



Botvin *LifeSkills Training* Middle School Program LST SITE COORDINATOR FACT SHEET

Site Coordinators are the direct link between the University of Colorado Boulder – who manages the grant and all interactions with the program developer’s company – and schools and teachers involved with Botvin *LifeSkills Training* (LST) implementation.

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

Training

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

Before Implementation

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

During Implementation

1. Check in with teachers and inquire about training needs, schedule changes, questions, and concerns, and relay requests to CU Boulder.
2. Request teachers to notify CU Boulder and observers of implementation schedule changes.
3. Notify CU Boulder promptly of any administrator or LST instructor turnover.
4. Participate in the annual CU Boulder process evaluation visit, and provide assistance with scheduling meetings with school personnel upon request.
5. Remind teachers to complete the online Teacher Feedback Survey and complete an annual Site Coordinator survey detailing the macro-level experiences with implementation. A gift card up to \$100, depending on the size of the site, is provided in recognition of their work leading this effort.

Capacity Building and Sustainability

1. Participate in the strategic sustainability workshop to gain insights for long-term LST implementation.
2. Work with appropriate persons within the site to create and implement a sustainability plan.
3. Align LST lessons to the educational standards of the district and align LST goals with the larger student achievement and school improvement work, if this work is desired.
4. Complete a brief survey one and two years beyond grant conclusion to report the successes and challenges with sustaining the LST program.

Thank you for considering the responsibilities of the Site Coordinator role. If you have any questions about the program or the initiative, please contact lstgrant@colorado.edu.



Boulder

PLEASE DISTRIBUTE TO TEACHERS

Botvin *LifeSkills Training* Middle School Program LST TEACHER FACT SHEET

The University of Colorado Boulder is offering a three-year grant to replicate the Botvin *LifeSkills Training* (LST) Middle School Program, a three-year curriculum implemented in either grades 6-8 or 7-9 that has been shown to reduce students' drug, tobacco, and alcohol use.

The grant includes curriculum materials (teacher manuals and student guides), training workshops, and technical assistance for three years of program implementation. Please carefully consider your school's ability to comply with the specifications detailed below, and inform your school principal if you have any questions or concerns.

Timeline

In Year 1, the first cohort of students (grade 6 or grade 7) receives 15 LST core sessions (Level 1). In Year 2, this first cohort receives 10 booster sessions (Level 2), and a second incoming cohort receives the 15 core Level 1 sessions. In Year 3, the first cohort receives 5 booster sessions (Level 3), the second cohort receives 10 booster sessions (Level 2), and the incoming third cohort receives the 15 core sessions (Level 1). Optional violence prevention lessons are included in each level. LST is designed to be implemented with all or nearly all students in the participating grades.

Teacher Training and Technical Assistance

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

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

Classroom Observations

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

Observers conduct four observations of teachers implementing Level 1 of the curriculum, three observations for teachers implementing Level 2, and two observations of teachers implementing Level 3. A total of four observations are completed each year of teachers who provide more than one level of the curriculum. In sites that consist of a large number of schools and/or teachers, a reduced number of classroom observations may be conducted. We appreciate you providing your LST implementation schedule and allowing the observer to attend these sessions.

Process Visits and Surveys

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

Teacher Feedback Surveys are completed annually after the first full cycle of LST has been taught (e.g., after the 15 core sessions), and teachers will receive a \$100 gift card upon survey completion in recognition of time and effort implementing this program. These online surveys further enhance CU Boulder's ability to assess experiences with the implementation process, and we appreciate your feedback.

Thank you for considering these grant components. If you have any questions about the program or the initiative, please contact lstgrant@colorado.edu.



Botvin *LifeSkills Training* Middle School Program LST CLASSROOM OBSERVER FACT SHEET

The University of Colorado Boulder is seeking applicants for a short-term, part-time, contractual position to assess implementation of a school-based drug prevention program.

About the Program

The Botvin *LifeSkills Training* (LST) Middle School Program is a prevention program with the goal to prevent substance use and other risky behaviors by providing students with knowledge and skills to 1) resist peer and media pressure to smoke, drink, or use drugs, 2) develop a positive self-image, 3) build healthy relationships, and 4) make responsible decisions and effectively solve problems. This curriculum, comprised of 30 sessions over three years (15 in Level 1, 10 in Level 2, and 5 in Level 3), is delivered in middle or junior high schools and offered to all or nearly all students in grades 6-8 or 7-9.

Requirements

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

Observers visit each LST teacher up to four times each year over the course of the program to monitor the implementation process. For sites with many LST teachers, observers may share these duties with additional observers. LST is designed to be taught at least once per week, and may be taught up to five times per week as a mini-course; therefore, with 15 sessions, a given implementation cycle may span three weeks to approximately four months.

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

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

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

Who May Apply

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

Compensation for Observations Conducted on Personal Time

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

For more information regarding this position, please contact lstgrant@colorado.edu.