

Preface

The use of illegal drugs among California adolescents has been climbing since the early 1990s. Major increases in the use of marijuana, LSD, inhalants, and several other drugs were reported by the 1993 *California Student Substance Use Survey*, and alcohol use remained at disturbingly high levels. More startling is that over half of eleventh graders report knowing one or more adults who use marijuana, indicating how widespread drug use is within our communities. Tobacco use among adolescents in California increased nearly 31 percent between 1993 and 1995 as reported by the *California Youth Tobacco Survey*, 1996.

Accompanying the rise in use of alcohol, tobacco, and other drugs is an

increase of violence in schools and the school community. The Legislature, concerned parents, members of the general public, educators at all levels, researchers, and the media cite examples in which violence on campuses makes education impossible. In 1996-1997, school districts and county offices of education reported to the California Department of Education (CDE) over 80,000 incidents of crime on school campuses, of which slightly over 53,000 involved drugs, alcohol, or violence against another person.

Violence, as defined by an advisory panel convened by the California Commission on Teacher Credentialing, often results from “individual, social, economic, political, and institutional disregard for basic human needs. [It] includes

physical and non-physical harm which causes damage, pain, injury, or fear. Violence disrupts the school environment and results in the debilitation of personal development which may lead to hopelessness and helplessness” (Dear 1995, p. 5). Violence is a learned behavior that cuts across culture and ethnicity. It is, however, preventable, and its prevention requires education of and by all segments of society.

Schools have a responsibility to provide safe, disciplined, and drug-free environments that enable students to focus on the academic and social tasks designed to foster their development into healthy, productive adults. The Safe and Drug-Free Schools and Communities Act (SDFSCA), Title IV of the Improving America’s Schools Act, provides funding to local educational agencies (LEAs) to undertake activities that promote these environments. Funds to support school-based efforts to reduce tobacco use are made available to LEAs through the Tobacco Use Prevention Education (TUPE) program established by Proposition 99.

Schools and school districts that seek to implement prevention programs often face a bewildering array of programs, models, and instructional materials. *Getting Results* was developed to help simplify the tasks of educators by linking legislative requirements to what research and evaluation tell us about exemplary and promising strategies for preventing school vio-

lence and the use of alcohol, tobacco, and other drugs among young people. *Part I, California Action Guide to Creating Safe and Drug-Free Schools and Communities*, addresses the requirements of the Act. Part II, which is not yet developed, will focus on tobacco use prevention education.

Part I reinforces the need for an extensive and stable comprehensive program that includes planning and evaluation. It focuses on guidelines for program design derived from research and evaluation on effective practices. It includes summaries of research and evaluation studies on prevention and descriptions of promising practices. The several appendixes contain resource lists, legislation, and other pertinent materials.

The material presented in *Getting Results* is not intended to be used as a model. No single approach for preventing drug use and violence will work in every environment: “One size doesn’t fit all.” The needs of students and families differ, and each community must create its own unique prevention program.

By taking into account the recommendations presented in this document and planning local programs in accordance with research-based principles of effectiveness, local districts can create comprehensive programs that address the needs of their students and create safe, disciplined, and drug-

free environments where students can develop into effective learners.

Getting Results will be supplemented by future mailings to keep practitioners in the field abreast of new research and evaluation that can make local prevention programs more effective. The binder format allows for this ongoing expansion, and it allows dis-

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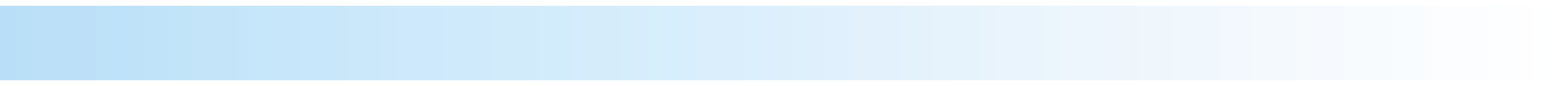
tricts to customize the publication by adding documents that they deem relevant for their particular programs.

CDE welcomes feedback from schools and school districts about *Getting Results*; comments will be used to guide the development of updated materials. A feedback form is included with this document.

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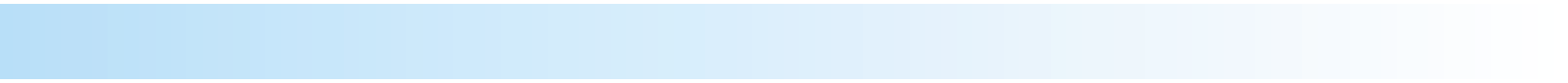
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