



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

The University of Colorado Boulder is offering a two-year grant to replicate the Botvin *LifeSkills Training* (LST) High School Program, a single-year curriculum implemented in either grade 9 or 10 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 implementation assistance for two years of program delivery. 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 of this grant, students in the chosen grade level will receive 10 LST sessions, each designed to last approximately 45 minutes. 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.

Teacher Training and Implementation 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-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 implementation assistance/consulting throughout the two-year project via telephone, video call, email, or on-site visits.

Teacher stipends of \$200 per 6-hour training day will be paid for LST workshops held on 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 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. 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 delivery, and assess needs for further training and implementation assistance.

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 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.