Bibliographies and literature on service-learning
- ◆ Names and phone numbers of people who can provide technical assistance on all aspects of service-learning
- ◆ Access to computer networks and databases to provide information on various topics related to service-learning and youth service

CalServe K-12 Service Learning
Initiative Office
(916) 654-3741
Fax (916) 657-4969
[http://goldmine.cde.ca.gov/
cyfsbranch/lsp/cshome.htm](http://goldmine.cde.ca.gov/cyfsbranch/lsp/cshome.htm)

Through the CalServe Initiative the California Department of Education provides direct funding assistance to 36 school-community partnerships that are implementing service-learning according to the federal definition. These partnerships involve an average of approximately 70,000 students annually along with 4,450 community volunteers and agencies in 385 schools in 133 districts in urban, rural, and suburban communities throughout the state. Additionally, the CalServe Initiative provides resource information to schools, districts, community partners, and county offices of education interested in using service-learning as a teaching strategy.

