SDFSC Grantee

Learning Community Conference 2005





California's
Safe and Drug-Free Schools and Communities
Governor's Program

Technical Assistance & Training Project

C A R S

Managed by The Center for Applied Research Solutions
Funded by The California Department of Alcohol and Drug Programs

SDFSC Grantee
Learning Community Conference 2005

California's
Safe and Drug-Free Schools and Communities
Governor's Program

Technical Assistance & Training Project

Managed by The Center for Applied Research Solutions
Funded by The California Department of Alcohol and Drug Programs

Welcome

Welcome to the 2005 statewide Safe and Drug-Free Schools and Communities (SDFSC) Grantee Learning Community Conference for the California Governor's Program. We are excited about the opportunity for program administrators, coordinators, service providers, evaluators, Department of Alcohol and Drug Program staff, and technical assistance experts to convene and engage in critical dialogues over the course of this two-day event. We believe in the importance of this conference and the peer learnings and dissemination of best practices that will result.

The presenters and facilitators have distinguished expertise in the prevention field and we appreciate their time and commitment. They will guide us through in-depth discussions on a variety of topics including, but not limited to: creating a strength-based culture; implementation of evidence-based curricula; sustainability; the important role of youth and families in program improvement and sustainability; evaluation methods and reporting findings; and culturally appropriate service strategies.

Most importantly, the Learning Community Conference provides grantees a venue to connect, dialogue, and network with one another. We hope you take this opportunity to exchange your stories and lessons learned in striving to better serve our youth, families, and communities.

We would like to formally thank the California Department of Alcohol and Drug Program staff and all our presenters and facilitators for their valuable contributions. I would also like to say a special thank you to Angela Okamura, Julienne Kwong, and Maria Traylor for their steadfast dedication to planning the conference.

Thank you for joining us and we look forward to another successful year of partnership!!

Kerrilyn Scott-Nakai
SDFSC Technical Assistance Project Director

The SDFSC Grantee Learning Community Conference is offered through the Safe and Drug-Free Schools and Communities Technical Assistance (SDFSC TA) Project, managed by The Center for Applied Research Solutions and funded by The California Department of Alcohol and Drug Programs.

Agenda: Day 1

Tuesday, September 13. 2005

8:00 - 8:30 **Registration, Networking and Continental Breakfast**
Coordinators: Angela Okamura and Maria Traylor, CARS

8:30 - 8:45 **Welcome and Conference Overview**
Event Hosts: Betsy Sheldon, ADP and Kerrilyn Scott, CARS

8:45 - 10:00 **Key Note:** The Glass Ain't Half-Full, Heck, It's Overflowing!! Creating a Strength-Based Culture in Your Setting
Speaker: Charlie Appelstein, President Appelstein Training Resources

10:00 - 10:15 **Break**

10:15 - 12:00 **Morning Concurrent Break-Out Sessions**
- **Session A:** Curriculum Successes and Challenges: A Focus on Peer Learnings; **Facilitators**: Bonnie Benard and Carol Burgoa
- **Session B:** Strength Based Strategies Continued: Use the Force Luke! Staying Motivated to Do the Job; **Facilitator:** Charlie Appelstein

12:00 - 1:15 **Lunch and Networking**

1:15 - 2:15 **Plenary:** Strategies for Sustaining Your SDFSC Program: A Passion Based Approach; **Presenter:** Craig Bowman, Executive Director National Youth Advocacy Coalition

2:15 - 2:30 **Break**

2:30 - 4:30 **Afternoon Concurrent Break-Out Sessions**
- **Session A:** Curriculum Successes and Challenges: A Focus on Peer Learnings; **Facilitators**: Bonnie Benard and Carol Burgoa
- **Session B:** Sustainability: In-Depth Strategies and Discussions; **Facilitator:** Craig Bowman
- **Session C:** Making the Connection: FNL and SDFSC Lessons Learned; **Facilitators**: Jim Kooler and James Walker

Agenda

Agenda: Day 2

Wednesday, September 14. 2005

8:00 - 8:30 **Registration, Networking and Continental Breakfast**
Coordinators: Angela Okamura and Maria Traylor

8:30 – 9:00 **Welcome and SDFSC TA Overview**
Event Hosts: Betsy Sheldon, ADP and Kerrilyn Scott-Nakai, CARS

9:00 - 10:00 **Plenary:** Listening to Our Youth and Families: Using Focus Groups to Enhance Program Improvement and Sustainability Efforts; **Facilitators:** Bonnie Benard and Carol Burgoa

10:00 - 10:15 **Break**

10:15 - 12:15 **Morning Concurrent Break-Out Sessions**

Session A: Evaluation Showcase: Lesson Learned Regarding Design, Methodology, Instrumentation, and Reporting
Facilitators: Louise Godbold and Christina Borbely, Ph.D.
Session B: Common Ground: Building on the Strength of Diversity; **Facilitators:** Craig Bowman and Rocco Cheng, Ph.D.
Session C: The Nuts and Bolts of Developing and Conducting Focus Groups; **Facilitators:** Bonnie Benard and Carol Burgoa

12:15 – 1:30 **Lunch, Networking and Guest Speaker**
Outreaching, Serving, and Advocating for Underserved Youth and Families; **Guest Speaker:** Reverend Ken Feske

1:30 - 1:45 **Break**

1:45 – 3:30 **Afternoon Concurrent Break-Out Sessions**

Session A: Evaluation Showcase: Lesson Learned Regarding Design, Methodology, Instrumentation, and Reporting;
Facilitators: Louise Godbold and Christina Borbely, Ph.D.
Session B: Common Ground: Building on the Strength of Diversity; **Facilitators:** Craig Bowman and Rocco Cheng, Ph.D.
Session C: The Nuts and Bolts of Developing and Conducting Focus Groups; **Facilitators:** Bonnie Benard and Carol Burgoa

3:30 – 3:45 **Break**

3:45 – 4:30 **Wrapping It All Up:** Reflecting on the Learnings: Closure and Next Steps; **Facilitators:** Kerrilyn Scott-Nakai and Craig Bowman

Day 1: Tuesday, September 13th

Keynote
"The Glass Ain't Full, Heck It's Overflowing! Creating a Strength-Based Culture in Your Setting"
Presented by Charlie Appelstein

Plenary
"Strategies for Sustaining Your SDFSC Program: A Passion-Based Approach"
Presented by Craig Bowman

Day 1

Keynote

"The Glass Ain't Full, Heck It's Overflowing! Creating a Strength-Based Culture in Your Setting"

The Power of a Strength-Based Approach
This presentation outlines many of the critical concepts and techniques embodied in strength-based practice. The strength-based approach is a positive, hope-inspiring modality that focuses on what youth do right and their inherent abilities to make better decisions. Topics covered include: how to reframe negative behavior, the deleterious effects of pejorative labeling, using metaphors to instill hope, solution-focused interventions, identifying and replacing cognitive distortions, cognitive-behavioral interventions, and how a worker's tone, mood, and affect can effect change.

Objectives:

Upon completion of this presentation, participants will be able to:

1. Reframe pejorative labels such as rude, manipulative, obnoxious, etc.
2. Cite numerous metaphors that instill hope in troubled youth
3. Relay a number of solution-focused questions and techniques
4. Discuss many of the key concepts of strength-based practice

Charlie Appelstein

Charlie Appelstein, M.S.W. is a nationally prominent youth care specialist and author whose primary focus is on working with children and youth with serious emotional and behavioral problems. President of Appelstein Training Resources, LLC, Mr. Appelstein trains and consults all over the United States as well as internationally, with treatment facilities, foster care programs, parent groups, schools, and detention centers. He is the author of *The Gus Chronicles: Reflections from an Abused Kid; No Such Thing as a Bad Kid: Understanding and Responding to the Behavior of Troubled Children and Youth; and The Gus Chronicles II.* Mr. Appelstein is considered by some to be the best trainer for direct work with troubled youth in the nation.

"The Glass Ain't Half Full, Heck, it's Overflowing!"

The Power of a Strength-Based Approach in Re-Shaping the Lives of Youth Living in At-Risk Environments

Charlie Appelstein, M.S.W.

You've got a lot of power…there's no where you can't travel

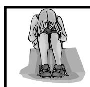
You've just got to get yourself back on track

Poker & Life

Life is like a game of poker. Even if you're dealt a bad hand, you can still win the game….

The Melting Snowball

"See your fears and worries about (pending) issue, loss, or transition as a big snowball in the middle of your chest, and understand that as each day goes by, it's going to melt a little. It may stay forever…but it will become so small that you can lead a happy and productive life.



Gus on Pejorative Labeling

Look, I know some of us can be quite difficult. I was a hellion my first six months, considered quite obnoxious. But it was simply defensive posturing. (Can you say defense mechanism?) Kids aren't bad. They're just screwed up. The kid who's pushing you away the most is probably the one who needs you the most.

I think every residential center would be better off if they never used words as manipulative, lazy, un-invested, controlling, and obnoxious. They're pejorative adjectives. When you label one of us in such a way, you contaminate the waters and no one wants to swim with us any more.

"Manipulative kids aren't fun to work with."
"They're a pain in the ass."
"Boy , is that kid manipulative!"

Every time we get blasted for being "manipulative" (or any other such term), our self-concept suffers. We take on that word – we internalize a sense of badness. Yet the kid you call "manipulative" might have come to your facility with a history of manipulating his way out of getting beaten. So, maybe manipulating ain't so bad. Maybe it simply needs to be understood in the context of a child's situation. Maybe people don't need to use these words anymore.

Strength-Based Beliefs & Terminology

Pejorative Label	Positive, Hope-Based Reframe
Obnoxious	Good at pushing people away
Rude, Arrogant	Good at affecting people, expressive
Resistant	Cautious
Lazy, Un-invested	Good at protecting yourself from further hurts
Manipulative	Good at getting needs met
Just Looking for Attention	Good at caring about and loving yourself
Close-mouthed	Loyal to family or friends
Different, Odd	Under-Appreciated
Stubborn & Defiant	Good at standing up for yourself
Tantrum, Fit, Outburst	Big Message
Learning Disability	Roadblocks

"It's Not a Learning Disability."

It's a Road Block

Let's find a detour and enjoy the scenery!

"He's a little horse,
but he doesn't
know he's a little horse.
He thinks he's BIG!

And sometimes when a
little horse doesn't know
he's a little horse, he does
great big things!"

Charles Howard
Owner

When challenging youth sense deep inside that adults in their lives truly believe in them, dramatic changes often occur.

Strength-Based Mission Statement

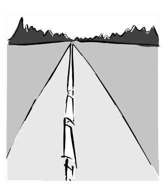
We believe there is no such thing as a bad kid; just bad luck and bad choices.

We believe that all individuals possess core strengths that can be utilized to lead meaningful lives.

We strive to help people help themselves.

Our work involves mutually identifying, developing, encouraging, practicing, and maximizing the inherent strengths in every individual we engage.

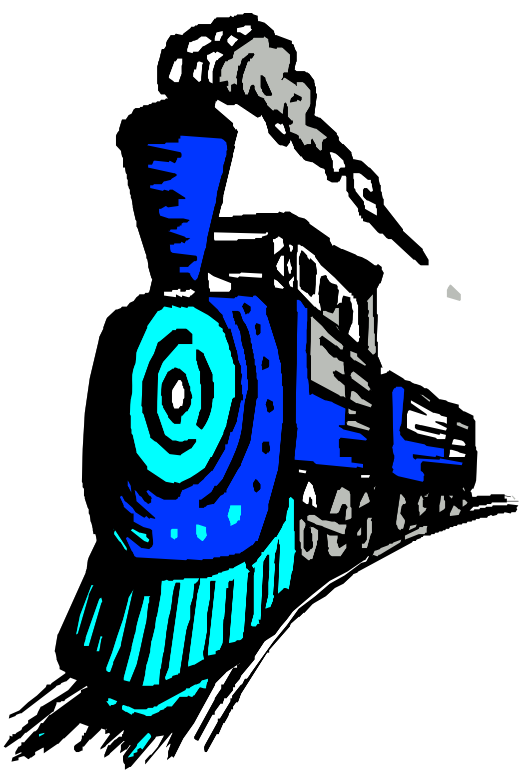
To accomplish our program's goals we establish a positive, upbeat, and safe environment that instills hope, provides multiple opportunities for success, and, at all times, adheres to the golden rule.



We believe a good life is all about making good choices. Although we have deep respect and empathy for where our youth have been, our major focus is on the present and the road ahead.

"The Glass Ain't Half Full, Heck, it's Overflowing!"

The Power of a Strength-Based Approach in ReShaping the Lives of Troubled Youth

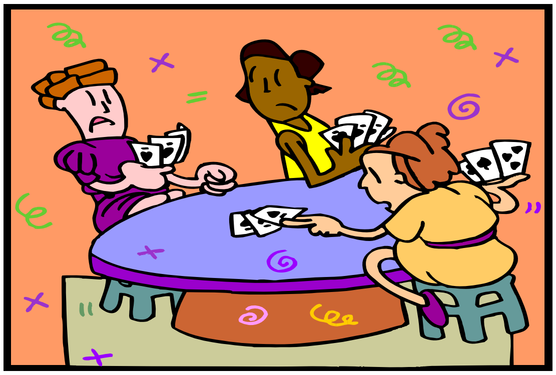


Charlie Appelstein, M.S.W.

charlieap@comcast.net
www.charliea.com

Providing Hope & Possibility through Metaphors

Poker



"Life is like a poker game. Even if you're dealt a bad hand, you can still win the game."

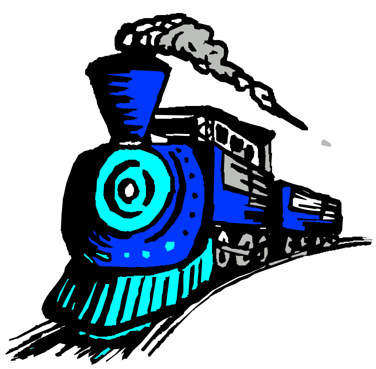
The Melting Snowball

"See your fears and worries about (pending issue/loss/transition) as a big snowball in the middle of your chest, and understand that as each day goes by, it's going to melt a little. It may stay forever…but it will become so small that you can build a great life around it."

The Roadblock

"It's not a learning disability; it's a Roadblock. All big cities have them, but people get to work on time every day."

TheTrain



"You're Big and Powerful…but a bit off track."

The 2005 Edition

"Cars and people improve every year. You're the 2005 Ricky. You don't over-heat as much…have a sleeker design, follow the road signs better…"

Strength-Based Practice

What is it?: Emerging approach to helping people that is more positive and hope-inspiring.

Powerful combination of the strength-building model and solution-focused therapy

Emphasis is on: *Strength-building* rather than flaw-fixing
Doing rather than understanding
Believing in every client – not "believing is seeing"

..which produces ***Optimism*** *– which feeds possibility, and motivates coping and adaptive behavior, even in the face of difficult odds*

Begins with belief that all children and youth have strengths and past successes that can be utilized to stop troublesome behavior.

Continues with practice methods that identify and marshal these strengths for necessary behavior change.

The Goal:

Change rather than *insight* and *awareness*

The Work:

Problem-driven not problem-focused (solution-focused):

Devoted to helping youth *initiate actions* to dispense presenting problems

Primarily *short term*

Goal-oriented and focused on *resolving the identifying problem*

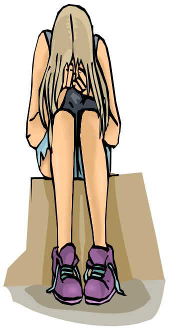
Assumptions (or lack thereof)….

Strength-based practice does not assume that ownership of guilt is somehow automatically curative.

…Does assume that change is inevitable, not uncertain

Strength-based practice does not assume **LARGE** problems require **LARGE** efforts for solutions.

…Does assume that **SMALL** changes can ripple out to bring resolution.



Gus on Pejorative Labeling

Look, I know some of us can be quite difficult. I was a hellion my first six months, considered quite obnoxious. But it was simply defensive posturing. (Can you say defense mechanism?) Kids aren't bad. They're just screwed up. The kid who's pushing you away the most is probably the one who needs you the most.

I think every residential center would be better off if they never used words as manipulative, lazy, un-invested, controlling, and obnoxious. They're pejorative adjectives. When you label one of us in such a way, you contaminate the waters and no one wants to swim with us any more.

"Manipulative kids aren't fun to work with."
"They're a pain in the ass."
"Boy , is that kid manipulative!"

Every time we get blasted for being "manipulative" (or any other such term), our self-concept suffers. We take on that word – we internalize a sense of badness. Yet the kid you call "manipulative" might have come to your facility with a history of manipulating his way out of getting beaten. So, maybe manipulating ain't so bad. Maybe it simply needs to be understood in the context of a child's situation. Maybe people don't need to use these words anymore.

Excerpt from *The Gus Chronicles*, Appelstein, 1994

Strength-Based Beliefs & Terminology

Pejorative Label	**Positive, Hope-Based Reframe**
Obnoxious	Good at pushing people away
Rude, arrogant	Good at affecting people
Resistant	Cautious
Lazy, un-invested	Good at preventing further hurts, failures
Manipulative	Good at getting needs met
Just looking for attention	Good at caring about and loving yourself
Close-mouthed	Loyal to family or friends
Different, odd	Under-appreciated
Stubborn & defiant	Good at standing up for yourself
Tantrum, fit, outburst	Big message
Learning disability	Roadblocks

The Power of Believing

Seabiscuit

"He's a little horse, but he doesn't know he's a little horse. He thinks he's BIG!

And sometimes when a little guy doesn't know he's a little guy he does great big things!"

Charles Howard, Owner

When challenging youth sense deep inside that the adults in their lives truly believe in them, dramatic changes often occur.

Strength-Based Mission Statement

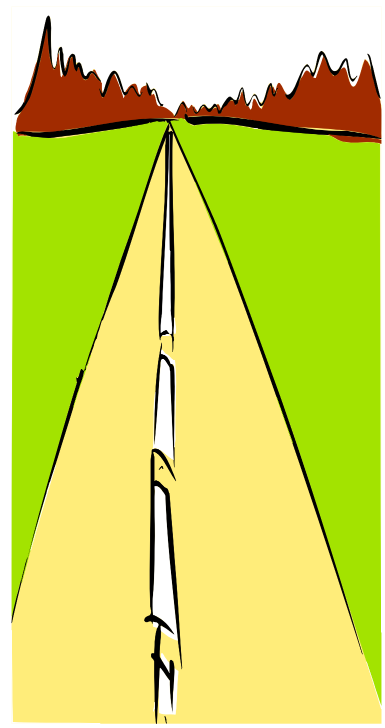
We believe there is no such thing as a bad kid; just bad luck and bad choices.

We believe that all individuals possess core strengths that can be utilized to lead meaningful lives.

We strive to help people help themselves.

Our work involves mutually identifying, developing, encouraging, practicing, and maximizing the inherent strengths in every individual we engage.

To accomplish our program's goals we establish a positive, upbeat, and safe environment that instills hope, provides multiple opportunities for success, and, at all times, adheres to the golden rule.



We believe a good life is all about making good choices. Although we have deep respect and empathy for where our kids have been, our major focus on the present and the road ahead.

Plenary

Strategies for Sustaining Your SDFSC Program: A Passion-Based Approach

If youth programs are going to get serious about sustainability then we need to get serious about asking people for the resources we need to do it. In this provocative session, it is my goal to change the way you think about fundraising. I am going to convince you that asking people for money is easier than you think and the rewards are always greater than you expect. And I'm going to show you how to do it.

This session is not just for management staff, In fact, program folks need to attend this workshop. I want to help you find new and creative ways to identify and recruit new volunteers; tap into their wisdom, experience, and skill sets for the benefit of your program; and, most importantly, raise all of the money your program needs to both survive and thrive!

Objectives:

1. Participants will be able to describe the major reasons that people give and continue giving.
2. Participants will be able to define the Board's role in fundraising.
3. Participants will be able to explain the four major elements of the "contributions superhighway."
4. Participants will learn how to track passion rather than money in developing sustainable giving strategies.

Craig Bowman

For 15 years, Craig Bowman and his firm, Common Ground *consulting,*™ have been providing world-class consulting services for community-based and national nonprofit organizations. He provides training in the areas of valuable management and fund development; diversity and multicultural organizational development issues; facilitation skills and curriculum development; and specializes in the creation and implementation of youth and community development programming strategies. Craig's efforts have largely centered on the design and delivery of high-quality, interactive, non-formal education—training. The majority of this work has focused on assisting non-profits in developing and implementing mission critical goals and the systems necessary for high productivity and the efficient use of resources. He is also a nationally known expert on youth development and youth health issues (including HIV/AIDS prevention). In 2000, Craig became the Executive Director of the National Youth Advocacy Coalition (NYAC), an organization representing more than 100 youth-serving agencies across the country and providing support and technical assistance to more than 500 others.

SDFSC Grantee
Learning Community Conference 2005

Sustainability

Building A Powerful Constituency of Individual Donors

Facilitated by Craig Bowman

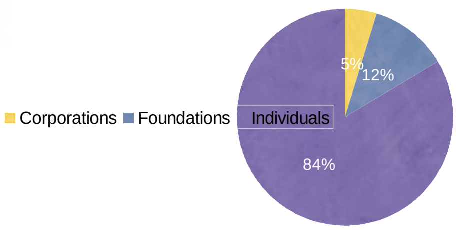
YOUR Expectations

Session Goals

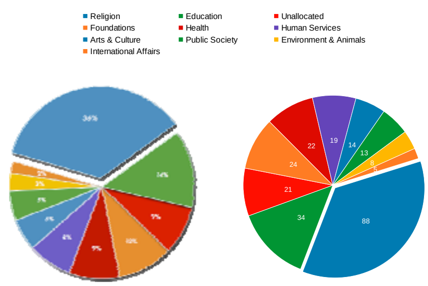
- Describe the Major Reasons People Give and Continue Giving
- Define a Board's Role in Fund Development
- Explain the Major Elements of the "Contributions Superhighway"
- Learn How to Track Passion Rather than Money in Developing Sustainable Giving Strategies

Who Gives?

$248.52 BILLION



Who Gets?



Change YOUR Paradigm

Show Me the Money

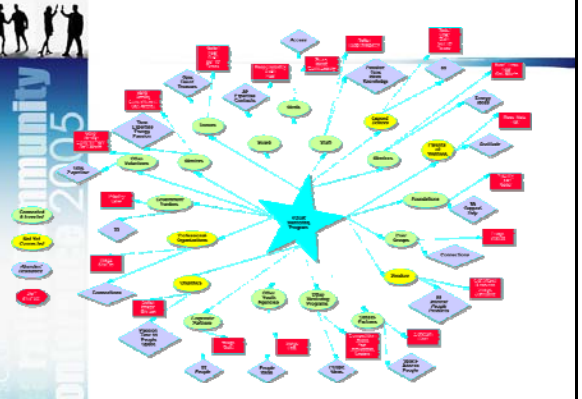
Treasure Maps

1. Draw a circle in the middle of a large piece of newsprint. In that circle, write the name of your program.

2. Next, in your group, shout out the names of organizations and groups of individuals that have a connection to your program. Don't limit yourselves. Think of this as a kind brainstorming and don't censor anyone's ideas.

3. Now, spend a few minutes listing all of the resources that this group has in abundance (wisdom, wealth, work., wit, etc.).

4. The next step for your group is to spend some time discussing the self-interest of the people and groups you have identified. Why are they connected to your program? What's in it for them?



Next Steps . . .

nyac

National Youth Advocacy
Coalition

1638 R Street, NW
Suite 300
Washington, DC 20009

800.541.6922/fon
202.319.7365/fax

nyac@nyacyouth.org
www.nyacyouth.org

COMMON GROUND
consulting

Craig A. Bowman

1936 First Street, NW
Washington, DC 20001

202.588.5287/fon
202.319.7365/fax

consultcommonground@mac.com
www.consultcommonground.com

SUSTAINABILITY

In-Depth
Strategies & Discussions

Building A Powerful Constituency of Individual Donors

Prepared By Craig A. Bowman, President, Common Ground *consulting*™

September 2005

Table of Contents

SUSTAINABILITY

In-Depth Strategies & Discussions

Building A Powerful Constituency of Individual Donors

CHANGING THE GAME

Time, Talent, and Treasure

If mentoring programs are going to get serious about sustainability then we need to get serious about asking people for the resources we need to do it. In this section, it is my goal to change the way you think about fundraising. I am going to convince you that asking people for money is easier than you think and the rewards are always greater than you expect. And I'm going to show you how to do it.

Let me begin by telling you upfront that I love asking people for money. I know you think I'm crazy, but I really do enjoy it. I think it creates an opportunity to strengthen relationships and build a broader base of support for the critical work being done in our programs.

Most of the time I will be talking about raising money because that is what most of our programs need. Sometimes, however, we could benefit from other kinds of resources. So when I write about money here, go ahead and think time, talent, and money (or, rather, treasure).

I want to help you find new and creative ways to identify and recruit new mentors and other volunteers; tap into their wisdom, experience, and skill sets for the benefit of your program; and, most importantly, raise all of the money your program needs to both survive and thrive!

Heart + Head = Passion-Raising

I believe that raising money from individuals involves two key elements. The more important of these elements involves the heart (yours and theirs) and speaks to the passion, caring, and commitment that people bring when stepping up to get involved with issues and concerns they care about. The second element involves your head and requires a commitment to creating the right system for managing your resource development program.

Let's start by talking about passion—the true heart side of this equation. For most of us, we get into mentoring work because it connects us directly to things we care about. In my workshops, I ask folks to include in their introductions one thing about which they are passionate—personal or professional. What gets them up in the morning and is in their thoughts as they go to sleep at night.

Take a moment and ask yourself, right now. What drives *you* to push yourself, to exceed expectations, to dream big dreams?

This may be one of the most important lessons I have to offer so I hope you reflected on the question. If you did, I'll bet you're sitting there right now with a big smile on your face. If you were feeling tired, I'll bet you have more energy all of the sudden. You're probably feeling warm, maybe a little anxious, perhaps even restless. You want to get up and get moving! That's what passion does. It wakes us up. It drives us. It changes us and it changes the world.

I think the measure of a truly spectacular person—a leader in their field, a devoted parent, a gifted child, a teacher, an agent of change—is always reflected best in their connection to their own passion. Our work in the social-profit sector[i] is about making the world a better place for the people who are hurting and suffering now and those who will inhabit the world when we are gone.

Passion fuels our work. It sparks our dreams. It gives us hope. It fires our imaginations. Passion gives us the courage to do, to give, and to share. Forget the language of raising funds, talk about raising passion! The money will come. The volunteers and their time and their wisdom will come. The resources you need will come when you are in the business of raising the passions of the people connected to your work.

i I will use social-profit, rather than non-profit, throughout this piece to emphasize the importance of our sector. Our work actively creates benefits for society, it generates a new kind of profit, and it adds value. This language better captures the work that we do and it often resonates well with individual donors.

As for the second element—the head part of the equation—you need to be able to identify these connected people (your prospects) and track their passion and their giving. You'll want to be able to express gratitude to these individuals regularly so you'll need to manage their contact information. And you'll want to learn and remember why and how they got connected so you can build and strengthen these relationships over time. You'll need some sort of system. It does not have to be complicated. It does not have to be expensive. You can start simple and small and the system can change, and adapt, and expand as the passion for your work grows. I'll offer you some tools for this part of the work in a later section, so please do not get overwhelmed here.

This "system" piece often causes organizations so much anxiety that any effort to begin building a constituency of individuals gets sidetracked by fears of not being ready. Don't be afraid to talk to the people who care about your work; and don't be afraid to ask them for help. They don't need your system (or you) to be perfect. They do need to know that their resources will be put to good use and that the organization is well-managed. More importantly though, they need to see your passion and they need you to help unlock their own.

Shifting the Paradigm

When I'm teaching people how to raise money from individuals, I spend a lot of time proving to participants that it is worth the effort to shift their thinking when it comes to raising money. I'm going to do the same here and I ask that you really spend some time thinking about what you are going to read. Suspend your disbelief for a few minutes and imagine that what I am going to share with you might actually be true!

Now if you were with me in a workshop setting, I would begin by asking you if you know where the money that funds your program actually comes from—how it breaks down by source or stream. Do you know?

This is information that you need to have regardless of your role in the organization. If you don't have the answers, the next time you're in the office, ask someone who does.

Why is this breakdown important? First, let's agree that where the money comes from usually impacts how the program has developed, how it operates, and how decisions get made which may affect sustainability. Money isn't the only factor, but it certainly is an important one.

Second, knowing where your money comes from now is key to helping you make better-informed decisions about fundraising strategy in the future. Specifically, the percentages I will discuss are important indicators of your potential for creating a diversified—and therefore more sustainable—resource base.

For most organizations, the percentages from private sector sources are heavily skewed in favor of corporate and foundation dollars[ii]. Assuming this is true of your organization as well, let's get started by taking a few minutes to help you understand how you measure up against actual giving statistics in the United States.

LESSONS LEARNED

Paradigm Shift One: Show Me the Money

If you're like most people, you'll be surprised at just how much private money is donated to charitable organizations (including religious institutions) on an annual basis. This is money that comes from individuals, foundations, and corporations. It does not include government money.

There are many great sources for this data, but I prefer the analyses offered by two organizations, Independent Sector[iii] and the Giving USA Foundation of the American Association of Fundraising Counsel[iv]. These two groups are the primary sources for the following data.

Most people guess that total giving in the United States is between 10 and 25 billion dollars. Analyzing IRS data for 2003 (the most recent year for which we have the information), however, paints a very different picture.

In fact, according to the AAFRC, Americans gave just under $241 billion dollars to charitable causes in 2003, up from $234 billion in 2002, or 2.2% of total U.S. gross domestic product (GDP). This is a lot of money!

Who Gives? (Chart 1)

Now that we know just how much money is out there for us to tap into, we need to know who's *giving* it. In the next section, I'll talk about who's *getting* it.

In 2003, the primary sources of charitable contributions can be broken down into three primary streams: corporate, foundation, and individual (including planned—after-death) giving.

---

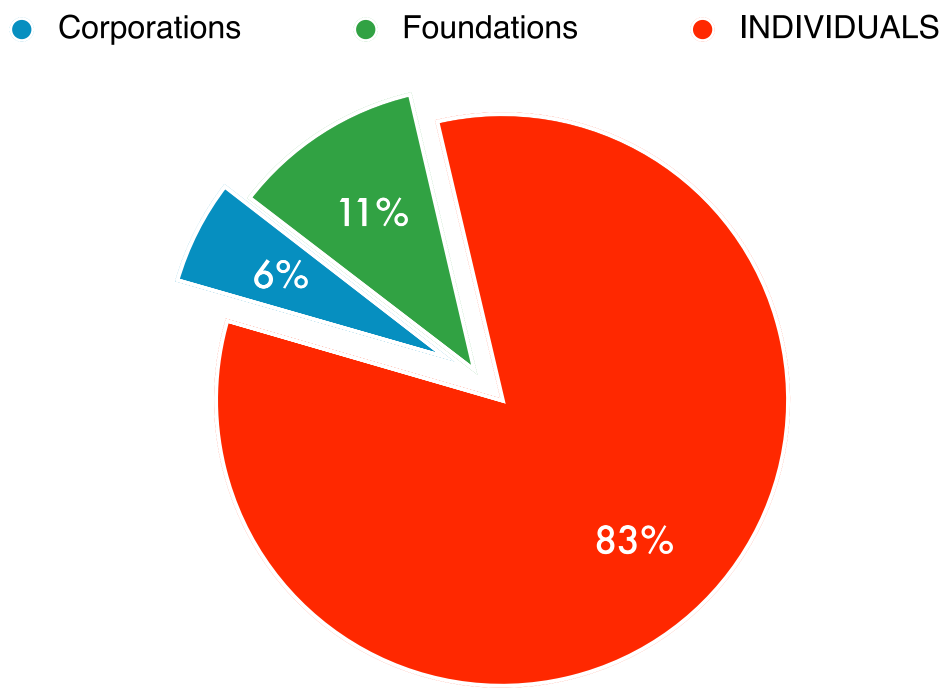
ii For our purposes here, we won't concern ourselves with public (government) resources, though you will want to include them in your overall development plan.

iii INDEPENDENT SECTOR is a nonprofit, nonpartisan coalition of approximately 500 national organizations, foundations, and corporate philanthropy programs, collectively representing tens of thousands of charitable groups in every state across the nation. Its mission is to advance the common good by leading, strengthening, and mobilizing the independent sector. On the web at www.independentsector.org.

iv THE AMERICAN ASSOCIATION OF FUNDRAISING COUNSEL is a professional organization that enhances the visibility, utilization, professionalism, growth and effectiveness of its member firms. On the web at www.aafrc.org.

Corporate giving only amounted to about six percent of the $241 billion total, or $13.46 billion in 2003. Foundation giving was under 11% or $26.30 billion in that same year.

Individuals accounted for the rest of the contributions, a whopping $201.24 billion or 83% of total giving!



2003 Giving: AAFRC Trust for Philanthropy/ Giving USA 2004

Let me tell you a few other things about individuals and giving (from Independent Sector's website):

- Nearly nine out of ten American families make charitable contributions (89%).
- Americans report that being asked to give makes a substantial difference in the size of their gifts. Yet 44% of households were not asked to contribute, indicating untapped potential to increase giving.
- In the United States, more people donate money than vote in national elections.
- Two-thirds of US donors (86 million) file the IRS short form and do not receive a deduction for their charitable giving.
- When donors do itemize (at every income level) they give at least 40% more.

So what's my point? Why do I care so much about individual giving?

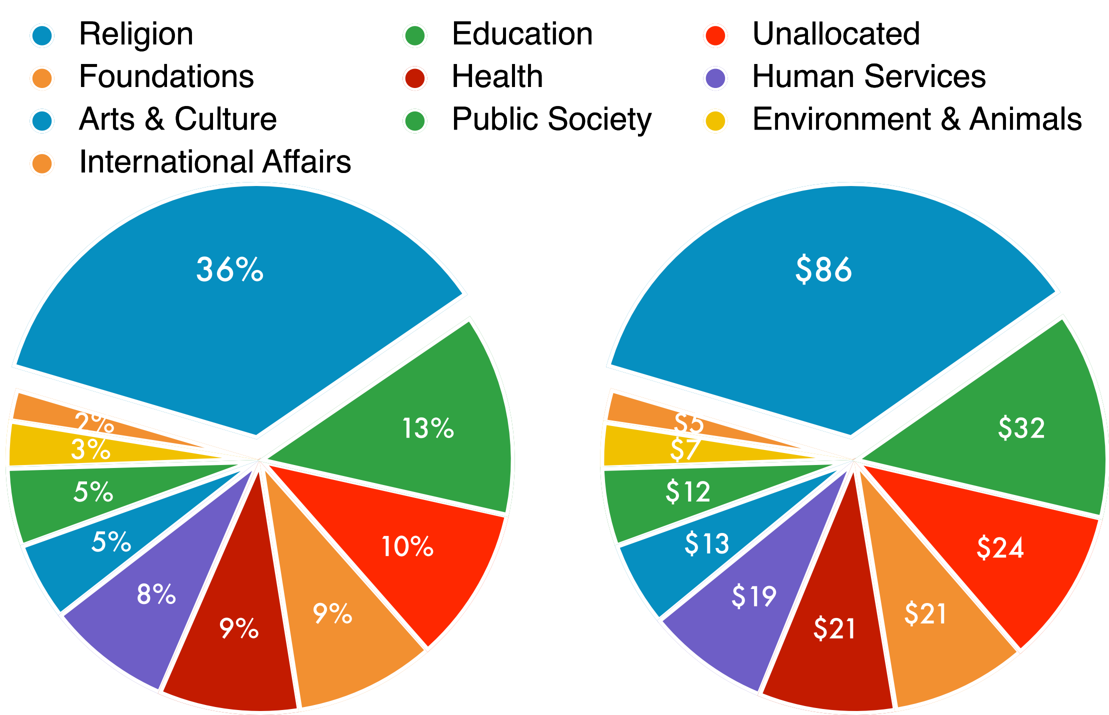
Perhaps the well-known 1950's bank robber, Willie Sutton, answered it best when asked why he robbed banks: "Because that's where the money is!"

Who Gets? (Charts 2 & 3)

In terms of where the $241 billion in charitable giving goes, the charts below are self-explanatory, but I do want to draw your attention to a couple of important points.

First, it is probably no surprise to you that religious institutions receive the majority of contributions in the United States. Why? They ask at every opportunity and they ask with a sense of purpose, with passion, and with an expectation that congregants will find meaning in their gifts.

I went through a period a couple of years ago when I was attending a variety of religious services with friends. I felt like it was important to get to know more about them through their spiritual lives. One of the unexpected benefits for me professionally was a much greater understanding of how religious leaders connect raising money with their sacred, spiritual missions.



2003 Giving: AAFRC Trust for Philanthropy/ Giving USA 2004

(Chart 3 in Billions of Dollars: $241 Billion Total Giving)

I went to one church service with a friend—it happened to be a Catholic Mass—and I was stunned when they passed the offering plates THREE times during the course of that one-hour morning service. I was even more surprised when the priest reminded parishioners at the end of the service not to forget that their annual tithes were also due.

At another service—this one Methodist—the minister announced at the beginning of tax season that annual giving statements were available in the church office, or they could be faxed, mailed, or e-mailed by request. A Jewish synagogue I visited published the amount of the previous week's collection and statistics (including pie charts) about how that week compared to previous weeks and even the previous year. It is not unusual these days for churches to have capital campaigns, building campaigns, special offerings in times of crisis, endowments, etc.

We also know that many faith communities engender a sense of ownership among their congregants and that this is a powerful tool for mobilizing resources. It is the members of a church that build the cathedrals and turn on the lights and decorate the altar and pay the staff and feed the hungry and clothe the poor.

In fact, a 2001 survey and subsequent report by Independent Sector and the National Council of Churches, *Faith and Philanthropy*[v], found the following:

- Over 85 percent of religious-giving households support secular (non-religious) charitable organizations (probably like your program);
- Fifty-two percent (52%) of all households give to both religious congregations and secular organizations, and those households account for 81 percent of all donations;
- Households that give to both types of institutions give more to religion ($1,391) compared to households that only give to religion ($1,154); and
- Fifty-five percent (55%) of dual-giving households give to at least two other kinds of organizations

You can give people an amazing gift when you ask them for their time, talent, or treasure. You honor them with your request. You strengthen the relationship. You support their other interests and commitments (including their faith). And you embrace and share a belief in their power to make a difference in the world.

v On the web at: http://www.independentsector.org/programs/research/faithphilanthropy.html.

A Special Note About Volunteers

I know how important volunteers are to the social-profit sector and especially to mentoring programs, and I'm sure you share my appreciation for your volunteers as well. I think it is important, however, that I take a few minutes to push this particular aspect of *paradigm shift one* a little further.

In 2004, according to Independent Sector, the value of a volunteer's time reached $17.55 per hour[vi]. This year's estimate increased from $17.19 per hour in 2003 and it has gone up every year since the calculation began in 1980.

Nationally, Independent Sector estimates in 2004 the total value of hours volunteered was equivalent to approximately $272 billion of contributed service, assuming the total number of volunteer hours held constant from previous years.

First, let me say that I hope you are using this very important number in your development efforts. Your donors (and your foundation and corporate partners) should know the value of your in-kind support. For example, a program with just 20 volunteers each donating one hour a week has in-kind support of $18,252!

According to *Giving and Volunteering in the United States 2001*[vii], 83.9 million adults (44% of the population) volunteered their time to a charitable organizations in 2000, averaging 3.6 hours per week. This resulted in 15.5 billion donated hours. They also found that only 50% of adults were asked to volunteer and that 63% of adults volunteer when asked.

Second—and this will be challenging for some of you—your volunteers are perfect prospects for becoming donors! That's right! They can give time, talent, AND treasure.

But don't take my word for it, Independent Sector's report looked at this issue as well and found the following:

- Eighty-nine percent of households gave charitable contributions in 2000.
- The average contributing household gave $1,620, or 3.2 percent of household income. About 42 percent of respondents reported they both gave and volunteered, with another 46 percent of all households reporting they contributed only.
- Households in which the respondent both donated and volunteered gave substantially more than households in which the respondent did not volunteer.

---

vi The hourly value of volunteer time is based on the average hourly wage for all non-management, non-agriculture workers as determined by the Bureau of Labor Statistics, with a 12 percent increase to estimate for fringe benefits.

vii On the web at: http://www.independentsector.org/programs/research/gv01main.html.

For giving households, the average contributions were $2,295 from volunteers and $1,009 from non-volunteers.

- Adults who became involved with giving and volunteering in their youth (before the age of 18) maintained that involvement into adulthood. Higher percentages are givers as adults, 92 percent compared to 82 percent of those who did not give and volunteer in their youth, and the average household contribution is much higher, $1,869 compared to $1,219.

Paradigm Shift Two: Excite Their Passions and Raise More Money

A moment ago, I showed you how our spiritual leaders understand the necessary connection between resources and making the world a better place. They have gotten over the fear of asking by trusting their faith and believing that raising money from people is not “a necessary evil,” as many of us often think. They know that raising money is part and parcel of the mission of their church for them. It is why they have missionaries. Giving control of one’s self over to a higher power and giving of one’s resources over to the church has become a sacred part of the tradition and an integral component of the faith for millions around the world (regardless of the denomination). People give because they believe that their gifts will be multiplied and that those resources will make the world on earth more just and more fair and more safe and more like . . . heaven.

Our work is sacred, too. And we know that people want to be a part of something wonderful that is larger than just themselves. They want to direct the abundant resources they have in their life towards the things they care about most. They want their own lives to have purpose and meaning and they want to uncover and discover their own passions, hopes, and dreams. Some may already be doing this from within their faith tradition and that is wonderful. They probably love the way that makes them feel and they want to experience that feeling more often. They will step up when asked.

For others whose spiritual practices are more private, they are likely longing for a public way to express their own desire to be a part of the solution, part of a community’s response to the problems facing it. Your role with these folks is to take a powerful stand with your own life. Remember that who you are and how you live your life speaks more loudly that the words you say. Make your life an intense example. I want you to let yourself feel the love you have in your heart for every young person whose life is changed by your program; and I want you to demand of yourself every action that you can take to help your prospective donors experience that same love.

I promise you that when you bring your authentic self into those asking moments, you will always elevate the quality of the relationship. You may still hear your prospect say no, but they will have changed. You will have brought them closer to their passion and that is powerful. That is your mission in action. That is you building a community of committed, passionate, concerned individuals who want the world to be better. If they don't ultimately invest in your work, they will find the right and perfect place to share their abundance. Your role in this powerful result will be rewarded.

One of the best ways to excite someone's passion is through the art and practice of storytelling. In the Getting Started section below, I'll help you think about the stories that capture the essence of your organization's powerful work. You'll learn to tap into your own authenticity and use your passion to move prospective donors into powerful relationships with your program.

Paradigm Shift Three: Embrace Sufficiency, Forget Scarcity and Suffering

Using leading government sources (the CIA Factbook, the World Bank, and the US Federal Reserve) for the most recent data available, we can estimate that in 2003 there was a worldwide money supply of approximately $47 trillion with $11 trillion of that total actually in the United States and much more controlled by US citizens in other parts of the world. It is worth noting that while US citizens control between 25-30% of the world's gross domestic product, we represent only 4.5% [viii] of the world's population and only 6% of the world's land mass.

Given these numbers, you would think that we could easily see the potential in asking our friends and family, colleagues and fellow congregants, neighbors and new acquaintances to invest in our work. Yet for some reason, we let our fear that they may say no frighten us into never asking. Instead we suffer in the misery brought on by not having enough to do our critical, life-changing, mission-driven work. We tell ourselves that what doesn't kill us, will make us stronger. And we surround ourselves with others who will commiserate with us.

Enough!

One of my closest teachers and mentors, Lynne Twist, is an incredible fundraiser and a dear friend. She has taught me some amazing things over the past five years, some of which I'll be sharing here. Her work as founder and president of the Soul of Money Institute™ and the lessons in her book, The Soul of Money [ix], have radically altered my ways of thinking about money and fundraising. In particular, she has convinced me that we do not actually live in the world, but rather in the conversations we have about the world. Think about this for a

viii According to 2000 United States Census data and 2005 world population reporting by the United Nations.

ix This compelling text explores attitudes toward money—earning it, spending it, and giving it away—and offers surprising insight into our lives, our values and the essence of prosperity. On the web at: http://www.soulofmoney.org/.

minute. Its radical in its simplicity. It suggests that how we talk (to ourselves and others) manifests control over our thoughts, emotions, reactions, and realities.

If we believe things hard enough, they can become true for us.

In this context, I think Lynne's words about the myth of scarcity are very important to understand when it comes to fundraising, or passion-raising. She said:

"We don't just think things are scarce, we think from a condition of scarcity. It's not just that we believe there *might* not be enough, we actually have a mindset or a frame of reference that no matter what's happening there *is* not enough.

Picture yourself going through a day. When you wake up in the morning, no matter what time you went to bed, and no matter what time you're waking up, the first thought almost everybody has is, 'I didn't get enough sleep.' And then the next thought you have is: 'I don't have enough time to get myself to work on time,' or 'There's not enough milk in the refrigerator,' or 'We don't have enough money to do the things we want,' or, if you're running a volunteer organization, 'There aren't enough volunteers,' or if you're running a profit-making organization, 'We don't have enough profits.' It's the frame of reference for life, particularly in the industrialized societies, but it's pretty much that way all over the planet.

No matter who you talk to, you can get agreement on this, and you can get a whole conversation going about 'There isn't enough of this,' and 'I don't have enough of that.' It's a frame of reference for the way we live and think. And money is the great lightning rod for this scarcity notion[x]."

I believe that Lynne is right about the pervasiveness of the scarcity mentality as a way of life. When I'm talking to people about how to excite passion and attract new investors, I'm always met with concerns that are rooted in people's fears about not having ____________ (fill in the blank with the following:).

- enough staff or time to talk to individuals.
- any rich people we can ask for money.
- more people in the community who will help us.
- the ability to compete with other organizations.
- the money to print nice materials or go to training, or hire a consultant, or host an event, or . . .

x Excerpted from a 1996 interview by Michael Toms for the New Dimensions World Broadcasting Network.

You get the idea.

These are all probably true statements and they are all excuses based in the mentality of scarcity. Don't get me wrong. I have been in that moment where it feels like nothing will ever change, that we just need a break, a bit of good luck, a little more money. In the end, though, I got through that moment when I focused on doing better with what we already had. Refocusing people's time. Changing priorities. Giving people room to be creative.

What I have come to believe from my conversations with Lynne is that we need to re-orient ourselves from within a condition of sufficiency—a "place" or condition where we have enough and where enough is just the right amount to meet our needs. When what we have is sufficient, the suffering ends. We become whole people capable of moving the world with the gifts we have already been given.

She goes further, suggesting that "If you let go of trying to get more of what you don't really need, it frees up unbelievable amounts of energy to make a difference with what's right there in front of you—that which you already have. If you make a difference with what you have, you will see it expand. And I'm talking about love, I'm talking about time, I'm talking about 'related-ness'—I'm even talking about money."

So your job is to change the conversations you have with yourself and that you permit others to carry on around you. Help them to see the unbelievable bounty you already have. Later I'll give you activities to do with your team that will show them all of the people who are already connected to your organization and who already care about what you're doing.

Richard Bach, one of my favorite authors, writes in his book, *Illusions*, "Argue for your limitations, and sure enough, they're yours." Change your way of thinking. Believe that you have everything you need to start building a constituency of individual donors. Your passion will get you started and people will notice the change. We want to be around people who are hopeful, who have faith in change, who see that the glass has just the right amount—it's not empty, it's not full—it has in it just exactly what you need. You can do this.

Paradigm Shift Four: It's Not About Knowing Rich People

If I could choose to change just one misperception about raising money from individuals it would be the notion that not knowing people with wealth is a roadblock to being successful in your efforts. Wealthy people have money to give and you should ask them. That's easy. We agree.

What frustrates me about this conversation, however, is that most of that $241 billion in annual charitable giving comes from middle-income, working-class, and poor people. This also happens to be most of the nation's population! Your universe of prospective donors is huge. There are almost 296 million people living in the United States and most of them have incomes like yours and mine.

Another person who has significantly impacted my thinking about individual giving is Kim Klein, publisher of the *Grassroots Fundraising Journal*[xi] and author of several books including Fundraising for Social Change. Her journal is an amazing resource for your work. There are literally hundreds of free archived articles focusing on all kinds of fundraising topics at her website.

In 1997, Kim published an article titled "You Already Know All the People You Need to Know to Raise All the Money You Want to Raise." Brilliant! This says it all. Stop your constant (scarcity mentality) fretting about not knowing rich people.

You should focus on the people you already know. The people who care about you and your organization and the things that *you* care about. It is likely that your passions will connect. This will make your asking easier and more successful.

It is also consistent with the statistics about who gives in the United States. According to research by the Gill Foundation, 80% of all charitable giving comes from households with annual incomes under $50,000 and the nation's poorest people give the highest percentage of their income. People just like you and me want to get involved. They want to use the resources they have in abundance to make a difference. They want to put their valuable time, talent, and treasure to work on the issues they care about. It's our job to help them do it.

Paradigm Shift Five: You're Not Asking for a Gift, You're Giving One

By asking the people you know to invest in your work, you are actually helping them to give attention to problems they can't take care of on their own. You are offering them a chance to put the resources they have in abundance in their life (time, treasure, or talent) to work on the issues they care about most. You are giving them a chance to work through you and your organization—to take a stand with their life by directing their resources to your organization's critical work.

I agree with Lynne Twist who believes that there are four key elements involved in successful fundraising conversations. Powerful contributions are made when:

I. People are in touch with themselves, with their own vision and magnificence, and with the difference they can make;

xi On the web at: http://www.grassrootsfundraising.org/index.html.

II. People see that the work you are asking them to support really makes a difference;

III. People see that their money makes a difference; and

IV. Someone asks, giving them the opportunity to invest.

Your job is to ask. Their job is to decide.

I'll focus more on this concept in the next section, but in the meantime, you can practice by asking yourself! What do you expect to hear when being asked to contribute to an organization? How does it make you feel? What are the factors that you consider?

In fact, go ahead and make a contribution to your organization that you feel good about. Then ask your friends for an investment in that same range. This stops you from wasting time worrying about the exact right amount to ask someone to give and it helps you prepare for your ask. If you know someone has more access to wealth, ask them for more. If they have less, ask them for less. Use your own giving as a benchmark.

And if you still don't know how much to ask for, look at their forehead. I'll bet there will be a neon number flashing in front of your eyes. Trust your instincts!

A Special Note About Language

By now, you've noticed that I use the word investment, rather than gift, most of the time. This is intentional and you should do the same when talking with your prospective donors. You are not interested in charity. You don't want guilt money. You don't want to take money from people who you wouldn't want to go for a walk with in the park.

You want people to invest and to become involved. You want donors who share your values, your excitement, and your passion. You are entering into a sacred relationship with your donors. They are directing their abundance to you and placing their dreams for a better future in your hands. You are becoming partners. They are investing in your work. They are investing in you.

Paradigm Shift Six: The Worst They Can Do Is Say No!

I think the thought of actually asking people for the things organizations need has probably created more anxiety than any other aspect of fundraising. Somehow we have gotten it into our heads that asking for what we need is rude or impolite or not dignified. I don't know where this started, but it has to stop.

Your organization is performing life-changing work. You are solving problems that are worthy of support. You deserve to have the resources to do more of this work and to do it better. Remember what I told you above? You are doing sacred work. It is OK to act like it.

If you agree with my premise above, that the worst they can do is say no, then you are ready to embrace some new ways of thinking about asking people for their time, talent, and especially their treasure. I want you to accept the following:

I. It is your job to boldly ask. It is the prospective donor's job to decide yes or no. Ask and then be quiet. Listen. Answer their questions. Thank them genuinely regardless of their answer.

II. You will not define your success by the number of people who say yes and give, but rather by the number of people who say no!

III. You will not avoid asking your friends and family; and you will contribute first.

IV. You will not be afraid to ask people for what your organization needs; and you will always ask for a little more than makes you comfortable.*

V. Whenever you are asking someone to invest, you will speak only 25% of the time and really listen during the rest of the conversation.

VI. Your belief in your organization will always exceed your fear of asking.

VII. You will always remember that if you don't have the time to express your gratitude, you don't have the time to have real people as donors.

* How do you know how much to ask for is the question I get most often; and there is no right answer. My best advice is to do your homework, trust your instincts, and watch for the neon sign on their forehead!

These rules are simple and straight-forward. If you follow them, you will be successful in raising people's passions and raising huge amounts of money. It may not happen overnight, but you'll be surprised at how quickly you can transform your giving program using these strategies.

Last year, my organization found itself struggling to replace the funds from a foundation grant that was promised, but did come through. We are fortunate to have a few major donors who really support our work. One of these donors made his usual $45,000 gift in January (I said we are blessed!). This grant crisis occurred in mid-February and it was my job to go back to him and make an emergency appeal. We drafted a great letter and I scheduled a phone appointment and because we had a strong relationship, he agreed to my request for a $50,000 challenge grant. I offered this "challenge grant" approach knowing from my relationship with him that it might make a difference. It did and we agreed that we would raise $100,000 from other donors first.

He gave us six months. Board members held house parties and mailed letters to people in their rolodexes, our staff asked friends and family members, I made daily donor calls. Everyone who gave got a special thank you. We put charts on the wall tracking our progress and I sent daily e-mail updates. Using the strategies I outlined above, we raised that $100,000 in less than 60 days. This is not rocket science. The donor's passion, my passion, the passion of our staff and board made all the difference. Everyone rallied and donors responded.

Case Study: Kids Are Natural Passion-Raisers

My godson Kitu just turned fifteen years old. I remember changing his diapers. When he was about nine, I was at dinner with him and his folks just before his birthday. He wanted a new bike. A Schwinn ten-speed if my memory serves.

Now when you meet this kid, you feel like you are in the presence of a very old soul. His mom adopted him from an orphanage in South Africa where she was working for Mother Theresa. Kitu's mom had died during childbirth and his father was not able to care for a newborn, so she was chosen in a tribal ceremony to become his mother. It was all quite beautiful.

Growing up, Kitu has always been really shy, quiet, and easy-going with a gentle, sensitive, and caring spirit. I've never seen him throw a tantrum or pout. He doesn't yell and he is very protective of his younger brothers and sisters.

I think of him as a little Gandhi bringing peace and calm into any room he enters.

So you can imagine my surprise at dinner that night when I asked him what he wanted for his birthday and his eyes lit up and he started talking about that bike. This is a kid who until that moment never asked for anything. It was generally like pulling teeth to get him to talk about presents he might want for Christmas or his birthday.

But there was something about that birthday and that bike that got him talking. In fact, it was like all the sudden I wasn't even in the room. It was clear that I created the opening, but he saw this as his chance to persuade mom and dad that they should get him that bike.

I'm not sure I've ever seen an "ask" as effective as his was that night. He was fearless and in two minutes he had covered all the bases:

- *"I've been really good.*
- *I can ride my bike to the store for you.*

- *You won't have to drive me everywhere anymore.*
- *I really need it.*
- *My friends all have bikes and they've been letting me practice.*
- *I'll wear a helmet.*
- *There's one almost like the one I like best that is on sale. That would be OK.*
- *The other kids can ride it when they get older (he has three siblings).*
- *Riding a bike is good exercise. It will give me bigger bones."*

I think it was that last comment about building bigger bones that alerted me to the fact that I was in the presence of genius! Here was this nine-year-old kid who had created an amazing "ask" by combining basic facts, simple logic, and genuine emotion. This was a brilliant pitch. His passion was overwhelming.

And yes, his parents got him that bike for his birthday.

Paradigm Shift Seven: The Power of Gratitude

If there is anything I have learned from raising money over these many years, it is about the awesome power present in simple acts of gratitude: Taking someone's hand and looking them in the eye while you thank them for their investment; A hand-written thank you note; A phone call for no other reason than letting someone know how important they are to your organization.

You would be surprised at how these simple acts can transform your organization's constituency of donors. I promise that more than anything else you can do, learning how to thank people will make the most profound difference in your efforts.

Melody Beattle said that "Gratitude unlocks the fullness of life. It turns what we have into enough, and more. It turns denial into acceptance, chaos to order, confusion to clarity. It can turn a meal into a feast, a house into a home, a stranger into a friend. Gratitude makes sense of our past, brings peace for today, and creates a vision for tomorrow."

Case Study: NYAC Thank-a-Thon

The end-of-the-year holidays are a great time to ask people to invest resources in your organization. Most people are starting to wind down a bit at work and generally seem a little more receptive to thinking about others. Some will be experiencing the “joys of the season” and others will just be grateful the year is over!

If you’ve invested the time in cultivating your individual donors and prospects, the end of the year holidays (it is also the end of the tax year) can be an appropriate time to ask people to invest in your organization’s important work. You’ll want to plan ahead as you aren’t the only one who hopes to benefit from the holiday spirit.

There are countless ways to do an end-of-the-year appeal and it really just depends on the resources available to you. As has become a consistent theme for me here, I would recommend a simple approach. We used this two-step method (based on an idea from Terry Axlerod and Raising More Money™—more about Terry and her work follows below) in my own organization, the National Youth Advocacy Coalition (NYAC) this past year and it was a phenomenal success.

This is the e-mail I sent to our staff explaining step one of the concept and defining the parameters of the activity:

To: All Staff and Board

From: Development Team

Re: Holiday Thank-a-Thon

I know Thanksgiving is here and we're all very busy, but let's remember what this season is all about! We’ve had a tough year like so many, but we’re still here and our work is better than it has ever been! Fortunately, we have had a lot of people in our corner helping us.

Most of us remember when someone tells us “Thanks” and really means it, and as the holiday season begins, what could be better than expressing our gratitude to the people who make our work possible. NYAC has had hundreds of donors this past year, and we are going to call them all.

YES! All of them—just to say THANKS!

Holiday cards are great (and our biggest supporters will be getting those and hand-written notes, too), but a personal phone call makes an impression, it leaves a warm feeling behind.

So our development team is pulling together the list and we have scheduled next _____________ for NYAC’s First Annual Thank-a-Thon!! We’ll start at 11am, break for a potluck lunch at 12:30pm, and then finish the calls between 2-5pm!

Board members will be making calls from their homes in the evening that same week.

We want everyone to be excited and well organized. It is important that we all tap into our own holiday spirit and bring our most positive energy that day! Everyone will be participating. We'll all be making calls from our desks and leaving messages will be fine. We don't expect to reach everyone in person.

What are you telling the donor with this call?

- *We noticed you invested in NYAC.*
- *It means a great deal to us.*
- *We appreciate you very much.*

The actual script looks like this:

"Hi, may I please speak to _________________? My name is __________. I'm a member of the staff/board of NYAC—the National Youth Advocacy Coalition. I'm just calling to say thank you for your wonderful support this year and in the past. It has been a really tough 2004, especially lately, but your involvement has helped us to stay in the fight!

This year we've grown. We've been able to offer terrific new resources and technical assistance to youth organizations all around the country; and we've made a real difference in the lives of thousands of LGBTQ young people. Your support helped to make that possible. Don't hesitate to be in touch with us if you have any questions or ideas. You can find us on the web at __________________________ or please give our development director a call at ______________. Thank You and Happy Holidays!"

You'll need to stick to the secular "Happy Holidays" as we don't know who believes what, but you can feel free to personalize the thank you as much as you would like.

If you actually reach a real person, they may chat a bit. You should be prepared with a few general facts, but don't think you need to take a crash course before you're qualified to get on the phone. You can always refer specific questions to someone else for a call back. If someone has a complaint or wants to make a gift right now, _________________ will handle those calls right away—just buzz them with the quick details and they will pick-up the call.

That's it. Simple, right? I promise that this will be a day that all of us will remember. Gratitude is a blessing that it is shared by everyone who experiences it. And remember:

"To educate yourself for the feeling of gratitude means to take nothing for granted, but to always seek out and value the kind that will stand behind the action. Nothing that is done for you is a matter of course. Everything originates in a will for the good, which is directed at you. Train yourself never to put off the word or action for the expression of gratitude." ~ Albert Schweitzer ~

"Gratitude is something of which none of us can give too much. For on the smiles, the thanks we give, our little gestures of appreciation, our neighbors build their philosophy of life." ~ A. J. Cronin ~

When the day came, we met as a team for a few minutes in the morning (over Krispy Kreme doughnuts) to pass out lists, answer any questions, and really get people excited about what they were about to do. By lunchtime, I could tell it was a huge success. Staff members were telling stories about their conversations and talking about how great it was just to tell people thanks. I think I underestimated the positive impact this event would have on staff and board members' morale.

We also heard from all kinds of people about how impressed they were with this simple event. We received lots of feedback like this e-mail message:

"Dear Craig, A quick note to say thank you for the phone message you left last week and for the holiday card. I've been around the not-for-profit world a long time and your call and card are acts of generosity not often seen."

This particular donor asked to meet in person and a month later made a $1,500 investment in our organization—six times what he had ever done before! Now, I can't promise results like this one every time, but I can tell you that more people had positive things to say about this year-end appeal than ever before.

Step two of this strategy consisted of our regular year-end newsletter mailing one week later and the end-of-the-year direct mail appeal just days after that. The entire approach worked beautifully.

SELF-ASSESSMENT & GETTING STARTED

Confucius said that "A journey of a thousand miles begins with a single step." The same is true when it comes to building a powerful constituency of committed and passionate individual donors. If you're still reading, my guess is that you probably have what it takes to be successful in raising money from real live people just like you and me.

You're also beginning to understand that my intention is not to give you a step-by-step plan, but rather to change your way of thinking. The system is important, but it is secondary to embracing the philosophy of passion-raising I've put forward. I want you to live outside the box, let go of old ways of thinking about money and fundraising. Shake it up and get out there and do it!

Do Your Homework

1. As you get started, begin by pulling together a small group of stakeholders who share your interest and passion for developing a constituency of individual donors. This small group will act as a kind of development team, so be sure it includes staff and board members. This group can also include donors, volunteers, and young people. It really is up to you, though I would start with a smaller team that can always expand.

2. Review your organization's annual budget.

3. Familiarize yourself with the organization's revenues and expenses.

4. Know how much you get from individual donors versus corporations and foundations.

5. If you don't have a copy of your organization's development plan, ask for one.

6. If your organization doesn't have a development plan, you will need to create it. This is essentially your roadmap for generating the revenue your program needs to survive and thrive. If this is your first development plan, I would recommend you spend some time on this step before moving on. Having said that, don't get hung up on creating the perfect plan. This is an internal document that you can use to help refine your strategy. A simple spreadsheet broken down by funding stream, each with a monetary goal and a list of prospects, is really all you need to get started.

   If you want to go the extra mile, a development plan is most useful when it is a detailed outline of how the individuals in your organization are going to raise the money necessary to support the work of your organization during a specific period of time, usually one year.

   It should help you keep your passion-raising on track by forcing you to:

   - set realistic revenue goals in your budget;

   - create clear expectations for staff and board about their roles and responsibilities;

   - monitor, assess, and revise your revenue projections throughout the year; and

- help you devise appropriate campaigns for reaching your goals.

  A good development plan covers all of your revenue streams, but puts extra emphasis on your efforts at building a strong and committed constituency of individuals who are investing in your mission-critical work.

7. Review (or develop) a one-page external case statement to assist you in approaching donors. The case statement is essentially your organization's mission, vision, and values in writing. It should be passionate and powerful. You want this statement, which is often the only thing prospective donors will read, to spark their imaginations by showing them exactly how their involvement and their investment will make a real difference. When she trains fundraisers, Lynne Twist suggests we motivate donors by asking them to stand with us in "The Gap"—the space between the amazing work your program is accomplishing right now and what would be possible with a specific, tangible investment by the donor. Your case statement will help define the gap, though it is never a substitute for real live conversations with your prospective donors.

Build Your Case Statement[xii]

To help you plan, these are the typical steps for creating a case statement, with the approximate time required for each:

Step One -- Research (minimum 2 weeks)

During this stage, we review everything that currently exists in print about the organization: annual reports, newsletters, articles, press releases, the Web site, etc. That's called "secondary" research. If the project requires more information, we might also during this stage conduct "primary" research as well. This typically consists of key informant interviews, focus groups, or even surveys.

Step Two -- Develop a Concept (minimum 1 week)

Based on what we learn during the research stage, we then develop a communications concept (or strategy). This concept includes the main selling message (the so-called "tent pole," the most powerful message we have, off which everything else hangs); the supporting messages; and a very rough draft of what the case statement will include, showing headlines.

Step Three -- Final Writing (minimum 2 weeks)

xii Adapted from materials developed by Ahern Communications, Inc. On the web at: http://aherncomm.com/fundraising/case_statements_external/index.htm.

Once the concept is clear, begin the final writing, fleshing out the details. The concept gets refined repeatedly during this stage. Also at this point, you may want to involve a graphic designer, for planning purposes.

Step Four -- Graphic Design (depending on resources, minimum 1-3 weeks)

Once the writing is fully approved, the graphic designer can start her/his real work: making the piece entertaining, easy to read, visually gratifying, and dramatic.

Step Five -- Printing (depending on resources, minimum 1-3 weeks)

The graphic designer oversees this step of process, exercising quality control.

Your final case statement should clearly communicate the essence of your organization's life-changing work. Take some time with this piece. It can be a very valuable tool.

8. Once this work is complete, the next step is to assess your prospects—both organizationally and individually. I suggest the two activities below to help you begin to see the universe of prospects you already know and are in relationship with right now.

Map Your Prospects (Chart 4)

One of the best ways to begin preparing your organization to embrace individual giving as a integral part of your fund development activities is to help your team recognize all of the people and organizations that already care about your work. Many organizations believe that they aren't connected to enough people to make individual giving a viable strategy for raising money. A simple activity that you can lead will not only show this belief to be false, but it will also provide some important information as to how to structure your efforts.

People have been using "webbing" or web maps as learning tools for decades. Webs are visual maps that show how different categories of information relate to one another. They provide structure for ideas and facts and provide a flexible framework for organizing and prioritizing information.

It is important to credit another of the most amazing fundraisers I've ever known, Terry Axlerod, for adapting web maps for use in fundraising. Terry is the founder and CEO of Raising More Money™[xiii], an internationally-acclaimed speaker and author, a personal friend, and one of my mentors. Much of what I have learned about raising money from individuals over the past ten years or so is rooted in my

xiii Raising More Money™ trains and coaches non-profit organizations to implement a mission-based system for raising sustainable funding from individuals. On the web at: http://www.raisingmoremoney.com/.

relationship with Terry and it is her “Treasure Map™” activity that started it all for me.

For this activity, you will place your organization at the center of the web. Links from the center will connect your key stakeholders and core constituencies as well as track details about their connections to you.

Begin by convening a small group of the people responsible for raising money for your organization. It would be terrific if you could include your executive director, all of your development staff (even if that is just one person), perhaps a couple of key board members, senior program staff, and anyone else who brings passion and energy to your organization’s mission work. Don’t get too hung up on who is in the room. There is no right or wrong formula and you can always repeat the activity with more people as your donor work progresses.

I’ve already shown you the statistics related to charitable giving in the United States and I would suggest that you share that information as preamble to this small group activity. The statistics are powerful and they begin to help lay the groundwork for some of the key concepts I have been discussing in more detail here.

Once folks are ready:

I. Draw a circle in the middle of a large piece of newsprint taped to a wall so all can see. In that circle, write the name of your program.

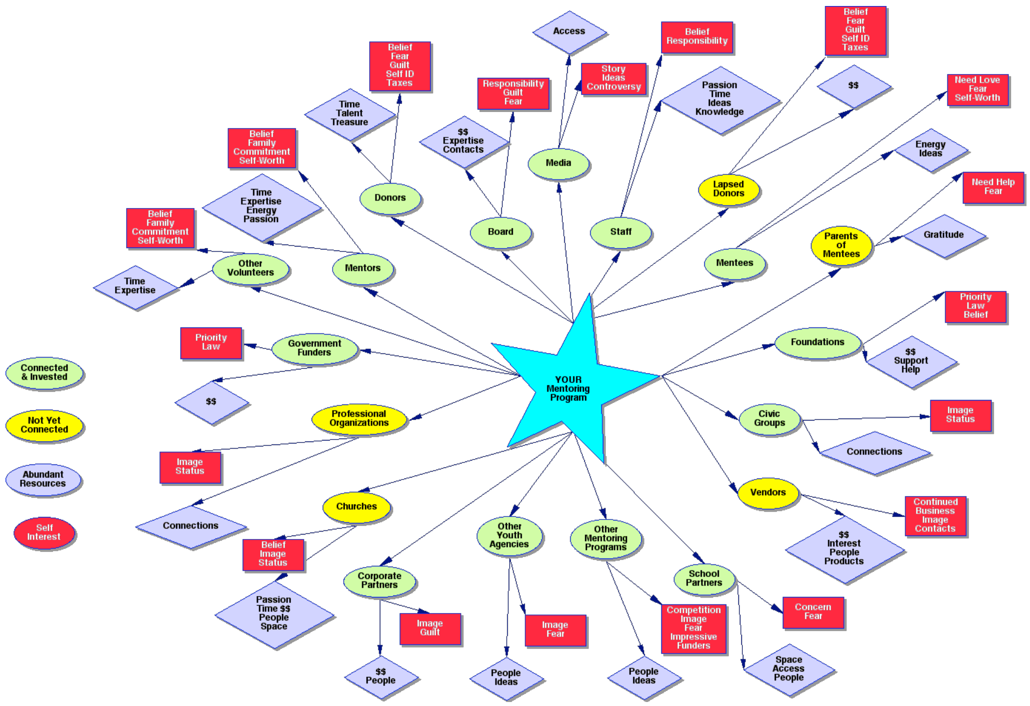
II. Next, ask your participants to shout out the names of organizations and groups of individuals that have a connection to your program. Don’t limit yourselves. Think of this as a kind brainstorming and don’t censor anyone’s ideas.

III. Now, spend a few minutes listing all of the resources that each group has in abundance (i.e. knowledge, experience, access, space, ideas, MONEY!).

IV. The next step for your group is to spend some time discussing the self-interest (See “A Special Note About Self-Interest” Below) of the people and groups you have identified. Why are they connected to your program? What’s in it for them?

At this point, your small group should be getting excited! You have a tremendous amount of information about a lot of people who are already connected to your program. These are your potential donors. You already know all the people you need to launch and sustain your individual giving program and you know how and why they are connected to you. This is all you need. The only thing left to do is start asking!

But before you do, spend a few minutes in your group talking about what you learned from the activity. Let group members process the experience so as to reinforce the key points of the exercise. If you have enough time, you may even want individuals to do their own personal prospect map. Terry Axlerod suggests that we each do our own map every three-four months. It helps us to stay connected to our existing prospects and it helps us to identify new ones more quickly. I follow her advice.



A Special Note About Self-Interest

The idea that human beings act from a place of self-interest is not new. For centuries it has been the dominant view in psychology. If you subscribe to this notion, you believe that everything we do—from the compassionate to the remarkable—we do ultimately for our own advantage or fulfillment. In some instances, the personal benefits are clear to everyone involved; in other cases, they are known only to the individual experiencing them.

Thomas Hobbes, the seventeenth century philosopher, believed that human beings always and only acted from self-interest. I'm not sure that I believe self-interest is the only motivating force in a person's decision to invest or get involved in our programs. I like to believe that human beings are also capable of acting from a place of concern for others that is not derived from how it will impact their own welfare. Indeed, contemporary psychologists are beginning to have research data that suggests humans are also capable of acting from a place of empathy. I'll be very happy if this is proven to be true. In the meantime, self-interest is certainly a powerful force worthy of your attention and consideration.

Reflect on Your Own Giving

Whether your team members do a personal prospect map or not, it is important that each member individually take stock of their own relationships, identify potential prospects from their list, develop an asking strategy, and then go forth and ask! Not only will this generate new revenues, it will also help you address the anxiety around asking. These are people they know and who know them—friendly faces.

One way of doing this step is to have each person get a blank sheet of paper and turn it horizontally. On the sheet, have your team members draw vertical lines to create seven columns. Make columns one and five a little wider. Allowing two-three minutes for each step (a little longer for steps one and five), tell them to do the following (one step at a time):

I. In column one, write down the names of the first 25 people who come to your mind—friends, family, colleagues, politicians, bankers, teachers, clergy. Don't censor yourself. This will begin to create a list of donor prospects, but don't put someone on the list, or leave them off, because of what you know about their ability to give or your concerns about asking.

II. In column two, put a checkmark next to the names of people you know and who know you. Circle the checkmarks for the ten "strongest" relationships. You decide what strongest means.

III. In column three, put a checkmark next to the names of people that you personally know give of their time, talent, and treasure (to any organization).

IV. In column four, put a checkmark next to the names of people you think would be interested in the work of your organization.

V. In column five, next to any name you checked in the last step, write down what you think is that person's self-interest for getting involved or investing in your organization. Be really candid here. This person won't be seeing your list!

VI. In column six, I want you to set a financial goal for what you could ask this person to invest in your organization. If you had to do it, knowing what you now know, how much could you ask them for? Take a deep breath. Write it down.

VII. Finally, look at the amounts you just wrote down. If you wrote down an amount $200 or less in column six, triple it and write it down in column seven. If the amount is greater than $200, double it and write that down in column seven.

Now spend a few minutes asking people to process this activity. What did they learn. What were the surprises or the "Aha!" moments for them. How did it feel to put target amounts next to people's names. How did it feel when you told them to aim higher?

After a few minutes, give your team members the following homework. Have them look at those checkmarks they circled in column two. These are the people they need to ask very soon. At least three asks within the next week. Some prospects may need more cultivation. That's fine. But all of us have at least three people who are ripe and ready right now.

9. You're almost there! The next step is to plan for those asking moments you're about to have! Now as much experience as I have asking people for money, I cannot tell you how it will go exactly. I can tell you a few things that will be helpful, however. You should also re-read the sections related to asking above (Paradigm Shifts Five and Six) as you prepare.

   As I see it, there are six things that all prospective donors will want to know before they decide whether to invest in your work or not. These questions are relevant whether you are asking in person, over the phone, in a letter, or at an event.

   - **Who are you?** How are you connected to the organization? Why are *you* here?
   - **What does your organization do?** What is the mission and vision? What are the organization's *values*? What is its history?
   - **What is your organizational story?** Why would a donor care? How does your organization's work connect to what the prospect cares about—what they are *passionate* about?
   - **What is the gap?** What amazing work are you doing now? What else *could you do* if this donor invested time, talent, or treasure?
   - **What specifically are you asking this donor to invest?** Do you know what you want? Have you done your homework? Do you see the the *right amount* flashing on their forehead?

When it comes to deciding how much to ask for from a prospective investor, let me tell you one more story. Early in my fundraising career, I was at lunch with a prospect. We both knew I would be asking for money and we were both prepared. When the time came (I knew this because my heart started beating through my chest), I gathered my composure and asked him for $5,000. This was more than he had done previously, but I was really confident he could do it.

After I asked, I sat back proud of myself, remained quiet as you should do, and I waited for his answer. Two seconds later he said “Sure!” and then he added “What a relief . . . I thought you were going to ask me for $10,000.” I smiled awkwardly. “I would have given you $10,000,” he said. “If you had asked for it.”

“Can we start over?” I said hopefully. “Next time,” he said.

You had better believe that I have never left money on the table since that moment. The worst thing they can do is say no, remember? Your job is to ask, their job is to decide. It is OK for you to make their decision difficult, not impossible, just difficult.

- **What will the donor receive for their investment?** Are you offering recognition? Have you imagined how you will thank them for their generosity? How will the organization express its *gratitude*?

Now preparing answers for most of this will be fairly easy. It requires work, but if you have taken the steps I’ve outlined, much of it is already done. But one piece requires a little more effort. This is the piece that allows the life-changing work of your agency to shine through with all of the emotion and passion you experience in doing the work.

This is where you tell a story. Most of our organizations already have them. They are the stories that we tell over and over again. The ones that still bring tears to our eyes. They have become mythical. We don’t even know sometimes if they are true, but they have awesome power to move people to action.

Write a Two-Minute Speech

I want you to come up with a new story. A story from where you sit within your program. I don’t mean you had to necessarily experience it first-hand, but you need to have been close to it and it needs to have touched you, personally. What have you experienced in your program that chokes you up, that makes you mad or hopeful, what is it that brings you to work everyday with an unstoppable desire to do more for the young people you serve. This is the story you should tell. This is the one that will cause your prospective donors to stand in the gap with you, investing and involving themselves in the amazing, life-changing work of your organization.

There is no real formula for the activity of developing the story—your two-minute speech. I suggest you find an hour or two where you can sit alone without interruption. Get yourself into a space where you can be reflective. Light a candle. Play some music. Think about why you do what you do. Try to remember why you got involved in the first place. Think about those moments when the work is unbearably difficult—when you might be thinking about changing jobs—what keeps you there? What motivates you to tough it out?

Is there a person that comes to mind? A young person who said thanks one day? A kid whose life was a mess when they first came to your program and now they are succeeding in ways unimaginable? Is it a mentor that pops into your head? Is there a volunteer whose life has been changed? Make a few notes. Draw a picture. Let yourself feel the emotion you want to cultivate in the person you'll be asking.

When the story becomes clear (and it will), write it down and practice telling it. First, practice in front of the mirror. Then in front of a colleague or two, maybe a young person, practice in front of your significant other.

Ask them for their feedback. You want this story to be powerful. It needs to be brief—two minutes at most! And you want to tell the story in a way that will move *even you* every time you tell it. It can't be phony. I don't want you to pretend to cry. This isn't about making people feel guilty or sorry for the kids you're working to help. This is the real deal—heartfelt emotion turned into passionate commitment. You don't need to fake it. When it's real, you'll know it, and the people listening to you will know it, too.

That's it! There is probably more I could tell you, but this is ENOUGH for now! You are sufficiently prepared to start cultivating a constituency of passionate and committed individual investors. Jump in with both feet. Take some risks. Ask for help when you need it—people, especially donors, love to offer advice.

And start asking for money. Don't wait until the system is perfect—it will never be perfect. And don't let your fear about hearing no stop you from asking for what you need. Get excited when you hear no. Jump up and down. Set a "No Goal" and put a chart on the wall to track your progress! Then get out there and ask again. And again.

Ask until your program has all it needs to survive and thrive!

COMMON GROUND

consulting™

“There Is Nothing Like A Dream To Create the Future”

CRAIG A. BOWMAN
President

1936 First Street, NW
Washington, DC 20001

202.744.2567

craigab1@mac.com

www.commongroundconsulting.com

Day 1: Tuesday, September 13th

Sessions

- **“Curriculum Successes and Challenges: A Session on Peer Learnings”**
  Facilitated by Bonnie Benard and Carol Burgoa
- **“Strength-Based Strategies Continued: Use the Force of Luke! Staying Motivated to Do the Job”**
  Facilitated by Charlie Appelstein
- **“Sustainability: In-Depth Strategies and Discussions”**
  Facilitated by Craig Bowman
- **“Making the Connection: FNL and SDFSC Lessons Learned”**
  Facilitated by Jim Kooler, James Walker and Jennifer Juras

Session

Curriculum Successes and Challenges: A Session on Peer Learnings

Results of the "Curriculum and Implementation Survey" will be shared and discussed in this workshop. Using a round table format, participants will have an opportunity to hear feedback and ask questions about the successes and challenges of the "evidence-based programs" used by their SDFSC colleagues. Finally, a program assessment tool will be used to help participants identify ways to integrate protective factors into their evidence-based programs.

Objectives:

1) To become familiar with the results of the SDFSC "Curriculum and Implementation Survey."
2) To reflect and dialog with colleagues about the successes and challenges of applying evidence-based programs.
3) To identify ways to integrate protective factors in implementing evidence-based programs.

Bonnie Benard - For over 20 years, Bonnie Benard, M.S.W, has brought the concept of resilience to the attention of national and international audiences. She writes widely, leads professional development, and makes presentations in the field of prevention and resilience/youth development theory, policy, and practice. Her 1991 WestEd publication, *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community,* is credited with introducing resiliency theory and application to the fields of prevention and education. Her most recent publication, *Resiliency: What We Have Learned* (2004), synthesizes a decade and more of resiliency research and describes what application of the research looks like in our most successful efforts to support young people. Benard's work in resilience has also led to the development of the California Department of Education's Healthy Kids Survey's Resilience and Youth Development Module, which surveys students throughout California and elsewhere on their perceptions of supports and opportunities in their schools, homes, communities, and peer groups. Benard has been recognized for her contributions to the fields of prevention and youth development with the Award of Excellence from the National Prevention Network, the Paul Templin Award for Service by the Western Center for Safe and Drug-Free Schools and Communities, the Spirit of Crazy Horse Award from the Black Hills Reclaiming Youth seminars, and the Paul D. Hood Award from WestEd for Distinguished Contribution to the Field.

Carol Burgoa - Now an independent consultant as well as a part-time WestEd employee and formerly a Prevention Programs Coordinator at Contra Costa County Office of Education, Ms. Burgoa was responsible for the Safe and Drug-Free Schools and Communities program, the School Violence Reduction Program, the Tobacco Use Prevention Education program, and all school safety and violence prevention activities, as well as authoring the *Student Leadership Program Handbook* and *Yellow Ribbon Resource Guides* for youth led and initiated prevention activities for the California Department of Education's School Safety and Violence Prevention Office. She developed a statewide competitive process for high school students to design their own safe school projects, the Student Leadership Grant Program, for that agency. A long time member of the California School Law Enforcement Partnership, Ms. Burgoa is a trainer in their Safe School Planning process. Previously, Ms. Burgoa was the training coordinator for the Western Regional Center for Safe and Drug-Free Schools and Communities where she was widely known for her ground breaking work in providing staff development in the broad area of fostering resiliency in youth. In this role, she designed, delivered and coordinated all workshops/presentations for Northern California and provided technical assistance to state, regional and local youth serving agencies. Prior to this, she served as project director for California Department of Education's innovative Pros for Kids, a community based drug prevention program which used professional and amateur athletes to deliver services throughout California. She also has over 20 years of teaching experience at the elementary and secondary levels.

SDFSC Grantee Learning Community Conference 2005

Safe & Drug-Free Schools & Communities Technical Assistance Project California's Governor's Program

CARS

Successes & Challenges: Curriculum Showcase

Facilitators: Bonnie Benard & Carol Burgoa
Co-facilitator: Christina Borbely

WestEd

Objectives

1. To become familiar with the results of the SDFSC "Curriculum and Implementation Survey"

2. To reflect and dialog with colleagues about the successes and challenges of applying evidence-based programs

3. To identify ways to integrate protective factors in implementing evidence-based programs

Science-based Programs

The Center for Substance Abuse Prevention (CSAP) defines "science-based" as:

- theory-driven,
- reasonably well evaluated,
- and including program activities related to the theory

Why science-based curriculum?

- Differentiate among proliferation of prevention practices
- Empirically proven to garner positive impacts
- Increased program accountability
- Demonstrated effectiveness is in demand

Identifying Science-based Programs

Evidence-Based Programs

- Conceptually Sound & Internally Consistent
- Program Activities Related to Conceptualization
- Reasonably Well Implemented & Evaluated

Promising

- Some Positive Outcomes

Effective

- Consistently Positive Outcomes
- Strongly Implemented and Evaluated

Model

- Available for Dissemination
- Technical Assistance Available from Program Developers

Selecting Prevention Programs

Considerations for selecting optimal program models and curriculum include:

- Target population characteristics
- Program context
- Community/political circumstances
- Implementation resources
- Theoretical framework (i.e. strengths-based approach)

Results of SDFSC's

"Curriculum & Implementation Survey"

CA SDFSC Science-based Programs

- Second Step
- Towards No Drug Abuse
- Strengthening Families
- Reconnecting Youth
- Oleweus Bullying Prevention Program
- To Good for Drugs
- GRIP
- Life Skills Training
- Project ALERT
- CMCA
- Parent to Parent
- Communities That Care
- All Stars
- Parent Project

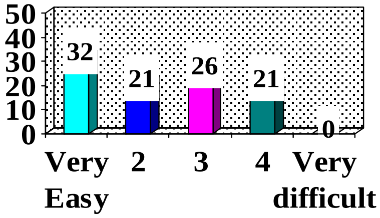
Implementation

- Fidelity to original model
- Strategic adaptation
- Operating from a strengths-based perspective

CA SDFSC Program Fidelity

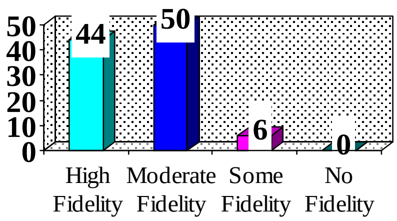
Ease of Implementation

Mean = 2.37 out of 5 (N = 19)

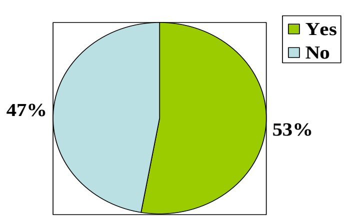


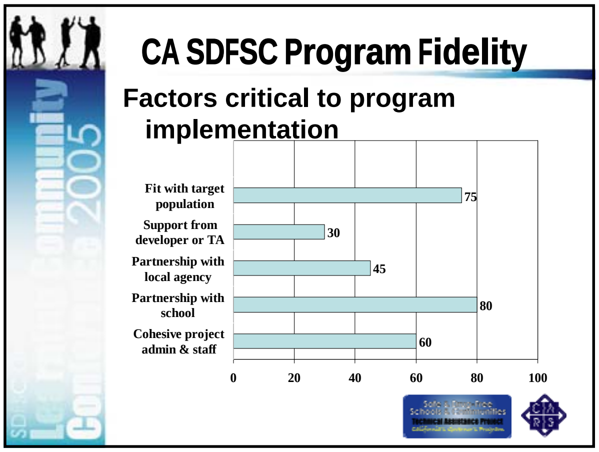
Level of Fidelity

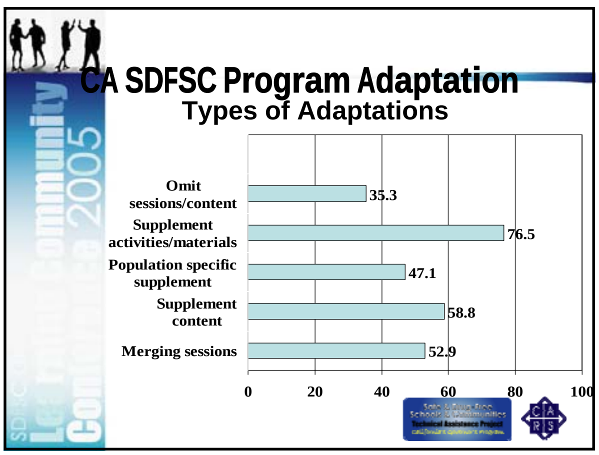
Mean = 1.61 (N = 18)

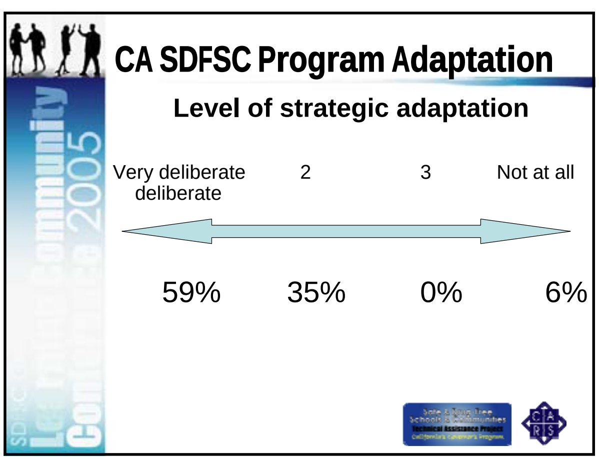


Support from developer or developer TA




CA SDFSC Program Fidelity
Factors critical to program implementation
Fit with target population
Support from developer or TA
Partnership with local agency
Partnership with school
Cohesive project admin & staff
75
30
45
80
60
0
20
40
60
80
100


CA SDFSC Program Adaptation
Types of Adaptations
Omit sessions/content
Supplement activities/materials
Population specific supplement
Supplement content
Merging sessions
35.3
76.5
47.1
58.8
52.9
0
20
40
60
80
100


CA SDFSC Program Adaptation
Level of strategic adaptation
Very deliberate deliberate
2
3
Not at all
59%
35%
0%
6%

Reflection & Dialog:

Successes and Challenges

Integrating Protective Factors in Evidence-Based Program Implementation

Environmental Protective Factors Transform Lives


Community 2005
It's *HOW* we do what we do that counts!

It's *HOW* We Do What We Do: Program Assessment Checklist

NOTES

Caring and Support

Place a √ by the items your curriculum/program encourages and enhances.
Place a - by the items your curriculum/program hinders.
Place a * by the items you do with or without curriculum support.

___Modeling empathy and compassion
___Creating and sustaining a caring sense of community
___Creating one-to-one connections
___Actively listening/ Using eye contact
___Praising & encouraging
___Getting to know youth and their families' stories
___Getting to know youth and their families' hopes, interests, and dreams
___Getting to know youth and their families' strengths
___Showing respect
___Being non-judgmental
___Looking beneath "problem behavior"
___Using humor/smiling/laughing
___Creating small, personalized groups
___Creating opportunities for peer-helping and mentoring
___Being flexible
___Showing patience
___Creating connections to resources:
- ___Education
- ___Employment
- ___Recreation
- ___Healthcare, counseling, and social services
- ___Cultural Resources

It's *HOW* We Do What We Do: Program Assessment Checklist

NOTES

High Expectations

Place a √ by the items your curriculum/program encourages and enhances.
Place a – by the items your curriculum/program hinders.
Place a * by the items you do with or without curriculum support.

___Believing in the innate resilience of every youth and family member
___Seeing culture as an asset
___Naming and mirroring back youth and family members' strengths
___Challenging and supporting ("You can do it, I'll be there to help)
___Connecting learning to youth and family members' interests
___Encouraging creativity and imagination
___Seeing youth and family members' behavior as driven by basic needs (love, belonging, etc.)
___Setting clear expectations, rules, and structure
___Using rituals and traditions
___Conveying to youth and family members that they have power to change and determine their own behaviors and thoughts
___Conveying optimism and hope
___Conveying the message that mistakes and setbacks are opportunities for growth
___Seeing youth and family members as community resources
___Providing clear explanations
___Reframing youth and family members' image from at-risk to resilient
___Encouraging awareness of moods and thinking
___Using strengths and interests to address problems and concerns

It's *HOW* We Do What We Do: Program Assessment Checklist

NOTES

Participation and Contribution

Place a √ by the items your curriculum/program encourages and enhances.
Place a - by the items your curriculum/program hinders.
Place a * by the items you do with or without curriculum support.

___Providing opportunities for youth and family members to plan, make decisions, and problem solve
___Empowering youth and family members to help create program rules

Creating opportunities for creative expression:
- ___Art
- ___Music
- ___Writing/Poetry
- ___Storytelling/Drama

Providing opportunities for youth and family members to contribute their:
- ___Strengths and interests
- ___Goals and dreams

___Practicing equity and inclusion
___Infusing community service/active learning
___Offering peer-helping, cross-age helping, peer support groups, and mentoring
___Using group process
___Providing ongoing opportunities for personal reflection
___Providing ongoing opportunities for dialogue and discussion
___Providing ongoing opportunities for learning new skills
___Creating collaborative partnerships with youth, family, school, and community members

Session

Strength-Based Strategies Continued:
Use the Force of Luke!
Staying Motivated to Do the Job: Maximizing Your Own Strength to Make a Difference

This presentation outlines continues with a more in-depth discussion of many of the critical concepts and techniques embodied in strength-based practice. The strength-based approach is a positive, hope-inspiring modality that focuses on what youth do right and their inherent abilities to make better decisions. The session focuses on techniques for prevention providers to maximize their own strengths to make a difference.

Objectives:

Upon completion of this presentation, participants will be able to:

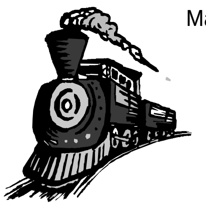
1. Reframe challenges using solution-oriented possibility techniques
2. Identify negative based assumption regarding work roles and responsibilities
3. Methods for identifying, normalizing, and learning from your feelings
4. Discuss the critical value of maximizing your own strength

Charlie Appelstein

Charlie Appelstein, M.S.W. is a nationally prominent youth care specialist and author whose primary focus is on working with children and youth with serious emotional and behavioral problems. President of Appelstein Training Resources, LLC, Mr. Appelstein trains and consults all over the United States as well as internationally, with treatment facilities, foster care programs, parent groups, schools, and detention centers. He is the author of *The Gus Chronicles: Reflections from an Abused Kid; No Such Thing as a Bad Kid: Understanding and Responding to the Behavior of Troubled Children and Youth; and The Gus Chronicles II.* Mr. Appelstein is considered by some to be the best trainer for direct work with troubled youth in the nation.

“The Glass Ain’t Half Full, Heck it’s Overflowing!”

A Strength-Based Practices – Part II
Maximizing Your Own Strengths
to Make a Difference



Charlie Appelstein, M.S.W.

Strength-Based Practice

- Emerging approach to helping people that is more positive and hope-inspiring.
- Powerful combination of the strength-building model and solution-focused therapy
- Emphasis is on: *Strength-building* rather than flaw-fixing
  Doing rather than understanding
  Believing in every client – not “believing is seeing”

..which produces ***Optimism*** *– which feeds possibility, and motivates coping and adaptive behavior, even in the face of difficult odds*

- **Begins** with belief that all clients have strengths and past successes that can be utilized to stop troublesome behavior.
- **Continues** with practice methods that identify and marshal these strengths for necessary behavior change.

Solution-Oriented-Possibility Therapy

Use Qualifiers: “I hate my life!” > *“So you hate your life right now.”*

Past Tense: “I’m stupid!” > “*So you’ve been feeling stupid lately.”*

When & Will: “I’ll never get a job.” > *“When you do, what will it be like?”*

Scaling Questions: “On a scale of one-to-ten, ten being that you’ll work this out and be happy, one – you won’t. Where are you now? What about in 3 months?

Identify In-Between change: “What will be the first sign you’ve turned the corner?

Million Dollar Question: “How come you’re not doing worse?”

Goal:

Change rather than *insight* and *awareness*

The Work:

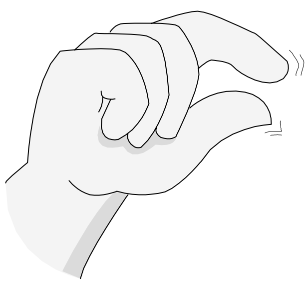
Problem-driven not problem-focused (solution-focused):

Devoted to helping clients *initiate actions* to dispense presenting problems

Primarily *short term*

Goal-oriented and focused on *resolving the identifying problem*

The Millimeter Acknowledgement



"Do you think it's slightly possible that perhaps, maybe…."
"Could, maybe, 1% of this have something do with…"

Assumptions (or lack thereof)….

Strength-based practice does not assume that ownership of guilt is somehow automatically curative.

…Does assume that change is inevitable, not uncertain

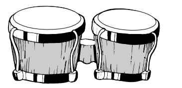
Strength-based practice does not assume **LARGE** problems require **LARGE** *efforts for solutions.*

…Does assume that **SMALL** changes can ripple out to bring resolution.

Cues to Use

Produce catchy mantras that can create neuro-pathways
Key: Use Rhythm, Repetition, Rhyming, and Humor

Proven winners:



"NBD…easier than one, two, three!"

"When you're mad, don't do bad, just talk or walk…talk or walk."

"Let it go, So!" "Let it go, Joe!"

"I'm smart, it's in my heart!"

"Don't move all over the place, sit and learn with a happy face."
"enough of the rough…enough of the rough…stop the hitting, take up knitting."

Externalizing Negative Behaviors

Giving life and a name to a problematic issue or "bad habit" (i.e. externalizing it) can help kids with problematic tendencies/habits/compulsions.

Examples:

A kid who needs to do things perfectly:
"Get lost Mrs. Perfecto! Get out of here. Get off my back, you loser!"

A kid who is prone to behavior outburst:
"Get out of here Mr. Fitz!"

A kid who talks rudely:
"Get lost Rudy! You're nothing!"


Rudy

A kid who argues incessantly:
"Go far Mr. R!" "You're through Mr. R Gue!"

A kid who is reluctant to write:
"Get out of town, Mr. No Write!"

In the beginning.. you have strength, enthusiasm…

you WILL make a difference!

Understanding, Normalizing, and Learning from our Feelings

Typical Feelings and/or Traps

1. Angry
2. Frustrated
3. Out-of-Control
4. Disgusted
5. Guilty
6. Sexual
7. Insecure
8. Afraid
9. Overwhelmed
10. Add your own

Influenced by:

Personal baggage, limited resources, quality and quantity of supervision & training, tempera-ment, etc.

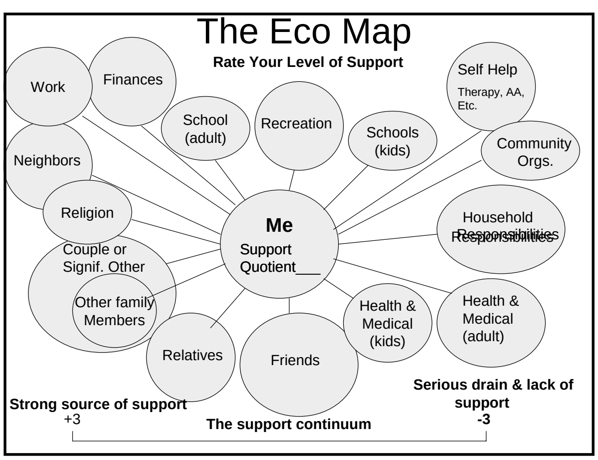
The Observing Ego

"I'm REALLY ticked…I could just - it's okay. Stay cool…ALL feelings are normal. Learn from this. I'm suffering a bad self-esteem injury, but in a little while it will heal. *Respond* instead of *React. Use the Force, Betty!*
…I mean, Luke."

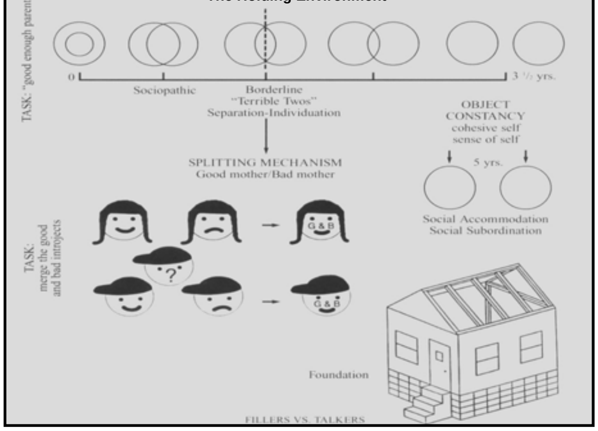
Respond =
The Golden Rule


"Check Your Baggage at the Door!"
The Hippy Haven Group Home


M.A.S.H


The Eco Map
Rate Your Level of Support
Work
Finances
School (adult)
Recreation
Schools (kids)
Self Help
Therapy, AA, Etc.
Community Orgs.
Neighbors
Religion
Me
Support Quotient___
Household Responsibilities
Couple or Signif. Other
Other family Members
Relatives
Friends
Health & Medical (kids)
Health & Medical (adult)
Strong source of support
+3
The support continuum
Serious drain & lack of support
-3

The Holding Environment



Session

Sustainability Continued: In-Depth Strategies and Discussions

If youth programs are going to get serious about sustainability then we need to get serious about asking people for the resources we need to do it. In this provocative session, it is my goal to change the way you think about fundraising. I am going to convince you that asking people for money is easier than you think and the rewards are always greater than you expect. And I'm going to show you how to do it.

This session is not just for management staff, In fact, program folks need to attend this workshop. I want to help you find new and creative ways to identify and recruit new volunteers; tap into their wisdom, experience, and skill sets for the benefit of your program; and, most importantly, raise all of the money your program needs to both survive and thrive!

Objectives:

1. Participants will be able to describe the major reasons that people give and continue giving.
2. Participants will be able to define the Board's role in fundraising.
3. Participants will be able to explain the four major elements of the "contributions superhighway."
4. Participants will learn how to track passion rather than money in developing sustainable giving strategies.
5. Participants will identify action steps for sustaining their program

Craig Bowman

For 15 years, Craig Bowman and his firm, Common Ground *consulting,*™ have been providing world-class consulting services for community-based and national nonprofit organizations. He provides training in the areas of valuable management and fund development; diversity and multicultural organizational development issues; facilitation skills and curriculum development; and specializes in the creation and implementation of youth and community development programming strategies. Craig's efforts have largely centered on the design and delivery of high-quality, interactive, non-formal education—training. The majority of this work has focused on assisting non-profits in developing and implementing mission critical goals and the systems necessary for high productivity and the efficient use of resources. He is also a nationally known expert on youth development and youth health issues (including HIV/AIDS prevention). In 2000, Craig became the Executive Director of the National Youth Advocacy Coalition (NYAC), an organization representing more than 100 youth-serving agencies across the country and providing support and technical assistance to more than 500 others.

SDFSC Grantee
Learning Community Conference 2005

Safe & Drug-Free Schools & Communities
Technical Assistance Project
California's Governor's Program

Sustainability

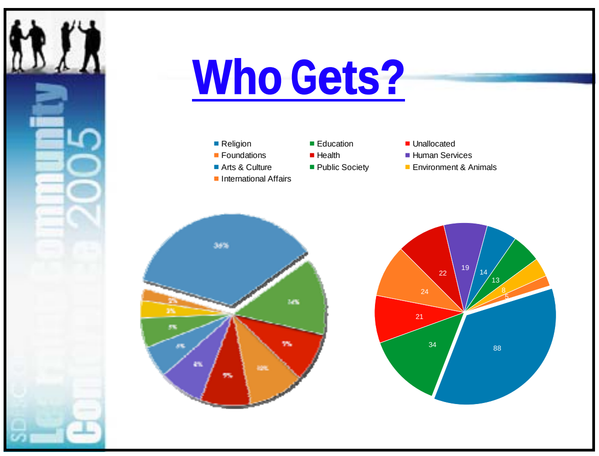
Building A Powerful Constituency of Individual Donors
Facilitated by Craig Bowman

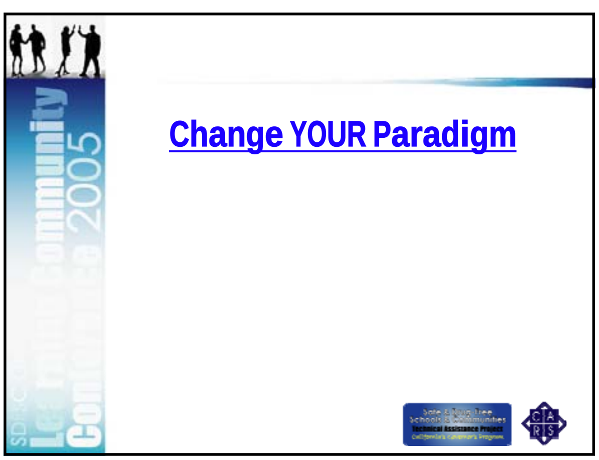
YOUR Expectations

Session Goals

- Describe the Major Reasons People Give and Continue Giving
- Define a Board's Role in Fund Development
- Explain the Major Elements of the "Contributions Superhighway"
- Learn How to Track Passion Rather than Money in Developing Sustainable Giving Strategies


Who Gives?
$248.52 BILLION
Corporations
Foundations
Individuals
5%
12%
84%


Who Gets?
Religion
Education
Unallocated
Foundations
Health
Human Services
Arts & Culture
Public Society
Environment & Animals
International Affairs


Change YOUR Paradigm

Show Me the Money

Treasure Maps

1. Draw a circle in the middle of a large piece of newsprint. In that circle, write the name of your program.

2. Next, in your group, shout out the names of organizations and groups of individuals that have a connection to your program. Don't limit yourselves. Think of this as a kind brainstorming and don't censor anyone's ideas.

3. Now, spend a few minutes listing all of the resources that this group has in abundance (wisdom, wealth, work., wit, etc.).

4. The next step for your group is to spend some time discussing the self-interest of the people and groups you have identified. Why are they connected to your program? What's in it for them?

Next Steps . . .

nyac

National Youth Advocacy Coalition

1638 R Street, NW
Suite 300
Washington, DC 20009

800.541.6922/fon
202.319.7365/fax

nyac@nyacyouth.org
www.nyacyouth.org

COMMON GROUND
consulting

Craig A. Bowman

1936 First Street, NW
Washington, DC 20001

202.588.5287/fon
202.319.7365/fax

consultcommonground@mac.com
www.consultcommonground.com

Session

Making the Connection: FNL and SDFSC Lessons Learned

This session will focus on key learnings from integrating and expanding FNL services through the Safe and Drug-Free Schools and Communities initiative. Opportunities will be provided for participants to discuss successes, challenges, and learning within their own communities.

Objectives:

1. Participants will identify key lessons learned regarding making the connection between FNL and SDFSC
2. Participants will share experiences and best practices

Jim Kooler, Ph.D.
Administrator, California Friday Night Live Partnership

Dr. Jim Kooler has worked in the prevention field since 1984 in a variety of leadership positions from the non-profit field to the Governor's Office. He has always been an advocate for youth development, engaging young people as active leaders in their communities. From 1995 to 2002 he led the statewide mentoring effort for the State of California. As the Administrator for the California Friday Night Live Partnership he continues to support positive youth development and help the Friday Night Live field seize the future!

James Walker
Director of Training and Consulting Services
Youth Leadership Institute

California Friday Night Live- A Case Study for Measuring the Success of Youth Development

Performance Institute- San Diego
October 26, 2004

Jennifer Juras, PhD.
Youth Leadership Institute

Dr. Jim Kooler
California Friday Night Live Partnership

In The Beginning

- 1984 Sacramento, Contra Costa & Riverside
- Reduce alcohol related driving deaths and injuries
- 1988 ADP facilitated statewide expansion
- By 1990 focus shift to promoting healthy lifestyles
- By 2000 focus shift to youth development

Building on Success

- 1988 Club Live developed
- 1990 FNL Kids developed
- By 1994 48 counties doing FNL, Club Live and/or FNL Kids
- Today 55 counties implement one or all programs

Building on Success

- 1998 FNL Mentoring Pilots began
- 2 years of great success led to development of FNL Mentoring model
- Today a total of 26 funded county FNL Mentoring sites exist, serving more than 1000 matches

A Foundation of Leadership

- 1996 California Friday Night Live Partnership formed
  - Leadership and support to field statewide
  - Structural support through Tulare County Office of Education
  - Teenwork, Inc. and Youth Leadership Institute integral partners

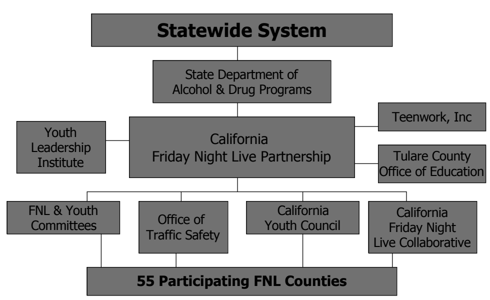
A Foundation of Leadership

- 1999 California Friday Night Live Collaborative formed
  - Elected board of officers
  - Outline good standing policies
  - Address concerns in common to FNL Coordinators
  - Uphold mission and principles of FNL programs

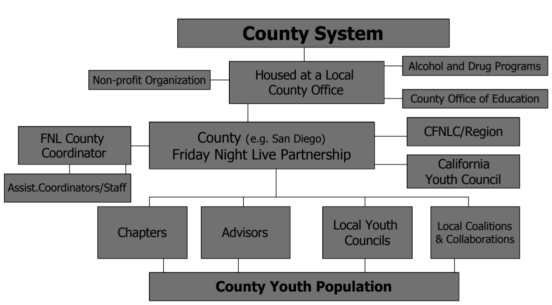
Friday Night Live Vision

- Friday Night Live builds partnerships for positive and healthy youth development which engage youth as active leaders and resources in their communities.

Friday Night Live Structure



Friday Night Live Structure



Youth Development Evaluation: Standards of Practice

- presented by the Youth Leadership Institute

Youth Development Evaluation

The recent shift in YD field is toward measuring **program settings** rather than outcomes over which programs do not have sole control.

In other words, the shift means we can be held accountable for **providing an environment and a set of experiences for young people that fosters positive youth development and reduces problems.**

CALIFORNIA Friday Night Live PARTNERSHIP

yli

Connecting to the Research

National Academy of Sciences' report: *Community Programs to Promote Youth Development* (2002)

Features of Positive Developmental Settings:

- Physical and psychological safety
- Appropriate structure
- Supportive relationships
- Opportunities to belong
- Positive social norms
- Support for efficacy and mattering
- Opportunities for skill building
- Integration of family, school and community efforts

CALIFORNIA Friday Night Live PARTNERSHIP

yli

Connecting to the Research

Personal and Social Assets that Facilitate Positive Youth Development:

- Physical development
- Intellectual development
- Psychological and emotional development
- Social development

CALIFORNIA Friday Night Live PARTNERSHIP

yli

How the FNL Standards Stack Up

Features of Positive YD Settings*	and the YD Standards of Practice
Physical and psychological safety	Safety: *emotional, physical, cultural competence*
Appropriate structure	Leadership & Advocacy: *governance, decision-making*
Supportive relationships	Relationship building
Opportunities to belong	Relationship building: *sense of belonging*
Positive social norms	Leadership & Advocacy: *governance, decision-making*
Support for efficacy and mattering	Relationship building: *peer knowledge, adult knowledge*
Opportunities for skill building	Skill building
Integration of family, school and community efforts	Community Involvement: *community knowledge, community contribution*

* Eccles & Gootman (2002)

How Can This Be Measured?

Utilizing the standards of practice, which articulate what we expect young people to experience in FNL programs.

- Community Engagement
- Leadership & Advocacy
- Skill development
- Relationship building
- Safe environment

Youth Development Evaluation

What are the indicators?

Safe Environment

- Everyone is expected to treat others with respect during program activities
- Youth are able to experience an ATOD-free environment
- Youth are safe from physical harm and violence during FNL / CL activities

YD Evaluation: Indicators

Opportunities to engage with the community and school

- Youth have opportunities to contribute to their community
- Youth have learned about their community, what resources are available and accessible to them

YD Evaluation: Indicators

Opportunities for leadership & advocacy

- Youth give significant input into action and event planning
- Youth participate meaningfully in governance and policy-making for their chapter, program, or board structure.
- Youth have opportunities to plan and lead meetings

YD Evaluation: Indicators

Opportunities to engage in meaningful & interesting skill building activities

- Youth learn *and practice* new skills, such as public speaking and action planning
- Skill building activities are designed based upon young people's interests.

YD Evaluation: Indicators

Opportunities for caring and meaningful relationships among youth and with adults

• Youth go to staff for guidance, to obtain resource and referral information, or for "navigational" advice.

•Youth feel that adults know them well and that their relationships with adults are consistent over time.

YLI's Youth Development Survey

43-item survey designed to measure:

- The range of opportunities available to youth participants through FNL
- The range of supports they experienced through the program
- Participation intensity
- Demographic characteristics

YLI's Youth Development Survey

- Ten *Safety* items
- Five *Community Engagement* items
- Nine *Skill Development* items
- Twelve *Relationship-Building* items
- Seven *Leadership & Advocacy* items

Findings Summary

- More program participation equals stronger endorsement that they were experiencing the supports and opportunities that define the standards of practice
- Ethnicity made a difference in some standards

Lessons from FNL's Shift

- Community prevention programs need to use research and data to guide their work:
  - To identify outcomes that research has linked with evidence-based strategies and practices
  - To unify stakeholders around a common set of outcomes
  - To identify practices that are not leading to desired outcomes
  - To best utilize increasingly scarce resources

Lessons from FNL's Shift

- A shared belief and value placed on partnerships between all stakeholders in the process is key:
  - Between the researchers and practitioners and youth
  - Between the trainers and the assessment and evaluation staff
  - Between the assessment and evaluation staff and the practitioners and youth participants
- A commitment to engaging young people at all levels of the program and process

Lessons from FNL's Shift

- Linking the assessment to the developmental needs of young people is key:
  - Maintains focus on what practitioners can control
  - Provides data that can be directly applied to program design and course correction, targeted training needs
  - Provides staff with a sense of how well the shift is taking hold- accountability and sense of accomplishment
  - Builds capacity of practitioners around developmental needs and assessment of related practices

Lessons from FNL's Shift

- Focusing on continuous system improvement is key:
  - Maintains focus on how practitioners as a linked system can best address youth needs- keeps youth at center
  - Provides data that can be used to inform training and policies and to direct capacity-building resources
  - Builds system's sense of its success and movement
  - Creates buy-in for the need for assessment and evaluation

Lessons from FNL's Shift

- Using a developmental framework that engages youth as partners leads to increased creativity and opportunities:
  - The success of the FNL's shift led to adoption of new strategies for engaging youth: policy advocacy, community assessment, evaluation
  - It led to integration of a new program: FNL Mentoring, where high school students are paired with middle school students
  - The youth councils of San Francisco, San Mateo, and Marin recognized as exemplary prevention programs by CSAP.

For more information about the
California Friday Night Live Partnership,
contact Jim Kooler at (559) 733-6496
or view www.fridaynightlive.org

For more information about the
Youth Leadership Institute,
contact Jennifer Juras at (415) 455-1676
or view www.yli.org

CALIFORNIA Friday Night Live PARTNERSHIP

yli

Friday Night Live/Club Live
Youth Development Standards of Practice (Revised, 2002) & NCLB Domain

Youth in FNL/Club Live programs will experience the following:

(1) A safe environment

- *Physical Safety*- to feel safe physically, free from the risk of harm.
- *Emotional Safety*- to feel safe emotionally, to feel like they can be who they are.

(2) Opportunities for community engagement

- *Knowledge of Community*- to learn about their community and its resources.
- *Interaction / Interface with the Community*- to interact and work with community members.
- *Communication with the Community*- to communicate about the program or youth issues.
- *Contribution to the Community*- to give back and serve their community.

(3) Opportunities ~~to~~ for leadership and advocacy

- *Decision-Making and Governance*- to participate in decision-making and occupy leadership roles, such as staff or board roles.
- *Youth Voice*- to learn to express their opinions constructively and to hear those of others.
- *Action*- to take action on issues or projects they care about outside of the program- in the community, at school.

(4) Opportunities to build caring and meaningful relationships with peers and adults

- *Peer Knowledge*- to learn about their peers and build relationships with them.
- *Adult Knowledge / Guidance*- to learn about the adult staff and build relationships with them.
- *Emotional Support*- to feel supported emotionally by others in the program.
- *Practical Support*- to feel like their practical needs are met by adult staff.
- *Sense of Belonging*- to feel like they belong, like they matter to the group and its success.

(5) Opportunities to engage in interesting and relevant skill development activities

- *Specific Skills*- to develop and build specific skills through program activities.
- *Challenging and Interesting Activities*- to engage in interesting and challenging activities.

(NCLB Domain) Opportunities to develop healthy personal attitudes and behavior

- *Alcohol, Tobacco, and Other Drugs (ATOD)*- to be in a positive space or environment.
- *Violence Prevention*- to learn constructive and healthy ways of handling issues, conflicts.
- *Academic Completion / Fostering Learning*- to develop and/or build upon their interest in learning and ability to think critically.

2004 Volume 9

CASP
CALIFORNIA ASSOCIATION OF SCHOOL PSYCHOLOGISTS
ψ

The California School Psychologist

Includes a Special Topic Section:

Strength-Based Assessment, Youth Development, and School Success

The California School Psychologist

Design, Layout, and Formatting of *The California School Psychologist* 2004, Volume 9
completed by Shane R. Jimerson, Michael J. Furlong, Sarah W. Pletcher, and Amber M. Kaufman at
The Center for School-Based Youth Development, at the University of California, Santa Barbara

ISSN: 1087-3414

CASP OFFICE
Suzanne Fisher, Executive Director
1400 K Street, Suite 311, Sacramento, CA 95814
Phone (916) 444-1595 Fax (916) 444-1597 www.casponline.org

The California School Psychologist

2004, Volume 9

CONTENTS

Editorial

The California School Psychologist, Vol. 9, pp. 79-87, 2004

From Deficits to Development: A Case Study of the Journey of Friday Night Live

Margaret Libby, Maureen Sedonaen
Youth Leadership Institute

Jim Kooler
California Friday Night Live Partnership

In 1996, the Youth Leadership Institute (a youth development institute) and California Friday Night Live Partnership (a statewide prevention program serving over 800,000 young people) undertook a major challenge: to come together as partners in an effort to bridge youth development research and practice. With guidance and strategic support from Youth Leadership Institute, California Friday Night Live Partnership set out to transform its statewide network of local prevention programs by shifting from a problem, or deficit, orientation to an approach that links effective and innovative prevention strategies with positive youth development research and "best practice." This article describes the research that informed the shift and the collaboration that brought it about. Additionally, it presents data regarding the youth participants' perceptions of the joint program. Results indicate that youth participants experience many of the supports and opportunities that research has linked to positive developmental outcomes.

Key Words: Evaluation, Youth Programs, Youth Development

Friday Night Live (FNL) was established in 1984 by the California Department of Alcohol and Drug Programs (ADP) and the Office of Traffic Safety. Created as a pilot program in a single county, FNL initially was designed to reduce deaths and injuries caused by teens driving under the influence of alcohol and other drugs. Based on the program's early success, in 1988 ADP began expanding FNL to additional counties throughout the state. ADP oversaw FNL until 1996, when the department outsourced statewide coordination of FNL programs to the Tulare County Office of Education. This led to the creation of the California Friday Night Live Partnership (CFNLP), which serves as an umbrella organization for the four FNL programs. CFNLP assists FNL county coordinators with program design, development, and management, and program evaluation.

Established in 1991, the Youth Leadership Institute (YLI) is a national organization that connects youth development theory, evaluation, research and practice and works with young people and adults to build communities that invest in youth. A leader in the field of youth development, YLI operates a national Training Institute and local Community-Based Programs, focusing on three disciplines: youth philanthropy, policy and civic engagement, and linking prevention with youth development.

At its inception in the early 1980s, FNL was singularly focused on preventing alcohol and drug use among youth. By the mid-1990s, staff became interested in expanding this vision. CFNLP already had a strong relationship with local FNL programs and experience in building and supporting a statewide system around prevention. Yet in order to expand the program, CFNLP sought guidance from Youth Leadership Institute, which had established itself as a pioneer in the field of youth development. Having been a coordinating organization for FNL programs in two (now three) counties over a decade, YLI was especially familiar not only with the emerging field of youth development, but also with the FNL history, and the strategies it had employed to transition its own FNL programs to a youth develop-

Address correspondence to Margaret Libby & Maureen Sedonaen; Youth Leadership Institute; 246 First Street, Suite 400; San Francisco, CA 94105; or Jim Kooler; California Friday Night Live Partnership; 2637 West Burrel Ave.; Visalia, CA 93278. E-mail: jimk@tcoe.org.

ment approach. Its first-hand knowledge of the FNL system and its expertise in youth development theory and practice, as well as training and evaluation, positioned YLI as a strong partner in helping the system transform.

Review of Related Literature

YLI and CFNLP turned to the research in an effort to determine which prevention approaches were most effective. This research suggested that prevention programs that focused solely on preventing the use of alcohol and drugs, such as the "Just Say No" approach, did not demonstrate effectiveness in several expected outcomes, particularly the important outcome of reducing use (Ennett et al., 1994; Kreft & Brown, 1998) or influencing young people's decisions regarding whether to use substances (Brown et al., 1995). Further, a growing body of research indicated that programs with demonstrated effectiveness in both minimizing use and preventing other problems, as well as facilitating the development of important skills and social assets, used a positive youth development framework and approach. Such an approach focuses on promoting healthy development of young people, and providing support and opportunities to meet their developmental needs for love, belonging, respect, power, mastery, and meaning (Benard, 1991; Benson, 1997; Botvin at al., 1990; Eccles & Gootman, 2002; Gambone et al., 2002; Hattie et al., 1997; McLaughlin et al., 1994; Pittman & Cahill, 1992; Schweinhart & Weikart, 1997; Tierney et al., 1995; Werner & Smith, 1992).

Two recent and compelling studies make an especially strong case that providing youth with key supports and opportunities in a program setting leads to positive short- and long-term developmental outcomes (Eccles & Gootman, 2002; Gambone et al., 2002). These longitudinal studies present scientific evidence that applying a youth development framework in a program setting is an effective strategy for both problem prevention and positive youth development. The Eccles and Gootman (2002) study indicates that "high-quality experimental and quasi-experimental evaluations show positive effects on a variety of outcomes, including both increases in psychological and social assets of youth and decreases in the incidence of such problem behaviors as early pregnancy, drug use, and delinquency" (p. 14). The Gambone and colleagues study establishes the strength of the relationship between good developmental outcomes in high school years and success in early adulthood, or longer-term outcomes.

Other key research findings regarding youth development programs lend relevant information to designing a program rooted in youth development. Involving youth as equal partners in program design and management increases positive developmental outcomes and can decrease young people's exposure to high-risk behaviors (Benard, 1991). Additionally, when young people are engaged as decision-makers in partnership with adults, the decision making that results is often more innovative than when solely adult driven. The process also provides youth with a critical opportunity for the acquisition of skills and an important sense of empowerment and productivity (Zeldin et al., 2002). Furthermore, experts point out that youth engagement not only has positive impacts on the youth and adults involved but can also strengthen the communities in which they live (Cahill, 1996). It has also been noted that programs focusing on the various developmental needs of young people (e.g., health/physical; personal/social; creative/cognitive; vocational; and citizenship; Pittman & Cahill, 1992) have been effective in reducing alcohol and other drug usage and other problem behaviors (American Youth Policy Forum, 1997). Finally, a meta-analysis of research on adolescent development identified key experiences necessary for healthy youth development: adequate nutrition, health, and shelter; supportive relationships with adults and peers; challenging and engaging activities and learning experiences; meaningful opportunities for involvement and membership; and physical and emotional safety (Connell, Gambone, & Smith, 1998).

Based on this review of the research, it was clear that the CFNLP system needed to adopt a positive youth development prevention approach if it wanted to ensure its relevance as a prevention program. YLI and CFNLP determined that the Friday Night Live programs statewide would move forward in a new and exciting direction in which problem-prevention would not be an end in itself, but would be situated in a more comprehensive youth development framework. With YLI's consultation, CFNLP committed itself to linking prevention programs that could be accountable to certain standards with a set of youth development outcomes that could be clearly defined and reliably evaluated. The knowledge gained thus led to transformative efforts to shift toward strategies that engaged youth in the design, planning, and implementation of the programs that served to train them in life skills; increase a focus in skills that would assist them academically (e.g., in writing and analytical thinking); and increase school bonding through positive associations of the Friday Night Live clubs on school campuses and their contributions to the schools in service learning and peer support.

Program Implementation

YLI began working closely with CFNLP, the Department of Alcohol and Drug Programs Prevention Division (ADP), and Bonnie Benard of Resiliency Associates to begin this ambitious effort to link effective and innovative science-based prevention strategies with positive youth development research. The goal was to firmly ground the mission, goals and strategies of the CFNLP system in positive youth development principles rather than problem reduction alone, reflecting the perspective shift from viewing "youth as problems" to "youth as resources." Thus, CFNLP adopted the following principles, stating that the Friday Night Live programs: (a) are youth driven and led; (b) help young people develop skills and resilient traits (e.g., foster a sense of power and autonomy); (c) build community partnerships to support youth; (d) provide meaningful and caring relationships among youth and with adults; (e) promote belief in youths' capacity to contribute; (f) provide safe, healthy, fun, and supportive places for youth to be; (g) demonstrate cultural competence; (h) have clearly defined and measurable goals, based on research and objective data; (i) support and train adults to work effectively with youth; and (j) evaluate programs periodically to assess progress and refine, improve, and strengthen the program's effectiveness.

A critical part of any shift to incorporate a youth development approach is to create meaningful roles for young people in the evaluation and assessment of those efforts. Mindful of this need, YLI ensured that young people sat on the committee that defined the standards of practice and another group of young people participated in the design of the youth development survey. Young people assisted with the administration of the survey at their local chapters and young people completed surveys, providing valuable feedback on their experiences in their FNL program. In many counties, young people participated in discussions about their survey results and the implications for program course correction.

In order to address the program evaluation principles by appropriately assessing outcomes across programs, which vary by setting (e.g., school-based or community-based) and geographical location (urban, suburban, and rural), CFNLP adopted a set of youth development standards of practice to serve as process outcomes. These outcomes represent critical *supports, opportunities, and skills* young people need to experience on a consistent and sustained basis in order to achieve longer-term developmental outcomes, and they include: a safe environment, opportunities for involvement and connection to community and school, opportunities for leadership and advocacy, opportunities to engage in skill-building activities, and caring and meaningful relationships with adults and other youth. These standards of practice closely mirror the features of positive youth development settings described by Eccles and Gootman (2002).

Seven counties (Alameda, Butte, Orange, Riverside, Santa Cruz, Stanislaus, and Yolo) were selected to participate in the first year of the FNL Youth Development Pilot Initiative, which included focused Linking Youth Development and Prevention training with YLI. This initial pilot group provided CFNLP and YLI with an opportunity to test the curriculum and assess how implementation of the new approaches would unfold.

The training series for these counties was designed to present youth development theory, its application, and the research base that indicated the strength of the relationship between youth development and prevention. The training brought decision makers and youth from across a formerly disparate system together to ground them in common theory, dialogue and discuss cross-system collaboration and deepen their understanding of common outcomes for positive youth development. It was conducted over a ten-month period of time with each group spending 40-50 hours in the sessions. Experienced youth development and prevention experts conducted the trainings, with strong involvement from youth trainers and local community experts.

Program Evaluation

Using the standards of practice, YLI designed an evaluation process. The goal was to measure the extent to which FNL pilot counties were successfully applying their youth development training in their programs and measure the experiences that youth participants were having in the context of the standards of practice. While prevention programs have historically been held accountable for status outcomes (high school graduation rates and job attainment) and problem prevention outcomes (reducing alcohol–related problems or drug use), there has been recognition more recently that the set of outcomes has to be broader (Zeldin & Charner, 1996). Two central drawbacks associated with measuring program effectiveness with problem prevention outcomes have been identified: (a) when program evaluation emphasizes these outcomes, the more positive set of developmental outcomes that programs are influencing, such as skill development and relationship development, are often ignored or overlooked; and (b) because there are numerous influences on a young person's life, including his or her community, family, school and peers, a single program cannot claim responsibility for those kinds of outcomes, nor is it reasonable to hold a single program accountable for such outcomes (Gambone & Connell, 1998).

On the other hand, what a program can be reasonably held accountable for is the quality of the setting it provides (Gambone & Connell, 1998). Therefore, rather than focusing on problem prevention outcomes, (i.e., whether FNL participants were reducing their alcohol intake as a result of their participation) Youth Leadership Institute's evaluation focuses on whether young people were experiencing quality program settings, or environments characterized by the standards of practice. The decision to design this type of evaluation in which process outcomes were examined was based in part on the body of research indicating that if young people experience support and opportunities, they are more likely to make positive and healthy decisions about their bodies and their lives and will gain the experience, skills and supportive relationships that will prepare them for their futures (Benard, 1991; Connell et al., 1998; Tierney, Grossman, & Resch, 1995; Werner & Smith, 1982). Thus, Youth Leadership Institute approach to program evaluation sought to determine the extent to which programs effectively and thoroughly integrated key supports and opportunities into their work with young people.

In the later part of year one, three additional counties outside of CFNLP supported trainings joined the process and engaged in the ground-building training and assessment. In year two all 10 counties participated in the assessment: Butte, Orange, Santa Cruz, Contra Costa, El Dorado, Sacramento, San Benito, San Diego, San Joaquin, and San Luis Obispo Counties. There were a total of 848 youth participants from 91 FNL and Club Live chapters throughout the state. Club Live is the junior high school component of FNL, following the same youth development standards of practice, implemented age appropriately. Approximately two-thirds of FNL participants who responded to the survey were female (68.2%) and the age span of participants was 11 to 19. Approximately one-third of the FNL participants identified as Caucasian (32.3%), close to one-third were Latino/Hispanic (30.7%), 14.9% were Asian/Pacific Islander, 7.1% were African American, and 6% indicated that they were biracial/multiracial. The remaining participants identified as Native American (1.3%), Middle Eastern (0.9%) and other (3.5%).

YLI developed a 43-item survey for youth participants designed to determine the range of opportunities available to youth participants and the range of supports they experienced through the program by assessing the standards of practice. Ten items addressed the standard of Safety by assessing emotional safety, physical safety, and cultural competence. Five items addressed Community Involvement standard through the evaluation of knowledge and contribution to the community. The Skill Building standard was addressed by nine items measuring challenging/interesting activities, and specific skills. Twelve items relate to the Relationship Building standard and measured guidance, practical support, emotional support, adult knowledge of youth, and sense of belonging. The Leadership and Advocacy standard was assessed by seven items measuring decision-making and governance. Each item was rated on a Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). There are six items related to the relationship building standard of practice that utilize a different scale ranging from 0 (no adults) to 3 (three adults). The alpha coefficients for the standards of practice were strong and ranged from .69 (safety) to .89 (skill development). Test-retest reliability studies were not conducted. The results were scored by dimension and by standard, with overall composite mean scores.

RESULTS

Results reveal some important information regarding the length of participation in the Friday Night Live program. Thirty-four percent of participants reported that they had been involved in the program for less than six months, whereas 32.0% reported six months to one year of involvement. The remaining 33.3% reported being involved for longer than one year. Youth also reported varying levels of frequency of participation. Roughly a third reported that they participated in meetings, events or activities less than once a week (33.6%), while 35.1% indicated that they participate weekly, and the remaining 31.3% reported that they attended more than once a week. Finally, youth responses also differed in terms of the length of time they stayed when attending a program event. Most youth respondents indicated that when they participated, they stayed for less than an hour (43.9%). Another 35.6% reported that they stayed between one and two hours, and the remaining 20.4%, indicated staying more than two hours.

Results from the survey assessing the youths' perspective on their experience with each of the five standards of practice are presented below. As behavioral outcomes are not being measured here, there is no comparison data (with another type of prevention program), nor pre-implementation data. Thus, it is important to consider that the following results reflect the youths' opinions regarding their experience being in the program. Except where noted, all of the mean scores are based on the scale utilized in the survey, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

Youth overwhelmingly reported that they experience a safe environment in their FNL/CL program (M = 3.48, SD = .41). Responses to items related to safety were more consistent than those of any other standard; the scores reflect overall agreement, as well as the most positive reports on any of the five standards by FNL/CL youth. The Safe Environment mean score (across participating counties) was significantly higher than those of the other four standards, indicating that practices related to creating a safe environment appear to have been better implemented than practices related to the other areas across the counties. As was the case in most counties, *physical safety* had the strongest score, followed by *emotional safety*, and *cultural competence*. The range of safety means across the counties was 3.34 to 3.57.

The overall mean score (across participating counties) for Community Involvement was 3.15 (*SD* = .60) and its two dimensions: *contribute to the community* and *knowledge of the community* were 3.14 and 3.16, respectively. The range of county means was 2.86 to 3.33, indicating that there was variation across counties in terms of youth perceptions regarding whether the program offered such opportunities.

The overall mean score for Skill Building opportunities was 3.17 (*SD* = .55), with the scores of the three dimensions ranging from 3.14 to 3.19. The range of county means for this standard was slightly wider than other standards: 2.83 to 3.38. The mean score for Skill Building across participating counties was significantly higher than Relationship Building, indicating that practices related to Skill Building may have been more effectively implemented.

The overall mean for two of the dimensions assessing Relationship Building was 3.09 (*SD* = .64). There were differences by county, with a mean range of 2.87 to 3.27 for the Relationship Building standard. Three of the dimensions were measured on a different metric, such that the response indicated the number of adults the youth felt provided practical support, emotional support and guidance. The means for *practical support, emotional support,* and *guidance* indicate that, on average, young people reported that there were two adults that they felt they could go to: a strong statement about the relationships between youth participants and adult staff. Nearly all of the young people reported that there was at least one adult they felt they could rely on for practical support, emotional support and guidance. Research has consistently established a strong link between relationships with caring adults and positive youth development outcomes.

The overall mean response for leadership and advocacy was 3.11 (*SD* = .62). The mean scores for the two dimensions differed, with stronger agreement that FNL provided opportunities for *governance* (*M* = 3.19), than for *decision*-making (*M* = 3.03). Interestingly, these scores suggest that while young people feel there are opportunities to facilitate meetings and provide input about decisions, for example, they are not as certain that these governance roles lead to opportunities to influence and participate in decision-making. The range of means across participating counties for *leadership and advocacy* was 2.83 to 3.29.

Summary of Data Analysis by Gender, Ethnicity and Participation Intensity

Analysis by subgroup revealed some important differences across the standards of practice related to participation intensity, gender, and ethnicity. The findings are summarized below. Statistical tests were used to determine whether mean differences were significant among demographic subgroups and by rates of participation with a confidence interval of 95% ($p < .05$). Male and female mean comparisons were conducted with an independent samples *t*-test and the remaining mean comparisons were conducted with ANOVA tests. Any reported difference below was significant.

Gender. Female participant mean scores on all five standards of practice were significantly higher than those of males. This may be related to the fact that there are more female participants in the program, thus creating a more positive experience for them.

Ethnicity. There were no significant differences across ethnicity for the Relationship Building standard overall. This is an encouraging finding, as meaningful relationships with peers and adults provide a critical support for young people and address a key developmental need. However, some other differences by ethnicity became apparent. It was found that African American youth participant scores on Community Involvement were significantly lower than their Asian/Pacific Islander (API), Latino, and multiracial peers. Their scores on the Safety standard were significantly lower than those of Caucasian, multi-racial and API youth participants. Latino youth scores were significantly higher than Caucasian youth on Skill Building and Community Involvement, whereas their scores on the Safety and Leadership and Advocacy standards were significantly lower than those of Caucasian participants.

Level of participation. Results suggest that level of participation affects the youths' perspective on the standards of practice. There were significant differences across each length of participation increment ("less than six months," "six months to a year," and "more than one year"), for community involvement, skill development and leadership and advocacy. This indicates that as young people participate in the program over time, they may be more likely to report experiencing these supports and opportunities offered by the program. Interestingly, scores were significantly lower on Safety and Relationships for youth who were newer to the program, but there was not significant difference between these mean scores for the two groups of longer-term participants. This indicates that youth reports about their experience of Safety in program settings and support from adult staff increase significantly after six months and then plateau. Mean differences for frequency of participation reflect those seen with the length of participation analysis. However, for Community Involvement, Skill Building, Relationship Building and Leadership and Advocacy, it appears that weekly participation is ideal for addressing the developmental needs of young people through the program in these four areas. There were no differences across Safety, which could indicate that the program practices designed to create safe environments are effective regardless of frequency of participation. With the exception of Safety, mean differences increased significantly at each of the three levels of duration of participation. In other words, when youth participants stayed longer, their scores were higher.

In summary, it appears that young people's reports about their experiences in the program were often related to their level of participation, especially the duration of the activities, but also the frequency and length of their participation. Simply put, the more program participation, the stronger their endorsement that they were experiencing the supports and opportunities that define the standards of practice. Gender also appeared to be an influence, with females consistently reporting more positive experiences in the program. Ethnicity made a difference in some standards, with African Americans scores reflecting a less positive experience on the community involvement and safety standards.

DISCUSSION

Taking part in this program transformation and evaluation process has yielded a number of important lessons. First of all, it has become clear that prevention programs at a community level need science-based and research-driven data to not only identify expected and reasonable outcomes, but also to validate and confirm their practice, as well as discontinue and correct ineffective strategies and practice. Many programs within the system had still been engaged in targeting their resources toward goals and strategies that had not been proven through evaluation measures. For example, didactic classroom-based knowledge transfer via curricula about the dangers of drugs and drinking showed no correlation to the reduction of use (Ennett et al., 1994; Kreft & Brown, 1998) nor to decisions about not to use (Brown et al., 1995). Learning about the importance of connections to community for example, promoted positive outreach and partnership for the program and served as a "win-win" situation for both the youth in FNL and another community coalition of groups working on substance abuse/tobacco prevention.

Other key lessons learned consisted of an understanding that strong partnerships between research and assessment, and youth and adults in all elements of the program are critical. Furthermore, shared vision, values, and beliefs, regarding the roles of young people, the connection to the broader community, social justice, the need for effective program strategies, and the ways in which outcomes are measured is also essential for success. Along with an understanding of partnerships, has been an increased awareness on the part of staff about the necessity of engaging youth in the program and activities. By placing young people at the center of the CFNLP system, they are engaged at ALL levels of the program and are now often pulled into other initiatives locally, statewide and nationally as a model of youth-adult partnership and youth engagement.

Finally, important lessons were realized regarding the value of a thorough evaluation that is linked to the developmental needs and issues of the youth. Addressing the program elements over which staff has control is key to the success of a transition. The need to conduct ongoing evaluation to provide staff with a sense of what they are accomplishing and areas for improvement annually is critical to program accountability and improvement. Additionally, it is critical to provide staff and young people with opportunities to build their capacity in evaluation, through participation in the design, implementation and analysis of results. In examining the standards of practice outcomes for the first time we were able to look at youth participants in the context of their broader developmental needs and the issues that affect them. By examining supports and opportunities of CFNLP programs we were able to understand how the program is able to address important aspects of adolescent development, including: making community connections, meeting a diverse group of youth, and attaining skills and engaging in leadership efforts that also framed their peer and adult relationships.

Through this process we are now able to continue to make programmatic course correction through the lessons that were learned throughout this process and have a clear and compelling understanding of the need to apply those lessons to action-oriented policy recommendations to guide future actions. The system shift to embrace youth development is an ongoing process. Initiating pilots and building a learning network has created a pathway for the Friday Night Live system to adopt a number of different strategies. Rather than being focused solely on problem reduction, Friday Night Live has adopted a developmental framework that allows young people to be engaged as partners in the design and implementation of age-appropriate opportunities. Additionally, after experiencing the effects of the philosophy and framework on these particular programs, it was expanded to other components of Friday Night Live. One example of this philosophy expansion has been the successful transition of the cross-ageFNL Mentoring model. The Friday Night Live Mentoring program trains high school students to mentor middle school students, using a structured program that extends over a 16-week period.

The Friday Night Live Mentoring program followed the model of the youth development pilot programs. Grounded in the research base on the benefits of quality mentoring relationships, the Friday Night Live program joined the California Governor's Mentoring Partnership. Championed by Governor and Mrs. Wilson, and then by Governor and Mrs. Davis, the Governor's Mentoring Partnership helped raise the awareness and profile of the need for quality mentoring in California. The combination of research-based approaches and political will to support the success of children is powerful. In keeping with the commitment to engage youth, Friday Night Live looks to high school students to mentor middle school students. Adult allies work with the mentors and protégés to implement a 16-week program, which incorporates the research based Project ALERT curriculum.

The Friday Night Live program has been able to bridge the gap between community- and school-based programs. Young people in the Friday Night Live program and the Friday Night Live Mentoring program are supported in their individuation and in taking appropriate risks. The Standards of Practice for youth development adopted by Friday Night Live provided the framework for a continuously improving system that is flexible to meet the continuous changing needs of youth. A shared understanding and belief that meeting the key developmental needs of adolescents, while approaching them in a holistic and engaged manner, is a critical promotion for both adolescent developmental science and youth development and prevention practitioners. School psychologists can utilize Friday Night Live as a partner in the school and community to provide additional supports and opportunities for young people.

REFERENCES

American Youth Policy Forum. (1997). *Some things do make a difference for youth: A compendium of evaluations of youth programs and practices*. Washington, DC: Institute for Educational Leadership.

Benard, B. (1991). *Fostering resiliency in kids: Protective factors in the family, school, and community*. San Francisco, CA: WestEd.

Benson, P. (1997). *All kids are our kids: What communities must do to raise caring and responsible children and adolescents*. San Francisco, CA: Jossey-Bass.

Botvin, G. J. et al. (1990). A Cognitive behavioral approach to substance abuse prevention: One year follow up. *Addictive Behaviors, 15*(1), 47-63.

Cahill, M. (1996). *Youth development and community development: Promises and challenges of convergence.* New York: Ford Foundation and International Youth Foundation.

Connell, J., Gambone, M. A., & Smith, T. J. (1998). *Youth development in community settings: Challenges to our field and our approach*. Philadelphia, PA: Community Action for Youth Project.

Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academies Press.

Ennett, S., Tobler, N., Ringwalt, C., & Flewelling, R. (1994). How effective is Drug Abuse Resistance Education? A meta-analysis of Project DARE outcome evaluations. *American Journal of Public Health, 84*, 1394–1401.

Gambone, M. A., Klem, A. M., & Connell, J. P. (2002). *Finding out what matters for youth: Testing key links in a community action framework for youth development*. Philadelphia, PA:Youth Development Strategies, Inc., and Institute for Research and Reform in Education.

Hattie, J., Marsh, H., Neill, J., & Richards, G. (1997). Adventure education and Outward Bound: Out-of-class experiences that make a lasting difference. *Review of Educational Research, 67*, 43–87.

Kreft, I., & Brown, J. (Eds.), (1998). Special issue: Zero effects of drug prevention programs: Issues and solutions. *Evaluation Review: A Journal of Applied Social Research,* 22.

McLaughlin, M., Irby, M., & Langman, J. (1994). *Urban sanctuaries: Neighborhood organizations in the lives and futures of inner-city youth*. San Francisco. CA: Jossey-Bass.

Morrow, K., & Styles, M. (1995). *Building relationships with youth in program settings*. Philadelphia, PA: Public/Private Ventures.

Pittman, K., & Cahill, M. (1992). *Youth and caring: The role of youth programs in the development of caring.* Washington, DC: Center for Youth Development and Policy Research, Academy for Educational Development.

Schweinhart, L., & Weikart, D. (1997). *Lasting differences: The High/Scope Preschool Curriculum comparison study through age 23*. Ypsilanti, MI: High/Scope Press.

Tierney, J., Grossman, J., & Resch, N. (1995). *Making a difference: An impact study of Big Brothers/Big Sisters.* Philadelphia, PA: Public/Private Ventures.

Werner, E., & Smith, R. (1982). *Vulnerable but invincible: A longitudinal study of resilient children and youth*. New York: Cornell University Press.

Werner, E., & Smith, R. (1992). *Overcoming the odds: High-risk children from birth to adulthood*. New York: Cornell University Press.

Zeldin, S., McDaniel, A. K., Topitzes, D., & Calvert, M. (2002). Youth in decision-making: A study on the impacts of youth on adults and organizations. Madison, WI: Innovation Center/Tides Center and University of Wisconsin Extension.

Zeldin, S., & Charner, I. (1996). *School-to-work opportunities through the lens of youth development*. Washington, DC: Academy for Educational Development, National Institute for Work and Learning.

Day 2: Wednesday, September 14th

Plenary
"Listening to Our Youth and Families: Using Focus Groups to Enhance Program Improvement and Sustainability Efforts"
Facilitated by Bonnie Benard and Carol Burgoa

Guest Presentation
"Outreaching, Serving, and Advocating for Underserved Youth and Families"
Presented by Reverend Ken Feske

Wrapping It All Up
Reflecting on the Learnings: Closure and Next Steps
Facilitated by Kerrilyn Scott-Nakai

Plenary

Listening to Our Youth and Families: Using Focus Groups to Enhance Program Improvement and Sustainability Efforts

Abstract: In our program improvement efforts we frequently omit the input of the real experts—the children and families we serve. The fishbowl focus group is a highly adaptable process that can be used as a tool to improve and sustain our programs. It uses basic dialog concepts and a simple structure to encourage our youth and families to express their opinions, ideas, and concerns about our strategies and programs. This plenary session will demonstrate the fishbowl focus group process with young people from local SDFSC programs.

Objectives:

1) To articulate the importance of asking youth and families about their experiences and needs in our program improvement and sustainability efforts
2) To experience the power of reversing formal program roles: we become the listeners and our youth and families become the "experts"
3) To increase the opportunity for program youth and families to have a voice in program planning

Bonnie Benard - For over 20 years, Bonnie Benard, M.S.W, has brought the concept of resilience to the attention of national and international audiences. She writes widely, leads professional development, and makes presentations in the field of prevention and resilience/youth development theory, policy, and practice. Her 1991 WestEd publication, *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community,* is credited with introducing resiliency theory and application to the fields of prevention and education. Her most recent publication, *Resiliency: What We Have Learned* (2004)*,* synthesizes a decade and more of resiliency research and describes what application of the research looks like in our most successful efforts to support young people. Benard's work in resilience has also led to the development of the California Department of Education's Healthy Kids Survey's Resilience and Youth Development Module, which surveys students throughout California and elsewhere on their perceptions of supports and opportunities in their schools, homes, communities, and peer groups. Benard has been recognized for her contributions to the fields of prevention and youth development with the Award of Excellence from the National Prevention Network, the Paul Templin Award for Service by the Western Center for Safe and Drug-Free Schools and Communities, the Spirit of Crazy Horse Award from the Black Hills Reclaiming Youth seminars, and the Paul D. Hood Award from WestEd for Distinguished Contribution to the Field.

Carol Burgoa - Now an independent consultant as well as a part-time WestEd employee and formerly a Prevention Programs Coordinator at Contra Costa County Office of Education, Ms. Burgoa was responsible for the Safe and Drug-Free Schools and Communities program, the School Violence Reduction Program, the Tobacco Use Prevention Education program, and all school safety and violence prevention activities, as well as authoring the *Student Leadership Program Handbook* and *Yellow Ribbon Resource Guides* for youth led and initiated prevention activities for the California Department of Education's School Safety and Violence Prevention Office. She developed a statewide competitive process for high school students to design their own safe school projects, the Student Leadership Grant Program, for that agency. A long time member of the California School Law Enforcement Partnership, Ms. Burgoa is a trainer in their Safe School Planning process. Previously, Ms. Burgoa was the training coordinator for the Western Regional Center for Safe and Drug-Free Schools and Communities where she was widely known for her ground breaking work in providing staff development in the broad area of fostering resiliency in youth. In this role, she designed, delivered and coordinated all workshops/presentations for Northern California and provided technical assistance to state, regional and local youth serving agencies. Prior to this, she served as project director for California Department of Education's innovative Pros for Kids, a community based drug prevention program which used professional and amateur athletes to deliver services throughout California. She also has over 20 years of teaching experience at the elementary and secondary levels.

SDFSC Grantee
Learning Community Conference 2005

Safe & Drug-Free Schools & Communities
Technical Assistance Project
California's Governor's Program

Listening to our Youth and Families: Using Focus Groups to Enhance Program Improvement and Sustainability Efforts

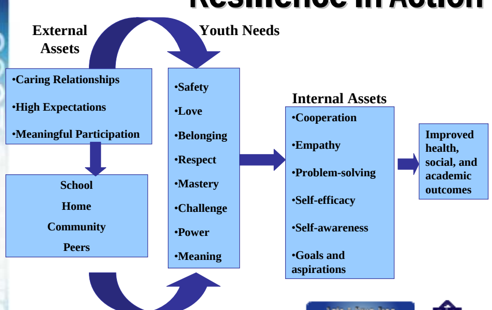
Bonnie Benard & Carol Burgoa

WestEd

Objectives

1. To articulate the importance of asking youth and families about their experiences and needs in our program improvement and sustainability efforts
2. To experience the power of reversing formal program roles: we become the listeners and our youth and families become the “experts”
3. To increase the opportunity for program youth and families to have a voice in program planning

Youth Development Process: Resilience in Action

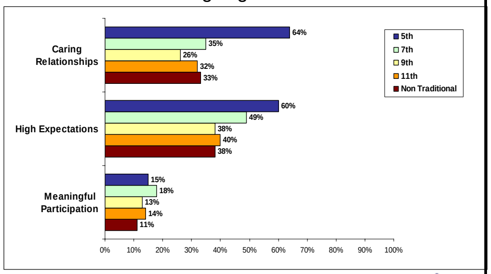


WestEd

CALIFORNIA healthy kids SURVEY

School

% of Students Scoring High In Each External Asset



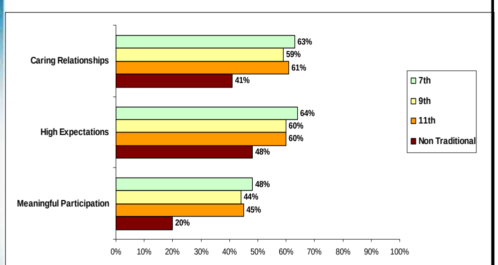
California RYDM Data 2003/2004, Total N = 481,074

WestEd

CALIFORNIA healthy kids SURVEY

Community

% of Students Scoring High In Each External Asset



California RYDM Data 2003/2004, Total N = 481,074

WestEd

The KEY to successful programs
is the quality of
the relationships, the beliefs,
and the
opportunities for participation
in the program

Listening to Young People…

Put into practice, participation involves adults *listening* to children - to all their multiple and varied ways of communicating, ensuring their freedom to express themselves and taking their views into account when coming to decisions that affect them.

The State of the World's Children
- UNICEF, 2003

…Youth as Partners

"We the children are experts on being 8, 12 or 17 years old in the societies of today….
To consult us would make your work more effective and give better results for children. My proposal is that you make us part of your team."

-Heidi Grande, 17
A Norwegian delegate to the Special Session on Children
United Nations, May 2002

…Youth as Partners

"We've never thought of looking at the problem from that perspective.
How old did you say you were?"

-Ben Smilowitz

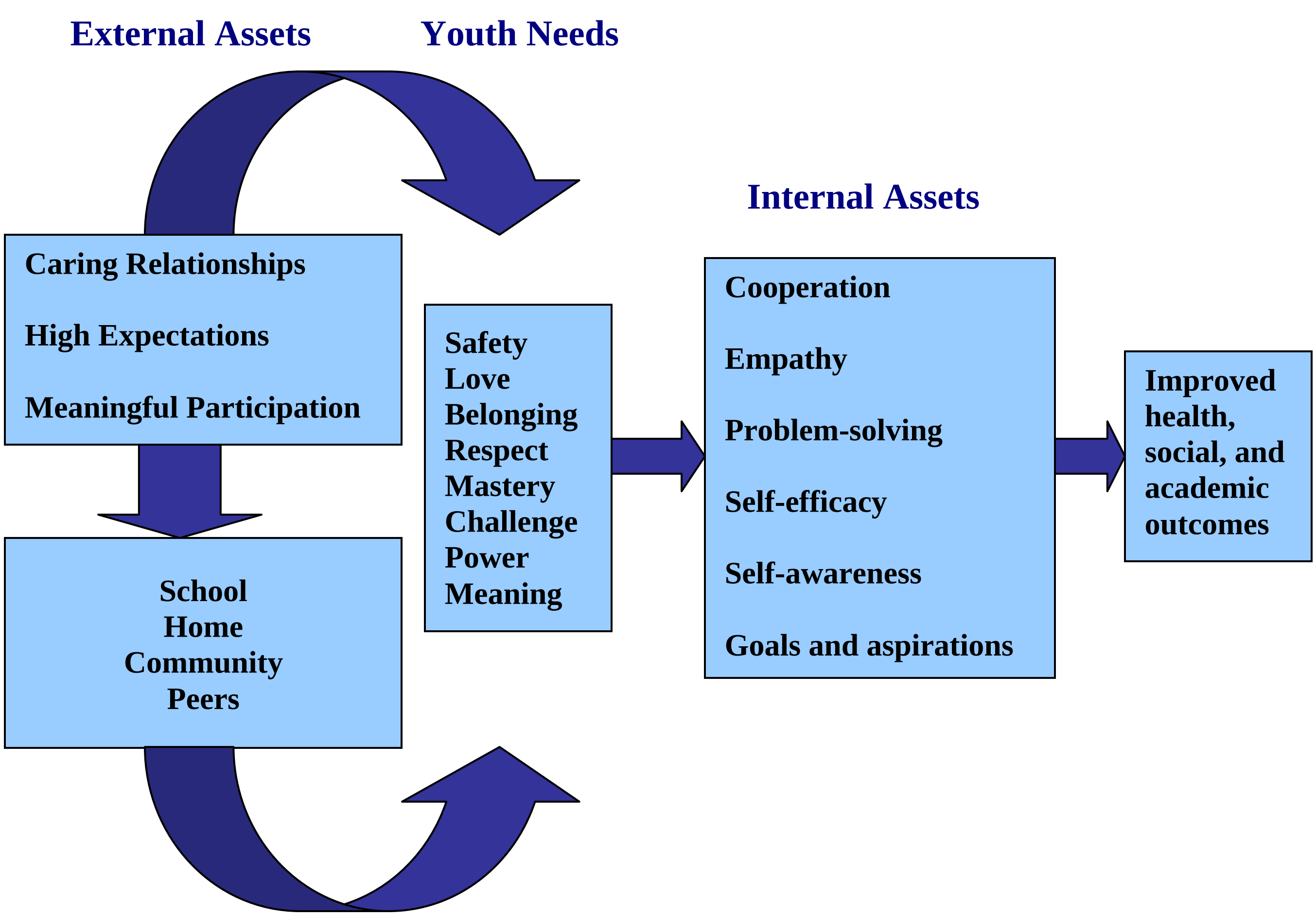
Fishbowl Focus Group Process

The Circle or Small Group Weaves the Fabric of Resilience

Protective Factors	Needs
Caring Relationships	Safety, Love, Belonging
High Expectations	Respect, Master, Challenge
Opportunities for Participation	Power, Meaning

The RYDM Theoretical Framework

The Youth Development Process: Resiliency In Action



RESILIENCE, YOUTH DEVELOPMENT & ASSET ASSESSMENT

Identifying resilience-related youth assets
to promote positive development and school success.

Are you doing all you can to promote positive development, well-being, and academic success among all youth?

Are youth developing qualities and characteristics associated with positive academic, social, and health outcomes?

How connected are they to school, home, community, and peers?

Do they have caring adults and friends they can count on?

Are they held to high positive expectations and provided with the supports necessary to succeed?

Are they given opportunities to participate in activities that are meaningful, relevant, engaging and that foster a sense of responsibility and contribution?

Are you creating environments that:
ŏ meet fundamental youth needs?
ŏ promote academic achievement?
ŏ create safe schools?
ŏ increase parent involvement?
ŏ build community partnerships?

Find answers in the CHKS Resilience & Youth Development Module!

What is the California Healthy Kids Survey (CHKS)?

- A state-of-the-art, flexible modular health behavior survey for elementary and secondary school youth that can be used to assess:
  - use of alcohol, tobacco, & other drugs
  - violence, harassment, weapons possession, safety, & suicide
  - nutrition, exercise, and physical health
  - sexual behavior & teen pregnancy
  - resilience and assets

What is the Resilience & Youth Development Module (RYDM)?

- A *comprehensive, balanced, high-quality* assessment of resilience factors and assets that research has consistently associated with positive development, risk behavior protection, and achievement.
  - Based on the *latest research* and *theory*
  - *Developmentally* appropriate
  - Has psychometric *reliability* and construct *validity*
- A short, stand-alone module of the California Healthy Kids Survey for grades 7-12, which can be administered *by itself* or along with the CHKS Core Module to provide an assessment of essential *risk and protective factors*.
- An integrated component of the single Elementary CHKS.

What does the RYDM measure?

- 11 Environmental assets in the School, Home, Community, Peer environments.
  - caring relationships
  - high positive and clear expectations
  - opportunities for meaningful participation
- 6 Individual assets or resilience factors.
  - cooperation & communication
  - goal orientation
  - problem-solving & self-efficacy
  - self-awareness & empathy
- Youth *connectedness* to the school, home, community, & peer group.

Who developed it?

- Developed by a team of WestEd researchers with over 17 years of health survey and youth development experience, including Bonnie Benard, internationally recognized resilience authority.
- Expert assistance provided by a workgroup of youth development, health, and prevention researchers and practitioners.

The higher in assets on the CHKS, the lower the risk behaviors and the higher the school achievement!

How are the results reported?

- Comprehensive reports provide the proportion of youth that measure high, moderate, and low on each asset and total assets. Datasets also available for analysis.
- Explanations of the theory and research supporting each asset.
- Data showing the relationship of risk behaviors to assets.
- Examples of strategies and programs for promoting each external and internal asset.

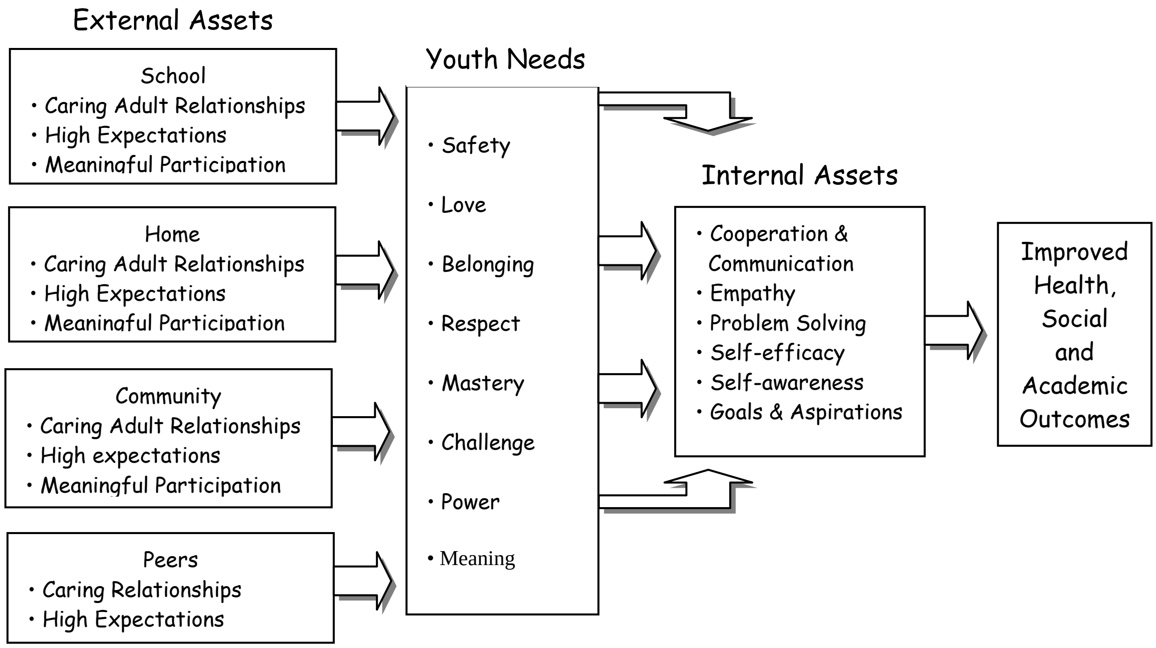
How can you use the RYDM?

- Determine the level of assets associated with positive social, academic, and health outcomes.
- Measure school connectedness and analyze links between youth development and achievement.
- Measure whether necessary environmental supports and opportunities are in place.
- Raise local awareness and understanding of youth developmental needs and how to meet them.
- Promote school-parent-community collaboration.
- Monitor success in fostering high asset levels in all youth.
- Learn strategies to address identified needs and foster positive development and resilience.

What do users have to say about the RYDM?

- "The RYDM data helped us focus on the positive and measure strengths, rather than highlight negative issues and write policies that punish. It also helped us finally forge meaningful school-community collaboration in prevention planning" (Tom Asward, Contra Costa County).
- "The Resilience Module gives me information that I can really use to affect a positive change in the total school environment. Asset building is the way to go in the future to really change students' lives for the better" (Trudy Burrus, Saddleback Valley School District).

CHKS Resilience & Youth Development Theoretical Framework



For more information: call toll-free at ***888.841.7536***, contact Bonnie Benard at ***510.302.4208***, or visit ***www.wested.org/hks***. **Workshops and Training Available in Resilience Theory, Program Development, & Data Use.**

Guest Presentation

Outreaching, Serving, and Advocating for Underserved Youth and Families

"Speaking up for those who cannot speak for themselves."

Youngsters entering school are confronted with multiple challenges. The challenges are compounded when it also involves recent arrival to a new country and culture. In the short run, failure to cope effectively with these challenges can result in major learning and behavior problems; in the long run, the psychological and social impacts may be devastating. In every community, in every county, not only in California, but in the entire country there are those who cannot speak for themselves and those of us who are privileged to serve in a human service system must speak for them.

Reverend Ken Feske
Pastor, First Baptist Church, Salinas, California
Project Director, Safe Schools/Healthy Students, Salinas, CA

In addition to faith and family, Ken has two overwhelming passions: community and civility. The isolation and fragmentation that has become all too common must be ended. Warmth, laughter, celebration and safety need to be encountered in our homes, schools, businesses and meeting places. He would like to be remembered as someone who made a difference not someone who graduated from a certain school. He would rather impart a little hope than be remembered for working at a certain place. He is more impressed with the people he has met and the partnerships he has formed than any personal accomplishments or undertaking. He has been honored with a Faith & Community Leadership Aware from U.S. Dept. of Health and Human Services and the U.S. Justice Department, January 2004; as "2000 Citizen of the Year" by the Salinas Chamber of Commerce and recognized as the Daily Point of Light on April 13, 2000 by the Point of Light Foundation. Has presented at various local, county, state and national conferences—most recently the National Office of Safe and Drug Free Schools Conference August 2005. .

"The sun, poised just below the horizon, lights up early morning skies to outline softly the blue ranges and the long rivers of fog that fill the valley between."
-- *The Long Valley*, John Steinbeck

"…the blue waters of the bay at noon reflect its passing; and in the valley the rippling fields of grain as golden as the sun itself sinking toward the western hills."
-- *Pastures of Heaven*, John Steinbeck

"The fields – cultivated, fertilized and pampered by the men who tend them – respond with great abundance."
-- *East of Eden*, John Steinbeck

- 61.9% Hispanic
- 29% foreign born
- 47% speak a language other than English at home
- 15.4% (24.1% of children) below Federal established poverty level
- 26% did not complete a full year of school at one school
- 9-25% unemployment
- 3rd most expensive place to live in US
- 41.694 students eligible for free or reduced lunch, breakfast, snacks

CONDITIONS OF INDIGENOUS MIGRANTS IN U.S.

They perform the most physical demanded and less rewarded jobs (farm work and construction)

They are exposed to pesticides, long working hours, no toilets with water to wash hands and drinking water.

They earn the minimum wage ($6.25 per hour.) and too often below the minimum wage (In the pruning season they earn $37 per day, instead of $50 if they were working per hour).

"Along the shore, where long ago mountains were lifted from the depths of the sea, waves wage unending war against the land, the sea the constant victor."
-- *Sea of Cortez*, John Steinbeck

Images of the Communities

Images of the Communities

CONDITIONS THAT AFFECT THE HEALTH OF THE COMMUNITIES

Unable to afford a decent housing (10 people in an apartment).

Can not afford to pay for health insurance or medical services.

Language Barrier: The majority of the indigenous population do not speak fluently Spanish, neither English.

Lack of education regarding health

Unfamiliarity Western medicine

Food Insecurity: Not enough food and limited access to fresh fruit

Indigenous Languages in OAXACA

Spanish	**Mazateco**
Zapoteco	**Chinanteco**
Mixteco	**Cuicateco**
Triqui	**Mexicano**
Chatino	**Amusgos**
Serrano	**Huave**
Mixe	**Techuantepecano**
Netzichu	**Zoque**
Chontal	

"Children of migrant farm workers and fishers are among the most educationally disadvantaged children in the country."

(Salerno, 1991)

Wrapping It All Up

Wrapping It All Up: Reflecting on the Learnings

In this brief closing session participants will have the opportunity to reflect on key learnings gained over the course of the two-day event. The technical assistance team will identify next steps for the upcoming year and grantees will be encouraged to identify action steps for implementing their learnings when returning to their home communities. Additionally, participants will be given an opportunity to provide the TA and training team with feedback and suggestions for the upcoming project year.

Kerrilyn Scott-Nakai

Kerrilyn Scott-Nakai is currently the Project Director for the Safe and Drug-Free Schools and Communities and State Incentive Grant Technical Assistance Projects. She has over 12 years of progressive experience conducting research and evaluation projects focusing on ATOD and violence prevention services for youth and their families—with an emphasis on school-based programs. Ms. Scott-Nakai has worked at the local, state, and federal levels. She has overseen several local and statewide evaluation projects (including the California Friday Night Live Mentoring Project, the California Youth Council, and the Orange County On Track Tobacco Free Communities Project) and has substantially contributed to the management and design of large-scale multi-site federally funded prevention studies (including Project Youth Connect and the Mentoring and Family Strengthening initiative). Before joining CARS, Ms. Scott-Nakai conducted school safety research as a consultant for the Florida Safe and Drug Free Schools Program and the Florida Safe Learning Environment Data Project (a three-year longitudinal study). During this time, she provided technical assistance and support to SDFSC Coordinators regarding evaluation and measurement issues. Additionally, Ms. Scott-Nakai taught a Theory of Measurement course at the University of Florida for two years.

Craig Bowman

For 15 years, Craig Bowman and his firm, Common Ground *consulting,*™ have been providing world-class consulting services for community-based and national nonprofit organizations. He provides training in the areas of valuable management and fund development; diversity and multicultural organizational development issues; facilitation skills and curriculum development; and specializes in the creation and implementation of youth and community development programming strategies. Craig's efforts have largely centered on the design and delivery of high-quality, interactive, non-formal education—training. The majority of this work has focused on assisting non-profits in developing and implementing mission critical goals and the systems necessary for high productivity and the efficient use of resources. He is also a nationally known expert on youth development and youth health issues (including HIV/AIDS prevention). In 2000, Craig became the Executive Director of the National Youth Advocacy Coalition (NYAC), an organization representing more than 100 youth-serving agencies across the country and providing support and technical assistance to more than 500 others.

Changing the Game

"There Is Nothing Like A Dream to Create the Future"

--Victor Hugo

Who Are We?

Live Your Life . . .

. . . on the EDGE of your comfort zone

PASSION

Community

"We are all longing to go home to some place we have never been. A place half-remembered and half-envisioned that we can only catch glimpses of from time to time. Community. Somewhere there are people to whom we can speak with passion without having the words catch in our throats. Somewhere a circle of friends will open to receive us, eyes will light up as we enter, voices will celebrate with us whenever we come into our own power. Community means strength that joins our strength to do the work that needs to be done. Arms to hold us when we falter. A circle of healing. Someplace where we can be free."
Starhawk

Did You Have A Good Time?

What Did You Enjoy Most?

What Did You Like the Least?

How Can We Improve the Next Time?

What Were Your AHA! Moments?

What Is One Thing You Are Going to Do the Minute You Get Back Home?

Expectation
&
RESPONSIBILITY


COMMON GROUND
consulting
Craig A. Bowman
1936 First Street, NW
Washington, DC 20001
202.588.5287/fon
202.319.7365/fax
consultcommonground@mac.com
www.consultcommonground.com
Community
2005

Day 2: Wednesday, September 14th

Sessions

- **“Evaluation Showcase: Lessons Learned Regarding Design, Methodology, Instrumentation, and Reporting”**
  Facilitated by Louise Godbold and Christina Borbely, Ph.D.
- **“Common Ground: Building on the Strength of Diversity”**
  Facilitated by Craig Bowman and Rocco Cheng, Ph.D.
- **“The Nuts and Bolts of Developing and Conducting Focus Groups”**
  Facilitated by Bonnie Benard and Carol Burgoa

Session

Evaluation Showcase: Lessons Learned Regarding Design, Methodology, Instrumentation, and Reporting

Abstract: The school dropped out, our evaluator quit, the model program developer hadn't quite developed the evaluation instrument yet, the kids moved on, our staff were given pink slips… Sound familiar? If not, we want you to share your secrets to a problem—free evaluation with the rest of us. If it sounds all to familiar, then this session will provide free group therapy as you hear the challenges others have faced. You might even come away with some good ideas about how to avoid the pitfalls the next time around. And then there's always the instruments and methodology you can steal from those who have emerged triumphant from the evaluation battlefront. Come join the other veteran grantees and TA providers to share your stories… at least it'll save you from boring the grandkids.

Goals: Grantee led sharing of evaluation best practices/lessons learned.

Objectives:
1. To learn about evaluation strategies adopted by SDFSC grantees
2. To learn what worked and what didn't
3. To come away with examples of instruments/methodologies/ logic models/evaluation reports that can be adapted for future use

Louise Godbold

Louise Godbold has been working as a CARS consultant for 5 years. She specializes in program and evaluation planning and logic model training. Louise has an extensive background in the evaluation of social and health programs: in the last 10 years she has evaluated Federal, State and local programs as well as foundation funded programs, which have provided services ranging from substance abuse prevention to HIV and gang prevention. Louise has experience working with immigrant populations (Latino and Eastern European), low income communities of color, youth, the gay and lesbian community, those at high risk for HIV (sex-workers and injection drug users) and the homeless. Louise has also held positions with funding sources, first as a program monitor for Los Angeles County (Alcohol and Drug Programs) and then as an evaluation analyst for The California Endowment. Currently, she is working on Phase II of a California Endowment and Rockefeller Foundation workforce development initiative as the local evaluator for the Los Angeles and San Diego regions. Louise speaks Spanish, French and German and holds both US and European citizenship.

Christina Borbely, Ph.D.

Christina is a research consultant at CARS providing technical assistance to California's Safe and Drug Free Schools & Communities grantees and other state and federal grant programs. Also a member of the EMT team, Christina coordinates program evaluations for El Dorado County Office of Education and San Francisco Big Brothers Big Sisters. Prior to joining EMT/CARS, Christina was a member of the research staff at Columbia University's National Center for Children and Families. Her work in the field of youth development and prevention programs has been presented at national conferences and published in academic journals. Specifically, Christina has extensive knowledge and experience in program evaluation and improving service delivery by identifying factors that impact today's young people. She is also involved as a volunteer in providing mentoring and developmental support to youth in underserved populations. Christina received her doctoral degree in developmental psychology, with a focus on children and adolescents, from Columbia University (2004).

SDFSC Grantee

Learning Community Conference 2005

Evaluation: Reporting From the Front

Grantee-led sharing of evaluation best practices &lessons learned

Facilitated by Louise Godbold & Christina Borbely

Objectives

- To learn about evaluation strategies adopted by SDFSC grantees
- To learn what worked and what didn't
- To come away with examples of instruments/methodologies/ logic models/evaluation reports that can be adapted for future use

Agenda

- **Workshop overview**
- **Summary of SDFSC evaluation practices**
- **Structured information-sharing dialogue**
  - **•Grantee "showcase" of evaluation successes & challenges**
  - **•Lessons learned**
  - **•Application of lessons learned**
- **Session summary & Appreciation**

WARNING!

- These slides provide a reference and overview of evaluation for your information.
- Information may be used as cheat sheet (quick reminder of key evaluation points) *or* bookcase filler (makes you look important).
- Actual session content will be your Dynamic Heartfelt Gripping Uplifting Awe-inspiring evaluation stories

YOU HAVE TO BE THERE TO BELIEVE IT

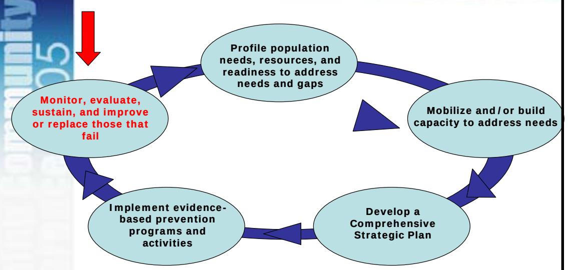
SDFSC Evaluation Guidelines

- *Impact*. Performance measures must include quantitative assessment of progress related to reduced violence or drug use.
- *Frequency*. "Periodic" evaluation using methods appropriate and feasible to measure success of a particular intervention.
- *Application*. Results applied to improve the program; to refine performance measures; disseminate to the public.

Why? The Value of Program Evaluation

- Accountability
  - Funders
  - Key Stakeholders
  - Policy Implications
- Improvement
  - Adapt & Hone Services
  - Staff Morale Booster
- Future Opportunity
  - Document Needs & Gaps
  - Evidence to Support Future/Additional Funding

SAMHSA's
Strategic Prevention Framework Steps



Outline of an Evaluation

- Develop logic model: It's your roadmap
- Choose a design
- Identify measures/instruments
- Administer measures: Collect data
- Set up database
- Code data
- Enter data
- Summarize & Interpret findings
- Write report: Customize to target audience
- (Rinse, Repeat)

CA SDFSC Program Evaluation

Who's doing what?

Here what you said…

Results from the SDFSC Learning Community Conference GRANTEE SURVEY

Grantee Evaluation Designs

- 85% report using pre/post test design
- 20% report using post test only design
- 25% report conducting follow up test
- 15% include a comparison/control group
- 35% use unique identifiers of participants
- 50% track participation across different program components

N = 20

Grantee Evaluation Instruments

- 95% use surveys, checklists, questionnaires
- 50% use facilitator-led focus groups
- 15% use youth-led focus groups
- 50% use observation
- 55% use interviews

Other tools: journals; Risk Assessment measure; staff feedback; state site visit; student council input

N = 20

Grantee Evaluation Instruments

Of those using surveys…

14 of 21 respondents administered standardized surveys created by the developer or other research-based sources

N=21

Grantee Evaluation Success

Factors critical to evaluation success

- Training/Familiarity with process
- Detailed protocol to follow
- Capacity to outsource certain elements
- Customizing evaluation to project
- Adapting evaluation plan as project evolved
- Identifying & relying on in-house capabilities

Grantee Evaluation Challenges

Youth transience: moving in & out of program
Tracking fidelity of teachers' implementation
Using academic improvement as indicator
Lack of an evaluation plan
Lack of evaluation instruments
Small sample size
Did not identify students – can't match pre/post
Doing data collection
Getting youth in one place to take survey
One site used different curriculum
Getting same youth to complete pre AND post
Survey administration conflicts with school schedule

From the front lines of evaluation…

Evaluation Showcase

- Share information and experience
- Brainstorm strategies
- Identify opportunities for the future

Session

Common Ground: Building on the Strength of Diversity

Abstract: If youth programs are to succeed in improving social conditions in this country, it is critical that the field is actively engaged in understanding and addressing issues of diversity. This session will provide an opportunity for participants to engage in a variety of thought-provoking and highly interactive activities designed to challenge each of us to "step outside our comfort zones" and explore the ways in which we have been socialized concerning human differences. This workshop will involve participants on a personal level, as well as provide strategies for incorporating community building and anti-oppression strategies into existing and future mentoring programs.

Goals: Recognize the importance of understanding personal bias and socialization as a precursor to ensuring culturally-appropriate services.

Objectives:
1. Define and explore the interconnectedness of a variety of diversity issues.
2. Explore difficult, challenging and often controversial issues in a safe environment.
3. Begin to explore strategies for dealing effectively (both personally and organizationally) with a myriad of related diversity issues.
4. Explore the added strength of diversity in problem-solving efforts
5. Reflect on methods for incorporating these critical strategies into your SDFSC service paradigm

---

Craig Bowman

For 15 years, Craig Bowman and his firm, Common Ground *consulting,*™ have been providing world-class consulting services for community-based and national nonprofit organizations. He provides training in the areas of valuable management and fund development; diversity and multicultural organizational development issues; facilitation skills and curriculum development; and specializes in the creation and implementation of youth and community development programming strategies. Craig's efforts have largely centered on the design and delivery of high-quality, interactive, non-formal education—training. The majority of this work has focused on assisting non-profits in developing and implementing mission critical goals and the systems necessary for high productivity and the efficient use of resources. He is also a nationally known expert on youth development and youth health issues (including HIV/AIDS prevention). In 2000, Craig became the Executive Director of the National Youth Advocacy Coalition (NYAC), an organization representing more than 100 youth-serving agencies across the country and providing support and technical assistance to more than 500 others.

Rocco Cheng, Ph.D.

Dr. Cheng has been a licensed clinical psychologist since 1995. He has been working in Asian Pacific Family Center since 1994 as a crisis counselor, team leader, project coordinator, and program director. He has been directing several prevention projects in the APFC. Currently, he functions as a program director responsible for the APFC satellite office in City of Industry. In a recently completed parenting project, he led a team with only one FTE position yet trained over 1,000 Chinese parents who attended series of parenting classes ranging from 8 to 13 weeks. He has implemented and completed 8 federal substance abuse prevention and youth violence prevention projects since 1995. Presently, he is directing a substance abuse and HIV prevention project, a parenting program, and a gang education program. Dr. Cheng has also taught at CSPP and has been a consultant/grant reviewer for Substance Abuse and Mental Health Services Agency (SMHSA) since 1999.

SDFSC Grantee

Learning Community Conference 2005

Safe & Drug-Free Schools & Communities Technical Assistance Project

California's Governor's Program

Recruitment and Retention Issues with Asian American Populations

C. Rocco Cheng, Ph.D.

RoccoCheng@yahoo.com

BEFORE participants enter the program

- The first impression and perception of the program and its staff may make or break the program
  - Where to find your target audience
  - How to represent your program
    - Who is it for and who else is there
  - Culturally and linguistically appropriate materials
  - What is your creditability: endorsement
  - What is it in for me/my children

- It is important to create a sense of comfort for participants to be associated w/ the program
  - Am I just another number to you?
  - Focus on personal needs and provide individualized care
  - Help participants understand the importance of associating w/ the program may get them what they need/want for themselves/children

Taking care of shame: saving face

- Normalized the struggle participants go through
  - Address acculturation stress and losses
- Identify examples how others make through: testimony
- Help provide a sense of hope
- Importance of confidentiality
- Reframe their struggle/effort

Involve parents & family members

- Participants may show up w/ their parents/children and/or friends
- Find out the key decision makers in the family and engage him/her
  - Respect family hierarchy
  - Address to the parents directly even when translation is needed
- Get the buy-ins from parents/family members so they can be your ally

Help participants develop a strong sense of identity to the program

- Get a good name for the program
- Make the space comfortable and culturally relevant
- Create program banners, logos, uniform/t-shirts, buttons

Provide rewards for participants by staying in the project

- Food
- Relevant information and fun activities
- Rewards
  - Stickers and special treats
- Social rewards
  - Affirmation
  - Support and encouragement

Increase the accessibility of the program staff

- When and where can they find you in need
  - Bilingual business cards
  - Bilingual receptionist and greeting on the voice mail
  - Extended “office hour?”
  - Other approaches: do they know how to use it?
    - Pager
    - E-mail

Elicit long-term commitment of staff and volunteers

- Participants feel a sense of stability by seeing same reliable people in the program

Designate staff responsibility for recruitment and retention

- Follow up when they miss the meeting
- Provide needed assistance to eliminate reasons for not coming

Utilize collaborative relationship with schools and school districts

- Enhance the creditability of the program and its staff
- Help participants understand the collaborative yet independent nature between school and program
  - Non-evaluative

Interview dropouts

- Find out reasons for leaving the program and see if there is anything you can do
- Help modify the program and make it easier for future participants
- If all fails, still thank the interviewees for their contribution to the program/future participants
- Leave the door open

Roles and boundaries

- Teacher vs. friend
- Gift-giving
- Included as a family member
- Invitation to family celebration
- Meeting outside of the program

Session

The Nuts and Bolts of Developing and Conducting Focus Groups

Abstract: In this follow-up to the preceding plenary session, the "how-to's" and "how-not-to's" of conducting fishbowl focus groups will be explored. The presenters will share lessons learned from their experience facilitating over a hundred youth fishbowl focus groups over the last 3 years in California. Pre-group preparation including youth/family recruiting and question development, creating youth and adult agreements, and a follow-up planning process will all be covered. A SDFSC grantee will also share his experiences with fishbowl focus groups in his program.

Objectives:

1) To learn how to organize fishbowl focus groups involving youth and families to improve and sustain our programs.
2) To learn how to conduct fishbowl focus groups involving youth and families to improve and sustain our programs.
3) To become familiar with a youth development action plan based on youth and family recommendations.

Bonnie Benard - For over 20 years, Bonnie Benard, M.S.W, has brought the concept of resilience to the attention of national and international audiences. She writes widely, leads professional development, and makes presentations in the field of prevention and resilience/youth development theory, policy, and practice. Her 1991 WestEd publication, *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community,* is credited with introducing resiliency theory and application to the fields of prevention and education. Her most recent publication, *Resiliency: What We Have Learned* (2004), synthesizes a decade and more of resiliency research and describes what application of the research looks like in our most successful efforts to support young people. Benard's work in resilience has also led to the development of the California Department of Education's Healthy Kids Survey's Resilience and Youth Development Module, which surveys students throughout California and elsewhere on their perceptions of supports and opportunities in their schools, homes, communities, and peer groups. Benard has been recognized for her contributions to the fields of prevention and youth development with the Award of Excellence from the National Prevention Network, the Paul Templin Award for Service by the Western Center for Safe and Drug-Free Schools and Communities, the Spirit of Crazy Horse Award from the Black Hills Reclaiming Youth seminars, and the Paul D. Hood Award from WestEd for Distinguished Contribution to the Field.

Carol Burgoa - Now an independent consultant as well as a part-time WestEd employee and formerly a Prevention Programs Coordinator at Contra Costa County Office of Education, Ms. Burgoa was responsible for the Safe and Drug-Free Schools and Communities program, the School Violence Reduction Program, the Tobacco Use Prevention Education program, and all school safety and violence prevention activities, as well as authoring the *Student Leadership Program Handbook* and *Yellow Ribbon Resource Guides* for youth led and initiated prevention activities for the California Department of Education's School Safety and Violence Prevention Office. She developed a statewide competitive process for high school students to design their own safe school projects, the Student Leadership Grant Program, for that agency. A long time member of the California School Law Enforcement Partnership, Ms. Burgoa is a trainer in their Safe School Planning process. Previously, Ms. Burgoa was the training coordinator for the Western Regional Center for Safe and Drug-Free Schools and Communities where she was widely known for her ground breaking work in providing staff development in the broad area of fostering resiliency in youth. In this role, she designed, delivered and coordinated all workshops/presentations for Northern California and provided technical assistance to state, regional and local youth serving agencies. Prior to this, she served as project director for California Department of Education's innovative Pros for Kids, a community based drug prevention program which used professional and amateur athletes to deliver services throughout California. She also has over 20 years of teaching experience at the elementary and secondary levels.

SDFSC Grantee
Learning Community Conference 2005

Safe & Drug-Free Schools & Communities
Technical Assistance Project
California's Governor's Program

CARS

Nuts & Bolts of Developing & Conducting Focus Groups

Bonnie Benard and Carol Burgoa

WestEd

Objectives

1. To learn how to organize fishbowl focus groups involving youth and families to improve and sustain our programs

2. To learn how to conduct fishbowl focus groups involving youth and families to improve and sustain our programs

3. To become familiar with a youth development action plan based on youth and family recommendations

Small Group Discussion:

Will you use a fishbowl focus group in your program?

Why or Why Not?

Fishbowl Focus Group Process

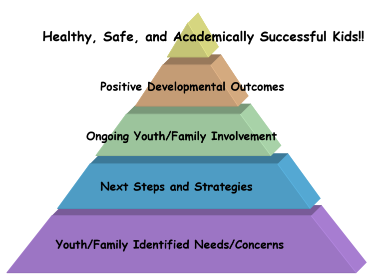
BENEFITS

CHALLENGES & BARRIERS

NUTS & BOLTS

YOUTH DEVELOPMENT PLANNING IN YOUR PROGRAM

STARTS BY LISTENING TO YOUTH & THEIR FAMILIES




Small Group Discussion:
Discuss one way you can use the fishbowl process in your program improvement and sustainability efforts
2005

"Fishbowl" FOCUS GROUPS*

The Fishbowl Focus Group is a highly adaptable process that uses basic dialogue concepts and a simple structure to encourage program participants to express their opinions, ideas and concerns about their experiences. The reversal of formal roles, where youth and/or family participants speak and staff listen, makes a strong impression. Participants take the role very seriously and appreciate the opportunity to speak about what is important to them. They learn that others with different backgrounds have very similar perspectives on many important questions and they develop greater respect for both their similarities and their differences. The program staff learn that the program participants understand a great deal about how the program operates and they value the staff who genuinely want to help them. The youth and/or families have realistic ideas about changes that can be made to make the program better and are willing to share responsibility for making changes happen. The participants and staff in partnership develop strategies for change that will make a clear difference and begin to strengthen relationships within the program. The fishbowl focus group process is being used successfully in a variety of school and community settings to improve programs by learning what the program participants really think.

Adapted from "Listening to Students: Using your Resilience & Youth Development Module Data to Improve Your School. Developed by Bonnie Benard & Carol Burgoa

FISHBOWL FOCUS GROUP ROLES

Youth & Family Program Participants

- Should represent the program as a whole (all ethnic, racial, social and cultural groups, abilities, and levels of success).
- Serve as participant researchers.

Staff & Other Adult Observers

- Watch, listen, and take notes. Do not speak.
- There is no direct interaction between the participants and the observers during the focus group.

AGREEMENTS

Youth & Family Program Participants agree to:

- No names
- No put-downs
- Speak one at a time
- Focus on what you do like/want/need
- Confidentiality
- Remember time limitations
- Speak your truth!

Staff & Other Adults agree to:

- Turn off cell phones
- Stay for the entire focus group
- Be silent during focus group
- Keep the comments offered confidential (except for mandatory reporting)
- Commit to a plan of action that reflects the focus group participants' perspectives

BEFORE THE FISHBOWL FOCUS GROUP SESSION

Seating
The youth and/or family program participants should be seated in a circle with the staff and other adults sitting around them in a larger circle, fishbowl style.

Introductions
Before the focus group begins, and in a different room from where the focus group will take place, the group facilitator welcomes the participants, introduces him/herself and asks them to introduce themselves to each other and write their first names on their name badge. The group facilitator then gives an overview of the focus group process, stresses how important their ideas are and reassures the participants that their specific comments are to be kept confidential. The facilitator presents the Participant Agreements and asks for any others they need for this to be a safe and comfortable process. Four to six questions, printed on separate and differently colored cards, are distributed and. Ample time is given so that they may write their responses to each question on the cards and ask for any clarification. Writing their responses helps them keep track of their thoughts while others are speaking during the focus group process. This preliminary process is best done away from the adult observers.

DURING THE FOCUS GROUP SESSION

In the room where the fishbowl focus group is to be held the facilitator welcomes the staff and other adults, explains the process, asks if they can agree to the Staff & Adult Agreements, and reminds them that their role is to listen to the program participants. No one should be let in or out of the room during the session and all cell phones and pagers should be turned off. The focus group participants then go around the circle and introduce themselves by first name only. If appropriate, grade level, school site, name of program, etc. may be added.

Asking Questions
No more than six questions will be asked, one at a time, for the group to answer. As each question is asked, the facilitator calls on one participant at a time, going around the circle in order. The process continues with one person at a time answering the same question. After everyone has had an opportunity to offer their

response, the facilitator asks participants if there are any additional ideas that have not been expressed. After all questions have been asked, if there is adequate time the facilitator may ask additional questions to clarify or obtain more detailed information.

Processing & Closure

The facilitator thanks the youth and/or family members for their participation and contribution and invites them to be involved in any planning process that will result because of the focus group information. They should then be asked to express their feelings on the experience of being formally listened to by the staff and other adults. The staff and other adult observers should also be asked to express their feelings on the experience of listening. The observers may ask the particpants clarifying questions at this time.

Youth Development Planning

The planning session begins with a dialogue about the themes and key points made by the focus group participants [see Handout: Youth Development Planning In Your Program]. Once the concerns and recommendations of the youth and family members have been identified, the discussion should identify possible resolutions that reflect those responses. If focus group participants have been invited to participate in the planning, they should be asked for clarification details and their recommendations for solutions. Next steps should be identified and responsibilities assigned. If youth and family members have NOT been invited to participate in this planning process, the recommended next steps should be presented to them for their feedback. Creating a structure for ongoing program participant involvement in program improvement is also a task of this planning group.

Public Announcement

Some form of public announcement should be made to confirm the changes that will be made as a result of the fishbowl focus group process.

Youth Fishbowl Focus Group Question:

1. Please talk about 1 or 2 things in your program that you really like.

2. Please share something about your program that you feel made a difference for you/had an impact on your life.

3. How do you know when an adult in your program cares about you and believes in you? What do they say and do?

4. Please share how your program has encouraged you to contribute your ideas and use your interests and talents in program activities?

5. What else would you like from your program to help you achieve your goals and dreams? Please tell us what your goals and dreams are.

Facilitating Student Focus Groups: What We've Learned

We have been facilitating student focus groups and the follow-up planning process with students and the adults who work with them for 3 years. Here are some of the most important lessons we have learned.

-Bonnie & Carol

DO…

…come up with a list of student agreements (see our sample list.)

…develop a list of adult agreements.

…have adults and students meet in separate rooms during the initial explanatory process. Each group should have their own facilitator.

…conduct the focus group in a room without outside visual distractions or noises.

…stress positive suggestions by students. If they have only negative experiences to share ask them what they wish would have happened.

…give students cards to write notes on beforehand and allow time for them to reflect and write. However, don't force anyone to write.

…give the student focus group participants a certificate of appreciation and/or an incentive gift.

DON'T…

…separate the initial explanatory time from the focus group. Do it all in one 2-3 hour block.

…do a focus group without meeting with students beforehand to explain why the focus group is being done, and about the group process and follow-up.

…forget to stress to students how important their responses are.

…make adult attendance mandatory. Include only those adults who choose to be there.

…have a focus group without school administrators' or program directors' support and involvement.

…conduct a focus group if there isn't a structure or a person to facilitate the follow up.

OVERVIEW OF THE "FISHBOWL" PROCESS AT SCHOOL SITE

Purpose

- Provides opportunity for students to be involved in improving their schools.
- Gives richer meaning to Healthy Kids Survey (HKS) data.

What It Is

A three-part focus group process that examines positive, resilience assets – caring relationships, high expectations and meaningful participation – in schools.

- ***Part 1–orientation (45-60 minutes):*** Students and adults prepare for this process in separate sessions (rooms).
- ***Part 2-youth speak & adults listen (about 60 minutes)***: a group of 8-10 youth (ideally, representative of school) respond to a set of 4 to 6 questions, with one youth at a time answering the same question, while adults listen.
- ***Part 3- dialogue (about 30 minutes)***: Youth and adults discuss themes, key points, concerns, recommendations and next steps.

Why It Is Important (Potential Benefits)

The reversal of formal roles makes a strong impression on students and adults alike. Youth and adults learn what students really think and have impetus to work in partnership to develop strategies for change. Specifically, some benefits are:

Youth:

- Appreciate the opportunity to speak and practice speaking about what's important to them.
- Learn that students from different backgrounds have very similar perspectives on important questions.
- Develop greater respect for similarities and differences across student groups.

Adults:

- Learn students understand a great deal about how their school operates and that they value adults who genuinely want to help them.
- Develop common understanding of resilience and protective factors.
- Appreciate knowing the little things that make a difference to students.

School:

- Strengthen teacher/school staff-student relationships.
- Generate action plans and activities that youth feel make a difference.
- Increase protective factors/external assets that are positively associated with lower risk factors and improved student performance.

What It Requires of Teachers and Staff Who Participate

- Adults who are willing to listen to, and support, students.
- About 2.5-3 hours of your time one afternoon after-school.

Contact Information

Presenter Contact List
Participant Contact List
Grantee Contact List

Contacts

Presenter Contact Information

Charlie Appelstein, M.S.W.
Appelstein Training Resources, LLC
12 Martin Avenue
Salem, New Hampshire 03079
603-898-5573 Phone
800-583-4156 Toll-Free
603-898-5573 Fax
charlieap@comcast.net
www.charliea.com

Bonnie Benard, M.S.W.
Senior Program Associate
WestEd
300 Lakeside Drive, 25th Floor
Oakland, CA 94703
510-302-4208 Phone
877-4WESTED Toll-Free
bbenard@wested.org
www.wested.org

Christina Borbely
cjborbely@sbcglobal.net

Craig Bowman
COMMON GROUND *consulting*™
1936 First Street, NW
Washington, DC 20001
202-744-2567 Phone
202-319-7365 Fax
craigab1@mac.com
www.consultcommonground.com

Carol Burgoa
415 460-5440 Phone
cburgoa@speakeasy.net

Rocco Cheng, Ph.D.
Asian Pacific Family Center - East
18623 Gale Avenue
City of Industry, CA 91748
626-839-0300 Phone
626-839-1780 Fax
www.pacificclinics.org

Rev. Ken Feske
First Baptist Church
1130 San Vicente Ave
Salinas, CA 93901
831-422-9872 Phone
kfeske@1stbaptist.net
www.1stbaptist.net

Louise Godbold
323-953-0778 Phone
lagodbold@sbcglobal.net

Jim Kooler
California Friday Night Live Partnership
2637 W. Burrel Avenue
Visalia, CA 93279
559-733-6496 Phone
559-737-4231 Fax
jimk@tcoe.org
www.fridaynightlive.org

Kerrilyn Scott-Nakai
558 B Street Suite 100
Santa Rosa, CA 95401
707 568-3800 Phone
707 568-3810 Fax
Kerrilyn@emt.org
www.emt.org
www.ca-sdfsc.org

Betsy Sheldon
Staff Services Manager
(916) 322-0486
(916) 323-0633 FAX
esheldon@adp.state.ca.us
www.adp.ca.gov/Prevention/prevention.shtml

James Walker
Youth Leadership Institute
246 First Street, Suite 400
San Francisco, CA 94105
415-836-9160 Phone
415-836-0071 Fax
www.yli.org

SDFSC Statewide Learning Community Conference 2005

Participant Networking List

A

Aaryn Church
Youth Program Director
Community Counseling and Education Center
Alameda County
510-792-4964
aarync@juno.com

Aimee Mangan
Mental Health & Substance Abuse Services
Santa Cruz County
aimee.mangan@health.co.santa-cruz.ca.us

Al Fleming
Executive Director
Fighting Back Partnership
Solano County
707-648-4230
al@fight-back.org

Alejandra Juarez-Espinosa
Social Services Assistant
Project Connect
Riverside County
951-905-7446
ajuar001@yahoo.com

Amanda Cue
Director of Prevention YLI
San Mateo County
415-836-9160
acue@yli.org

Amy Brinkman-Viall
Director
Dept. of Alcohol and Drug Services
Santa Clara County
408-272-6527
Amy.Brinkman-Viall@hhs.co.santa-clara.ca.us

Andrea Garcia
Mental Health & Substance Abuse Services
Santa Cruz County
andrea.garcia@health.co.santa-cruz.ca.us

Angela Da Re
Program Director
People Reaching Out
Sacramento County
916-576-3300 x 316
angelad@peoplereachingout.org

Angela Angel
Program Coordinator
ADMHS Prevention
Yolo County
530-666-8659
Angela.Angel@yolocounty.org

Anne Fenknez
Program Manager
Chemical Dependency Center for Women
Sacramento County
916-448-2951 x226
afenknez@cdcwrecovery.org

Armand Brint
Prevention Services Coordinator
Mendocino County AODP
Mendocino County
707-472-2610
brinta@co.mendocino.ca.us

B

Ben Curtis
Project Director
Solano County Substances Abuses
Solano County
707-435-2205
bcurtis@solanocounty.com

Bennie Crayton
Project Director
Project Safe Net
Ventura County
805-658-4253
bennie.crayton@ventura.org

Beth Hernandez
Education Specialist
Behavioral Health
Butte County
530-891-2879
bhernandez@BUTTECOUNTY.NET

Betsy Sheldon
ADP-Manager
State ADP
esheldon@adp.state.ca.us

Betty Cunningham
Executive Director
Chemical People
Shasta County
530-241-5958
drugfree1@charterinternet.com

Blair McAnelly
ADMHS Specialist II
ADMHS Programs
Yolo County
530-666-8715
blair.mcanelly@yolocounty.org

Brenda Armstrong
Mental Health & Substance Abuse Services
Santa Cruz County
Brenda.Armstrong@health.co.santa-cruz.ca.us

Bruce Kaye
Substance Abuse Counselor
AODP
Humboldt County
707-445-7326
bkaye@co.humboldt.ca.us

C

Campbell Bullock
Director
San Joaquin Data Coop
San Joaquin County
209-953-7129
cbullock@so.san-joaquin.ca.us

Carl Irby
Health Education Specialist
San Bernardino County Department of Public Health
San Bernardino County
909-387-6255
CIRBY@DPH.SBCOUNTY.GOV

Carol Carter
County Analyst
State ADP
ccarter@adp.state.ca.us

Catherine Condon
Prevention Coordinator
Health and Human Services
Marin County
415- 499-4218
ccondon@co.marin.ca.us

Charlesa White
Prevention Specialist
Substance Abuse Services
San Joaquin County
209-468-2239
cwhite@sjcbhs.org

Chaton Sitandon
Prevention Coordinator
Asian Pacific Community Counseling
Sacramento County
916-383-6783 x117
csitandon@apccounceling.org

D

Danelle Campbell
Program Manager
Butte Co. Behavioral Health
Butte County
530-891-2879
dcampbell@buttecounty.net

Daniel Bixler
Substance Abuse Counselor
AODP
Humboldt County
dbixler@co.humboldt.ca.us

David Banuelos
Program Coordinator
MAAP, INC.
Sacramento County
916-394-0877
davidbanuelos@maap.org

David Mineta
Associate Director
San Mateo County
650-537-1930
dmineta@aars-inc.org

Desi Tafoya
Prevention Services Coordinator
AOD
San Mateo County
650-802-6432
dtafoya@smchsa.org

Diane Sousa
County Analyst
State ADP
dsousa@adp.state.ca.us

Dori Baeza
Health Educator
San Bernardino, Health Department
San Bernardino County
909-387-6288
dbaeza@dph.sbcounty.gov

Dorothy Beattie
Prevention Specialist
San Joaquin County Substance Abuse Services
San Joaquin County
209-468-2003
dbeattie@sjcbhs.org

E

Esther Lucas
Human Services Analyst
Alcohol and Other Drug Services
San Mateo County
650-802-6432
Elucas@smchsa.org

F

Francelle Phillips
County Analyst
State ADP
fphillips@adp.state.ca.us

Frances Hutchins
Transition Leader
Substance Abuse Services
San Joaquin County
209-468-2399
fhutchins@sjcbhs.org

Frank Warren
Program Supervisor
Drug & Alcohol Services
San Luis Obispo County
805-788-2055
fwarren@co.slo.ca.us

G

George Vasquez
Fighting Back Partnership
Solano County
707-648-5230
marinbs@comcast.net

Ginny Connell
Executive Superintendent of Schools
Sutter County
530.8222418
gracee@sutter.k12.ca.us

H

Heather Whitney
County Analyst
State ADP
hwhitney@adp.state.ca.us

Henry Valles
Health Education Specialist
Public Health
San Bernardino County
909-387-6286
hvalles@dph.sbcounty.gov

Holly White-Wolfe
Health Information Specialist
Sonoma Co. Dept. of Health Services
Sonoma County
707-565-6617
hwhitewo@sonoma-county.org

J

J.D. Rowlett
Prevention Specialist
Chemical Dependency Center for Women
Sacramento County
916-448-8951 x241
jrowlett@cdcwrecovery.org

Jacob Schultz
Prevention Project Coordinator
YLI
Marin County
415-455-1676
jschultz@yli.org

Jaime Hannigan
Staff Services Analyst II
Alcohol and Drug Programs
Shasta County
530-245-6419
jhannigan@co.shasta.ca.us

Jane Williams
County Analyst
State ADP
jwilliams@adp.state.ca.us

Janet Siller
Executive Director
Sutter Yuba Friday Night Live
Sutter Yuba County
530-742-5483
mail@fridaynightlive.com

Jeremy Wilson
Education Specialist
Butte Co. Behavioral Health
Butte County
530-891-2879
jwilson@buttecounty.net

Jewel Fink
Prevention Program Coordinator
Vallejo City Unified School District
Solano County
707-556-8782 x55319
jfink@vallejo.k12.ca.us

Job Melton
Licensed Clinical Social Worker
Fresno Unified/Phoenix Elementary
Fresno County
559-248-7500

Jodi Drysdale
Education Specialist
Behavioral Health
Butte County
530-891-2879
jdrysdale@buttecounty.net

John Rivera
Youth Advocate
Project Safe Net
Ventura County
805-482-1265
dondon85@yahoo.com

Joshua Greene
Teacher
DADS/Andrew Hill High School
Santa Clara County
408-272-7382
greenej@esuhsd.org

K

Kara Sutter
Health Educator
Community Health--Prevention Services
Placer County
530-889-7179
ksutter@placer.ca.gov

Karen Seals
FNL Mentoring Coordinator
Community Counseling and Education Center
Alameda County
510-792-4964
kseals5@aol.com

Katherine Hill
FAST Coordinator
Fighting Back Partnership
Solano County
707-648-5230
khill@vallejo.k12.ca.us

Katrina Socco
Coordinator YLI
San Mateo County
415-836-9160
ksocco@yli.org

Kimberly Mott
FNL Coordinator
Drug & Alcohol Services
San Luis Obispo County
805-781-4704
kmott@co.slo.ca.us

L

Laura Pasion
SDFSC Grant Coordinator
Contra Costa County AODP
Contra Costa County
925-313-6302
1pasion@hsd.co.contra-costa.ca.us

Lenetta Burney
County Analyst
State ADP
lburney@adp.state.ca.us

Liana Elizondo
Prevention Coordinator
Boys & Girls Clubs of Napa Valley
Napa County
707.255.8866
liana.elizondo@gmail.com

Lilly Lo
Community Researcher
San Joaquin Data Coop
San Joaquin County
llo@co.san-joaquin.ca.us

Linda Thompson
AOD Prevention Coordinator
Humboldt County DHHS
Humboldt County
707-445-7327
Lthompson@co.humboldt.ca.us

M

Marc Narasaki
AOD Administrator
Substance Abuse Program
San Benito County
831- 637-5594
mnarasaki@sa.co.san-benito.ca.us

Martha Castaneda
Family Advocate
Project SafeNet
Ventura County
805 385-8227

Marvin T. Howard
Transition Specialist
Fresno Unified/Phoenix Elementary
Fresno County
559-457-3360
mthoward@fresno.k12.ca.us

Marylou Avila-Escoto
Family Advocate
Project Safe Net
Ventura County
805-428-1265

Mazelle Lolmaugh
Prevention Specialist
Chemical Dependency Center for Women
Sacramento County
916-448-2951 x239
mlolmaugh@cdcwrecovery.org

Melinda Moore
Evaluator
M.K. Associates
Marin County
415-924-7041
mkassocts@aol.com

Melissa Mendonca
Mentor Coordinator
Tehama Co. Mentoring Program
Tehama County
530-528-7358
mmendonc@tcde.tehama.k12.ca.us

Michele Brock
Prevention Counselor
Kings Co. Office of Ed.
Kings County
559-584-1441 x2606
mbrock@kings.k12.ca.us

Michelle Howell
Health Services Coordinator
MPUSD
Monterey County
831-899-1043
howellmichelle@sbcglobal.net

Monica Barrett
Program Manager
Orange Co. FNL
Orange County
714-966-4451
Monica_Barrett@ocde.k12.ca.us

N

Natalie Best
Family Strengthening Coordinator
People Reaching Out
Sacramento County
916-576-3300 x318
natalieb@peoplereachingout.org

Nellana Lobdell
Kings County AOD
Kings County
559-907-4446
nlobdell56@comcast.net

P

Pam Rima
Program Manager
Orange Co. Dept. of Ed.
Orange County
714-966-4451
prima@ocde.us

Pat Sanborn
Prevention Services
Mendocino Co. Dept. of Public Health
Mendocino County
707-472-2609
sanbornp@co.mendocino.ca.us

Paulette Malloy
Project Director
Sac County Alcohol and Drug
Sacramento County
916-875-2041
malloyp@saccounty.net

R

Richard Radcliffe
Project Director
Yuba County Office of Education
Yuba County
530-749-4991
richard.radcliffe@yubacoe.k12.ca.us

Rosylin Bessard
Director
Fresno Unified/Phoenix Elementary
Fresno County
559-457-3361
rxbessa@fresno.k12.ca.us

S

Sal De Leon
Project Specialist
FNL
Sacramento County
916-228-2432
sdeleon@scoe.net

Sandra Holguin
Outreach Specialist
ADMHS
Yolo County
530-666-8688
sandra.holguin@yolocounty.org

Scott Morris
Prevention Coordinator
Trinity Co. Behavioral Health
Trinity County
530-623-1823
smorris@kingsview,org

Shari Crow
Health Educator
DHHS
Placer County
530-899-7238
scrow@placer.ca.gov

Sharon Rose
Project Director
Santa Barbara County Alcohol and Drug Program
Santa Barbara County
805- 681-4909
sharose@co.santa-barbara.ca.us

T

Ti-An Huynh
Program Evaluation Specialist
County of Orange Health Care Agency
Orange County
714-834-4425
tihuynh@ochca.com

Tom Byars
Program Manager
Tulare County Office of Education
Tulare County
559-651-0155
tbyars@tcoe.org

Tonya Nelson
Health Services Coordinator
MPUSD
Monterey County
831-899-1043
tonnelsonempusd.usd.k12.ca.us

V

Vince Harper
Director of Youth Services
Community Action Partnership
Sonoma County
707-544-6911
vharper@capsonoma.org

X

Xaloc Cabanes
Project Director
Mental Health & Substance Abuse Services
Santa Cruz County
831-454-5004
xaloc.cabanes@health.co.santa-cruz.ca.us

Safe and Drug Free Schools and Communities

California's Governor's Program

Grantee Contact Information

Alameda

Round 1
1 Program

County Analyst
Lenetta Burney
(916) 327-5648
lburney@adp.state.ca.us

AOD Administrator
Marye L. Thomas
Behavioral Health Care Services
2000 Embarcadero Cove, Suite 400
Oakland, CA 94606
(510) 567-8100
(510) 567-8130 FAX
thomas@bhcs.mail.co.alameda.ca.us

Project Director
Gail Greenberg
Behavioral Health Care Services
2000 Embarcadero Cove, Suite 400
Oakland, CA 94606
(510) 567-8112
(510) 567-8130 FAX
greenbergg@bhcs.mail.co.alameda.ca.us

Alameda County Friday Night Live
Karen Seals
FNL Mentoring Coordinator
3375 Beacon Ave., 2nd Fl.
Fremont, CA 94538
(510) 792-4964
(510) 792-4928 FAX
kseals5@aol.com

Staff
Tracy Hazelton
SIG Coordinator
(510) 639-1285
Hazelton@bhes.mail.co.alameda.ca.us

Butte

Round 1
1 Program

County Analyst
Lenetta Burney
(916) 327-5648
lburney@adp.state.ca.us

AOD Administrator
Bradford Luz
Dept. of Behavioral Health
107 Parmac Rd., Ste. 4
Chico, CA 95926
(530) 891-2850
(530) 895-6549 FAX
bluz@buttecounty.net

Project Director
Danelle Campbell
Dept of Behavioral Health
109 Parmac Rd, Ste 2A
Chico, CA 95926
(530) 891-2891
(530) 891-2983 FAX
dcampbell@buttecounty.net

Contra Costa

Round 1
2 Programs

County Analyst
Jane Williams
(916) 445-7174
jwilliams@adp.state.ca.us

AOD Administrator
C. Haven Fearn
Alcohol and Other Drugs Services
597 Center Ave, Suite 320
Martinez, CA 94553
(925) 313-6300
(925) 313-6390 FAX
hfearn@hsd.co.contra-costa.ca.us

Project Director
Fatima Matal Sol
Alcohol and Other Drugs Services Division
597 Center Avenue, Suite 320
Martinez, CA 94553
(925) 313-6311
(925) 313-6300 FAX
fmatalso@hsd.co.contra-costa.ca.us

Fresno

Round 1
1 Program

County Analyst
Diane Sousa
(916) 324-4981
dsousa@adp.state.ca.us

AOD Administrator
Giang T. Nguyen, RN, MSN
Interim County Alcohol & Drug Program Administrato
4441 East Kings Canyon Road
Fresno, CA 93702

Main Contact
Jolene Edwards, Staff Analyst
Dept. of Behavioral Health, Substance Abuse Services
515 S. Cedar, Bldg 320
Fresno, CA 93702
(559) 253-9155
jedwards@co.fresno.ca.us

Project Directors
Dennis Koch
Deputy County Alcohol & Drug Program Administrator
Dept. of Behavioral Health, Substance Abuse Services
515 S. Cedar, Bldg 320
Fresno, CA 93702
(559) 253-9160
dkoch@co.fresno.ca.us

Humboldt

Round 1
1 Program

County Analyst
Francelle Phillips
(916) 323-0830
fphillips@adp.state.ca.us

AOD Administrator	**Project Directors**	
Lance Morton	Linda Thompson	Peggy Falk
County ADP	County ADP	Public Health Department
720 Wood St	529 I St.	529 I St.
Eureka, CA 95501	Eureka, CA 95501	Eureka, CA 95501
(707) 268-2990	(707) 445-7327	(707) 268-2142
(707) 476-4049 FAX	(707) 445-7214 FAX	(707) 445-6097 FAX
lmorton@co.humboldt.ca.us	lthompson@co.humboldt.ca.us	pfalk@co.humboldt.ca.us

Inyo

Round 1
1 Program

County Analyst
Carol Carter
(916) 323-0832
ccarter@adp.state.ca.us

AOD Administrator	**Project Directors**
Jean Dickinson	Rebecca Hanson
County AOD Services	County AOD Services
1351 Rocking "W" Dr	1351 Rocking "W" Dr
Bishop, CA 93514	Bishop, CA 93514
(760) 872-4245	(760) 872-4245
(760) 873-6505 FAX	(760) 873-6505 FAX
inyohhsjd@qnet.com	rhanson@qnet.com

Kings

Round 1
1 Program

County Analyst
Heather Whitney
(916) 322-3821
hwhitney@adp.state.ca.us

AOD Administrator
Mary Anne Ford Sherman
County ADP
1400 W Lacey Blvd
Hanford, CA 93230
(559) 582-3211 x2382
(559) 585-8047 FAX
msherman@co.kings.ca.us

Project Director
Brenda Randle
County ADP
1400 W Lacey Blvd
Hanford, CA 93230
(559) 582-3211 x2975
(559) 585-8047 FAX
brandle@co.kings.ca.us

Kings County Friday Night Live
Nell Lobdell
Prevention Coordinator
1400 West Lacey Boulevard
Hanford, CA 93230
(559) 582-3211 Ext. 2382
(559) 585-8047 FAX
(559) 904-4446 (Message Phone)
nlobdell56@comcast.net.

Los Angeles

Round 1
2 Programs

County Analyst
Carol Carter
(916) 323-0832
ccarter@adp.state.ca.us

AOD Administrator
Patrick Ogawa
County ADP
1000 S. Fremont Ave
Bldg. A-9 East, 3rd Floor
Alhambra, CA 91803
(626) 299-4193
(626) 458-7637 FAX
pogawa@ladhs.org

Project Directors
Yolanda Cordero
County ADP
1000 S. Fremont Ave
Bldg. A-9 East, 3rd Floor
Alhambra, CA 91803
(626) 299-4510
(626) 458-7637 FAX
ycordero@ ladhs.org

Project Manager
Delia Barajas
Alcohol and Drug Program Administration
1000 S. Fremont Ave
Bldg. A-9 East, 3rd Floor
Alhambra, CA 91803
(626) 299-3220
dbarajas@ladhs.org

Marin

Round 2
1 Program

County Analyst
Diane Sousa
(916) 324-4981
dsousa@adp.state.ca.us

AOD Administrator
Joe Mazza
Health & Human Services
1682 Novato Blvd., Suite 150-C
Novato, CA 94947
(415) 499-7465
(415) 499-7008 FAX
jmazza@co.marin.ca.us

Project Director
Catherine Condon
Marin County Department of Health and Human Services
Division of Alcohol, Drug and Tobacco Programs
10 N. San Pedro Rd., Ste. 1013
San Rafael, CA 94903
(415) 499-4218
(415) 499-7008 FAX
ccondon@co.marin.ca.us

Mendocino

Round 2
1 Program

County Analyst
Jane Williams
(916) 445-7174
jwilliams@adp.state.ca.us

AOD Administrator
Ned Walsh
Public Health--ADP
1120 South Dora St
Ukiah, CA 95482
(707) 472-2607
(707) 472-2658 FAX
walshn@co.mendocino.ca.us

Project Directors
Armand Brint
Prevention Services
1120 South Dora St
Ukiah, CA 95482
(707) 472-2610
(707) 468-3490 FAX
brinta@co.mendocino.ca.us

Pat Sanborn
Prevention Services
1120 South Dora St
Ukiah, CA 95482
(707) 472-2609
sanbornp@co.mendocino.ca.us

Mono

Round 2
1 Program

County Analyst
Francelle Phillips
(916) 323-0830
fphillips@adp.state.ca.us

AOD Administrator
Tom Wallace
County ADP
PO Box 2619
Mammoth, CA 93546
(760) 932-1740
(760) 924-1741 FAX
twallace@mono.ca.gov

Project Director
Ann Gimpel
Mental Health Dept
PO Box 2619
Mammoth, CA 93546
(760) 924-1740
(760) 924-1741
agimpel@mono.ca.gov

Monterey

Round 1
1 Program

County Analyst
Diane Sousa
(916) 324-4981
dsousa@adp.state.ca.us

AOD Administrator
Wayne Clark
Behavioral Health Divison
1270 Natividad Rd
Salinas, CA 93906
(831) 755-4509
(831) 755-4980 FAX
clarkww@co.monterey.ca.us

Project Director
Rosalind McNeely
County Health Dept, Behavioral Health
115 Cayuga St
Salinas, CA 93901
(831) 796-3066
(831) 751-6771 FAX
mcneelyr@co.monterey.ca.us

Napa

Round 2
1 Program

County Analyst
Lenetta Burney
(916) 327-5648
lburney@adp.state.ca.us

AOD Administrator
Jim Featherstone
Health & Human Services
226 Elm St
Napa, CA 94559
(707) 253-4279
(707) 253-6172 FAX
jfeather@co.napa.ca.us

Project Director
Shirin Vakharia
Health and Human Services
2261 Elm St
Napa, CA 94559
(707) 259-8691
(707) 253-4155 FAX
svakhari@co.napa.ca.us

Orange

Round 1
2 Programs

County Analyst
Jane Williams
(916) 445-7174
jwilliams@adp.state.ca.us

AOD Administrator
Sandra Fair
Health Care Agency
405 W. 5th St, Ste. 211
Santa Ana, CA 92701
(714) 834-6032
(714) 834-5506 FAX
sfair@hca.co.orange.ca.us

Project Directors
Marilyn Pritchard
Health Care Agency
405 W. 5th St, Ste. 211
Santa Ana, CA 92701
(714) 834-3547
(714) 796-8261 FAX
mpritchard@hca.co.orange.ca.us

Carolyn Secrist
Health Care Agency
405 W. 5th St, Ste. 211
Santa Ana, CA 92701
(714) 834-3067
(714) 607-3968 FAX
csecrist@hca.co.orange.ca.us

Placer

Round 1
1 Program

County Analyst
Lenetta Burney
(916) 327-5648
lburney@adp.state.ca.us

AOD Administrator
Maureen Bauman
Health & Human Services
11533 C Ave
Auburn, CA 95603
(530) 889-7256
(530) 889-7275 FAX
mbauman@placer.ca.gov

Project Directors
Alan Hayashi
Community Health--Prevention Services
11484 B Ave
Auburn, CA 95603
(530) 889-7216
(530) 889-7198 FAX
ahayashi@placer.ca.gov

Kara Sutter
Community Health--Prevention Services
11484 B Ave
Auburn, CA 95603
(530) 889-7179
(530) 889-7198 FAX
ksutter@placer.ca.gov

Riverside

Round 2
1 Program

County Analyst
Francelle Phillips
(916) 323-0830
fphillips@adp.state.ca.us

AOD Administrator
John J. Ryan
Mental Health
4095 County Circle Drive
PO Box 7549
Riverside, CA 92513
(909) 358-4501
(909) 358-4513 FAX
jryan@co.riverside.ca.us

Project Director
Bob Alkire
Substance Abuse Services
3525 Presley Ave
Riverside, CA 92507
(909) 782-2400
(909) 683-4904 FAX
balkire@co.riverside.ca.us

Sacramento

Round 1
2 Programs

County Analyst
Lenetta Burney
(916) 327-5648
lburney@adp.state.ca.us

AOD Administrator
Toni Moore
Alcohol and Drug Services
7001-A East Parkway, Suite 500
Sacramento, CA 95823
(916) 875-2050
(916) 875-2035 FAX
mooret@saccounty.net

Project Director
Paulette Malloy
Alcohol and Drug Service Division
7001-A East Parkway, Suite 500
Sacramento, CA 95823
(916) 875-2041
(916) 875-2035 FAX
malloyp@saccounty.net

San Benito

Round 1
1 Program

County Analyst
Francelle Phillips
(916) 323-0830
fphillips@adp.state.ca.us

AOD Administrator
Marc Narasaki
Substance Abuse Program
1111 San Felipe Road, Suite 108
Hollister, CA 95023
(831) 637-5594
(831) 636-9086 FAX
mnarasaki@sa.co.san-benito.ca.us

San Bernardino

Round 1
1 Program

County Analyst
Carol Carter
(916) 323-0832
ccarter@adp.state.ca.us

AOD Administrator/Project Director
Rudy Lopez
Behavioral Health
700 East Gilbert St, Bldg. 6
San Bernardino, CA 92415
(909) 387-7024
(909) 387-7695 FAX
rlopez@dbh.co.san-bernardino.ca.us

Staff
Carl Irby
(909) 687-6255
(909) 687-0102 FAX
cirby@dph.sbcounty.gov

Jeronimo Breen
(909) 421-9452
jbreen@dbh.sbcounty.gov

Karen Kane
(909) 387-0480
kkane@dbh.sbcounty.gov

Michelle Dusick
San Bernardino County AOD Services
Dept. of Behavioral Health
700 E. Gilbert Street, Bldg. #6
San Bernardino, CA 92414
909/387-0481
(909) 387-0475 FAX
mdusick@dbh.sbcounty.gov

San Diego

Round 1
1 Program

County Analyst
Jane Williams
(916) 445-7174
jwilliams@adp.state.ca.us

AOD Administrator
Paula Landau-Cox
HHSA--Alcohol & Drug Services
3351 Rosecrans St., MS P571
San Diego, CA 92110
(619) 692-8018
(610) 692-5604 FAX
paula.landaucox@sdcounty.ca.gov

Project Director
Bill Crane
HHSA--Alcohol & Drug Services
PO Box 85222
San Diego, CA 92186
(619) 692-5762
(619) 693-5604 FAX
bill.crane@sdcounty.ca.gov

San Joaquin

Round 1
1 Program

County Analyst
Diane Sousa
(916) 324-4981
dsousa@adp.state.ca.us

AOD Administrator
Bruce Hopperstad, L.C.S.W.
Behavioral Health Director
San Joaquin County Behavioral Health Services
1212 N. California St.
Stockton, CA 95202
phone: (209) 468-2080
email: bhopperstad@sjcbhs.org

Project Director
Frances Hutchins
Transition Leader, Substance Abuse Services
San Joaquin County Behavioral Health Services
1212 N. California Street, Stockton, CA 95202
209.468.3698
fhutchins@sjcbhs.org

San Luis Obispo

Rounds 1 & 2
2 Programs

County Analyst
Carol Carter
(916) 323-0832
ccarter@adp.state.ca.us

AOD Administrator	**Project Director**
Paul Hyman	Frank Warren
Drug and Alcohol Services	Drug and Alcohol Services
2945 McMillan Ave., Suite 136	2945 McMillan Ave., Suite 136
San Luis Obispo, CA 93401	San Luis Obispo, CA 93401
(805) 781-4281	(805) 788-2055
(805) 781-1267 FAX	(805) 781-1267 FAX
phyman@co.slo.ca.us	fwarren@co.slo.ca.us

San Mateo

Round 1
2 Programs

County Analyst
Heather Whitney
(916) 322-3821
hwhitney@adp.state.ca.us

AOD Administrator	**Project Directors**	
Yvonne Frazier	Esther Lucas	Desi Tafoya
AOD Services	Drug and Alcohol Services	AOD Services
400 Harbor Blvd., Bldg. C	400 Harbor Blvd., Bldg. C	400 Harbor Blvd., Bldg. C
Belmont, CA 94002	Belmont, CA 94002	Belmont, CA 94002
(650) 802-5057	(650) 802-6432	(650) 802-6432
(650) 802-6440 FAX	(650) 802-6440 FAX	(650) 802-6440 FAX
yfrazier@co.sanmateo.ca.us	elucas@co.sanmateo.ca.us	DTafoya@co.sanmateo.ca.us

Santa Barbara

Round 1
1 Program

County Analyst
Carol Carter
(916) 323-0832
ccarter@adp.state.ca.us

AOD Administrator
Al Rodriguez
Alcohol, Drug & Mental Health Services
300 N. San Antonio Rd., Bldg 1
Santa Barbara, CA 93110
(805) 681-5441
(805) 681-5413 FAX
alrodrig@co.santa-barbara.ca.us

Staff
Sharon Rose
Prevention Coordinator
Santa Barbara County Alcohol and Drug Program
300 San Antonio Rd. #1
Santa Barbara, CA 93110
805-681-4909-office
sharose@co.santa-barbara.ca.us

Santa Clara

Round 2
1 Program

County Analyst
Heather Whitney
(916) 322-3821
hwhitney@adp.state.ca.us

AOD Administrator
Robert Garner
Alcohol and Drug Services
976 Lenzen Ave, 3rd Floor
San Jose, CA 95126
(408) 792-5692
(408) 947-8702 FAX
bob.garner@hhs.co.santa-clara.ca.us

Project Director
Connie Hayes
ADP Services
595 Millich Dr
Campbell, CA 95008
(408) 871-0927
(408) 374-3694 FAX
connie.hayes@hhs.co.santa-clara.ca.us

Amy Brinkman-Viall
ADP Services
595 Millich Dr
Campbell, CA 95008
(408) 378-7401
(408) 374-3694 FAX
Amy.Brinkman-Viall@hhs.co.santa-clara.ca.us

Santa Cruz
Round 1
1 Program

County Analyst
Diane Sousa
(916) 324-4981
dsousa@adp.state.ca.us

AOD Administrator
William Manov
County ADP
320 Encinal St
Santa Cruz, CA 95060
(831) 454-4220
(831) 454-4747 FAX
bill.manov@health.co.santa-cruz.ca.us

Project Directors
Brenda Armstrong
Mental Health & Substance Abuse Services
1400 Emeline Aven., Bldg. K
Santa Cruz, CA 95060
(831) 454-5483
(831) 454-4747 FAX
Brenda.Armstrong@health.co.santa-cruz.ca.us

Xaloc Cabanes
County ADP
320 Encinal St
Santa Cruz, CA 95060
(831) 454-5004
(831) 454-4747 FAX
xaloc.cabanes@health.co.santa-cruz.ca.us

Shasta
Round 1
1 Program

County Analyst
Heather Whitney
(916) 322-3821
hwhitney@adp.state.ca.us

AOD Administrator
David Reiten
County ADP
2770 Pioneer Dr
Redding, CA 96001
(530) 225-5240
(530) 225-5232 FAX
dreiten@co.shasta.ca.us

Project Directors
Betty Cunningham
Shasta County Chemical People, Inc.
14274 Tehama St
Redding, CA 96001
(530) 241-5958
(530) 247-0915
drugfree1@cs.com

Jamie Hannigan
County ADP
2770 Pioneer Dr
Redding, CA 96001
(530) 245-6419
(530) 225-5232 FAX
jhannigan@co.shasta.ca.us

Solano

Rounds 1 & 2
2 Programs

County Analyst
Diane Sousa
(916) 324-4981
dsousa@adp.state.ca.us

AOD Administrator
Del Royer
Health and Human Services
2101 Courage Dr., MS 10-100
Fairfield, CA 95433
(707) 435-2228
(707) 435-2204 FAX
droyer@solanocounty.com

Project Director
Ben Curtis
Substance Abuse Division
2101 Courage Dr., MS 10-100
Fairfield, CA 95433
(707) 435-2232
(707) 435-2204 FAX
bcurtis@solanocounty.com

Sonoma

Round 1
1 Program

County Analyst
Heather Whitney
(916) 322-3821
hwhitney@adp.state.ca.us

AOD Administrator
Gino Giannavola
AOD Services
1221 Farmers Lane, Suite 200
Santa Rosa, CA 95405
(707) 565-6945
(707) 565-6964 FAX
ggiannav@sonoma-county.org

Project Director
Ellen Jones Bauer
Sonoma County Department of Health Services
Prevention and Planning Division
3273 Airway Drive, Suite C
Santa Rosa, CA 95403
(707) 565-6617
(707) 565-6619 FAX
EBAUER@sonoma-county.org

Sutter-Yuba

Round 1
1 Program

County Analyst
Lenetta Burney
(916) 327-5648
lburney@adp.state.ca.us

AOD Administrator
Joan Hoss
Mental Health Services
PO Box 1520
Yuba City, CA 95922
(530) 822-7200
(530) 822-7508 FAX
jhoss@co.sutter.ca.us

Project Director
Thomas Metcalf
Mental Health Services
1965 Live Oak Blvd
Yuba City, CA 95992
(530) 822-3292
(530) 822-7508 FAX
tmetcalf@co.sutter.ca.us

Friday Night live
mail@fridaynightlive.com

Tehama

Rounds 1 & 2
2 Programs

County Analyst
Francelle Phillips
(916) 323-0830
fphillips@adp.state.ca.us

Alcohol and Drug Director
Sue McVean
530-527-7893 ext. 3402 fax 530-527-0766
mcveans@tcha.net

Staff
Karen Weldon
weldonk@tcha.net

Tehama County Department of Education
Prevention Project
Project Coordinator
Amy Henderson
1135 Lincoln Street,
Red Bluff, CA 96080
(530) 527-5811
(530) 529-4120 FAX
ahenders@tcde.tehama.k12.ca.us

Trinity

Round 1
1 Program

County Analyst
Jane Williams
(916) 445-7174
jwilliams@adp.state.ca.us

AOD Administrator
Brian Muir
Behavioral Health
PO Box 1640
Weaverville, CA 96096
(530) 623-1217
(530) 623-8365
bmuir@trinitycounty.org

Project Director
Scott Morris
Behavioral Health, Prevention Division
PO Box 1640
Weaverville, CA 96093
(530) 623-1823
(530) 623-4448 FAX
smorris@kingsview.org

Tulare

Round 1
1 Program

County Analyst
Diane Sousa
(916) 324-4981
dsousa@adp.state.ca.us

AOD Administrator
Ronald Probasco
Health and Human Services
5957 South Mooney Boulevard
Visalia, CA 93292
(559) 737-4686
(559) 737-4692 FAX
RProbasc@tularehhsa.org

Project Directors
John Kelly
Tulare County Office of Education
7000 Doe Ave., Bldg. 300
Visalia, CA 93291
(559) 651-0155
(559) 651-0172 FAX
johnk@tcoe.org

Division Manager
Jennifer Hosler
Health and Human Services
5957 South Mooney Boulevard
Visalia, CA 93292
(559) 737-4660 x2352
(559) 740-4382 FAX
jhosler@tularehhsa.org

Diana Finch
Tulare County Office of Education
7000 Doe Ave., Bldg. 300
Visalia, CA 93291
(559) 651-0155
(559) 651-0172 FAX
dfinch@tcoe.org

Ventura

Round 2
1 Program

County Analyst
Carol Carter
(916) 323-0832
ccarter@adp.state.ca.us

AOD Administrator
Luis Tovar
County ADP
72 Moody Ct
Thousand Oaks, CA 91360
(805) 777-3547
(805) 777-3520 FAX
luis.tovar@mail.co.ventura.ca.us

Project Director
Bennie Crayton
Supervisor, Adolescent Intervention Services
Ventura County Behavioral Health
702 County Square Drive
Ventura, CA 93030
Telephon : (805) 658-4253
Fax : (805) 658-4292
Bennie.Crayton@mail.co.ventura.ca.us

Yolo

Round 1
1 Program

County Analyst
Lenetta Burney
(916) 327-5648
lburney@adp.state.ca.us

AOD Administrator
Fred Heacock
Drug & Mental Health Services
14 N. Cottonwood St
Woodland, CA 95695
(530) 666-8516
(530) 666-8294 FAX
fred.heacock@yolocounty.org

Project Director
Irma Rodriguez
Alcohol, Drug, and Mental Health Services
170 W. Beamer St., Ste. 400
Woodland, CA 95695
(530) 666-8711
(530) 666-8523 FAX
irma.rodriguez@yolocounty.org