

**Superintendent Letter of Commitment
Botvin LifeSkills Training High School Program**



Dear Superintendent,

Thank you for your interest in the training and implementation assistance grant to deliver the Botvin *LifeSkills Training* (LST) High School Program. The LST High School Program is a single-year curriculum implemented in either grade 9 or 10 that has been shown to reduce adolescents' substance use, violence, and other high-risk behaviors. This opportunity through the University of Colorado Boulder is described in detail, including key components of the LST model that have helped make the program effective, as well as what the school(s) in your district will be committing to if selected for participation in the grant beginning in Fall 2026.

Please carefully consider if the school(s) in your district will be able to fully comply with these specifications. If so, please sign this letter and submit with the grant application. By signing this letter, you pledge your support to adhere to the fidelity and integrity of the LST model.

Timeline

The grant provides curriculum materials, training, and implementation assistance for two years of LST program delivery. In Year 1, students in either grade 9 or 10 receive 10 LST sessions. In Year 2, a new cohort of students receive the 10 sessions. As a universal prevention program, it is designed to be implemented with all or nearly all students in the participating grade.

Teachers

A successful replication of LST in your district is contingent on following the LST model and teaching all lessons in their entirety. Instructors attend a one-day initial training workshop prior to implementation, which describes the LST program in detail and fosters familiarity with the curriculum. All LST High School teachers will be trained in Year 1, and new and returning LST High School teachers will be trained in Year 2. Additionally, a certified LST trainer will be available for implementation assistance/consulting throughout the two-year project via telephone, video conference, email, or on-site visits.

Teacher stipends will be paid for training workshops held during the summer, and reimbursement for substitutes will be provided by the grant for training workshops conducted during the school year. Assistance in approving training workshops and ensuring that teachers do not have competing training to attend during the scheduled LST workshops is greatly appreciated.

Teacher Feedback Surveys are completed annually after the first full cycle of LST has been taught (i.e., after the 10 sessions), and teachers receive a \$100 gift card for survey completion. These online surveys further enhance CU Boulder's ability to assess experiences with the implementation process.

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 three observations of each teacher implementing the curriculum each year. In sites that consist of a large number of schools and/or teachers, a reduced number of classroom observations may be conducted. CU Boulder appreciates the district's cooperation with the completion of classroom observations.

Meetings

After the application has been submitted, a CU Boulder representative conducts a feasibility meeting to describe the elements of LST, answer questions, review implementation plans, and determine final program eligibility. It is important that this meeting is attended by all those with responsibility for the adoption and oversight of LST,

which helps to build an early platform of support for the program. Superintendents are requested to attend this meeting, along with the principal and a teacher representative from each school, and the designated Site Coordinator and Co-Coordinator.

Additionally, a CU Boulder representative conducts an annual site visit during program implementation and meets with school principals and LST teachers, 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 delivery, and assess needs for further training and implementation assistance.

Capacity-Building and Sustainability

A partnering organization offers two types of capacity-building trainings: (1) Training-of-Trainers (TOT) Workshops, which certify instructors as district trainers, eliminating the expense of outside trainers following the grant; and (2) Strategic Sustainability Workshops, which provide support for participants in designing and completing planning work for long-term LST implementation. It is important that both trainings are attended by key individuals who can contribute to the long-term sustainability of LST.

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

I understand the points outlined above and will help ensure that the participating schools in my district adhere to all defined protocols.

School District Name

Superintendent Name

Superintendent Signature

Date

Superintendent Email

Principal Letter of Commitment
Botvin LifeSkills Training High School Program



Dear Principal,

Thank you for your interest in the training and implementation assistance grant to deliver the Botvin *LifeSkills Training* (LST) High School Program. The LST High School Program is a single-year curriculum implemented in either grade 9 or 10 that has been shown to reduce adolescents' substance use, violence, and other high-risk behaviors. This opportunity through the University of Colorado Boulder is described in detail, including key components of the LST model that have helped make the program effective, as well as what the school(s) in your district will be committing to if selected for participation in the grant beginning in Fall 2026.

Please carefully consider if your school will be able to fully comply with these specifications. If so, please sign this letter and submit with the grant application. By signing this letter, you pledge your support to adhere to the fidelity and integrity of the LST model.

Timeline

The grant will provide curriculum materials, training, and implementation assistance for two years of LST program delivery. In Year 1, students in either grade 9 or 10 will receive 10 LST sessions. In Year 2, a new cohort of students will receive the 10 sessions. As a universal prevention program, it is designed to be implemented with all or nearly all students in the participating grade.

Teachers

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-day initial training workshop prior to implementation, which describes the LST program in detail and fosters familiarity with the curriculum. All LST High School teachers will be trained in Year 1, and new and returning LST High School teachers will be trained in Year 2. Additionally, a certified LST trainer will be available for implementation assistance/consulting throughout the two-year project via telephone, video conference, email, or on-site visits.

Teacher stipends will be paid for training workshops held during the summer, and reimbursement for substitutes will be provided by the grant for training workshops conducted during the school year. Assistance in approving training workshops and ensuring that teachers do not have competing training to attend during the scheduled LST workshops is greatly appreciated.

Teacher Feedback Surveys are completed annually after the first full cycle of LST has been taught (i.e., after the 10 sessions), and teachers will receive a \$100 gift card for survey completion. These online surveys further enhance CU Boulder's ability to assess experiences with the implementation process.

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 three observations of each teacher implementing the curriculum each year. In sites that consist of a large number of schools and/or teachers, a reduced number of classroom observations may be conducted. CU Boulder appreciates the district's cooperation with the completion of classroom observations.

Meetings

After the application has been submitted, a CU Boulder representative conducts a feasibility meeting to describe the elements of LST, answer questions, review implementation plans, and determine final program eligibility. It is important that this meeting is attended by all those with responsibility for the adoption and oversight of LST,

which helps to build an early platform of support for the program. School principals are requested to attend this meeting along with a teacher representative from each school, the designated Site Coordinator, and, schedule permitting, the Superintendent.

Additionally, a CU Boulder representative conducts an annual site visit during program implementation and meets with school principals and LST teachers, 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 delivery, and assess needs for further training and implementation assistance.

Capacity-Building and Sustainability

A partnering organization offers two types of capacity-building trainings: (1) Training-of-Trainers (TOT) Workshops, which certify instructors as district trainers, eliminating the expense of outside trainers following the grant; and (2) Strategic Sustainability Workshops, which provide support for participants in designing and completing planning work for long-term LST implementation. It is important that both trainings are attended by key individuals who can contribute to the long-term sustainability of LST.

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

I understand the points outlined above and will help ensure that my school adheres to all defined protocols.

School Name

Principal Name

Principal Signature

Date

Principal Email