

2000 PROCESS EVALUATION REPORT

**Hmong and Chicana/Latina
Educational Enrichment Program**

**Prepared by the
Action Consulting and Evaluation Team**

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HMONG AND CHICANA/LATINA EDUCATIONAL ENRICHMENT PROGRAM
2000 Process Evaluation Report
December 27, 2000

Brief Background

The mission of the Hmong and Chicana/Latina Educational Enrichment Program (HCLEEP) is to support and strengthen the developmental, academic, cultural, community, and social capacity of low income, at-risk, third through twelfth grade, Hmong and Chicana/Latina girls throughout the city of Saint Paul and surrounding suburbs. Carlos Gallego, the Executive Director of HCLEEP, founded this program in 1990.

HCLEEP offers a variety of services to participants, including academic support and tutoring, leadership development training, and exposure to self-esteem building and community service opportunities. HCLEEP currently operates out of West side Citizens Organization. Classroom activities are held at the Hmong Community United Methodist Church. The fiscal agent for the program is Neighborhood House, a community center that serves the population of the West side.

In January 2000, HCLEEP received a State Incentive Grant (SIG) from the Minnesota Department of Children, Families & Learning to implement an Alcohol, tobacco, and other drug (ATOD) prevention project. Program staff envisioned a project that would provide gender and culturally specific ATOD related information, intervention, and prevention programming to positively influence and strengthen the attitudes, knowledge, and behaviors of Hmong and Chicana/Latina girls. With this vision in mind, eight broad goals were developed for the ATOD project:

1. Increase participants' social self-esteem and appreciation for community service;
2. Enhance participants' cultural pride and understanding;
3. Increase participants' academic self-esteem and goal orientation;
4. Increase awareness of ATOD among participants;
5. Develop participants' prevention training skills to disseminate culturally relevant and community based ATOD information;
6. Improve understanding and communication between participants and their mothers;
7. Reduce and prevent ATOD use among participants; and
8. Improve participants' healthy decision-making skills.

For the ATOD project, HCLEEP plans to accommodate 30-35 third through twelfth grade Hmong and Chicana/Latina girls throughout the city of St. Paul and surrounding suburbs. The girls will receive HCLEEP services for three years. Any vacancies during the three-year period due to attrition, relocation, or other reason will be filled with new participants.

HCLEEP plans to introduce the ATOD lesson plans three times a week. The lesson plans will include two 30-minute scheduled activities per week. Topics to be covered include awareness of ATOD influence, ATOD refusal skills, media advocacy, cultural sharing, and social marketing. Amelia Barile Simon from the American Lung Association in San Diego was asked to develop the lesson plans.

In addition to the lessons, the girls will have the opportunity to participate in community service projects, retreats, conferences/workshops, guest speaker presentations, college visits, and a college pen pal/mentor program. The proposed programming activities will address the needs of the girls by focusing on strengthening individual capacity and building their developmental assets.

Methodology

As part of the requirements for the SIG Grant, HCLEEP contracted with a consulting group, Action Consulting and Evaluation Team (ACET), to evaluate the ATOD project. ACET used and developed a number of tools for the evaluation to include (1) Intake and exit forms; (2) Activity/event logs; (3) the Minnesota Student Survey; (4) Observation instrument for site visits; (5) Interview questions for community partners/leaders, program staff, parents, and students; and (6) Self-reflected student journals. ACET met with HCLEEP staff in the spring of 2000 to discuss the evaluation plan and data collection requirements.

All program records were collected by November 2000 to describe HCLEEP participants and program activities. In addition, ACET observed two classroom sessions and conducted semi-structured interviews with community leaders and HCLEEP students. The data collected were synthesized with program staff in December. Staff members reflected on the findings by discussing factors that they felt contributed to the program's success and the challenges encountered during implementation. Below are the key findings of the process evaluation:

Key Findings

- HCLEEP effectively utilized external professional assistance from Amelia Barile Simon (American Lung Association in San Diego, California) to develop an ATOD curriculum and Virginia Maldonado (South St. Paul School District) to mentor program staff. Program staff felt these two individuals were key strengths to the program.
- Staff members facilitated program activities professionally and were able to develop strong relationships with students. Staff members were eager to implement newly developed ATOD curriculum.
- A core of eight students was actively and consistently attending program activities. Overall, students appeared to enjoy program activities.
- HCLEEP encountered three major barriers implementing their ATOD project:
 1. Retaining staff - HCLEEP lost one program director and some staff throughout the year. Currently, three of the five staff members are new to HCLEEP.
 2. Lacking ATOD curriculum until November 2000 – No ATOD lessons were introduced in the classrooms from January to May. From June to November, staff members used ATOD lessons (typically decision-making exercises) researched on the Internet. Amelia Barile Simon developed an ATOD curriculum specifically for HCLEEP in November.
 3. Lacking permanent office space – For part of the year, HCLEEP operated without a permanent office space for staff. Classroom space was shared with the fiscal agent. These challenges help to explain why ATOD project implementation was delayed.

Evaluation questions and results for program activities, target population, and key assumptions are listed on page 4. Following are factors contributing to program success and challenges.

HMONG AND CHICANA/LATINA EDUCATIONAL ENRICHMENT PROGRAM Process Evaluation Results/Progress

Prepared by HCLEEP staff members (Carlos Gallego, Ana Ramirez, Macy Saenz,
Gaoib Xiong, Carline Yang), and Stella SiWan Cheung

Program Activities	Results/Progress
<ul style="list-style-type: none"> • How many HCLEEP participants attend program activities and ATOD classroom sessions¹? • How often are program activities and ATOD sessions offered? • What types of program activities and ATOD lesson plans are offered to participants? 	<ul style="list-style-type: none"> • Ten students on average attended program activities from April to November 2000; 8 students on average attended ATOD classroom sessions from June to November 2000. Currently, staff members are planning to recruit more students (Goal for 2001: at least 6 new students per staff). • On average, program activities were offered 3 times per month (with a range of 5 to 0) and ATOD classroom sessions were offered 7 times per month (with a range of 10 to 5). • Types of program activities offered were mostly recreational field trips and conferences/workshops on cultural diversity or ATOD/health issues. Currently, staff members are working to recruit more guest speakers (Goal for 2001: 1-2 speakers per month). HCLEEP did not have an ATOD curriculum developed until November 2000; implementation will begin in January 2001. From June to November, staff used ATOD lessons (typically decision-making exercises) researched on the Internet.
<ul style="list-style-type: none"> • How many HCLEEP students are paired with a college mentor/pen pal? How many mentors/pen pals are recruited? How frequently do pen pals communicate with students? How much total time did students spend with mentors? 	<ul style="list-style-type: none"> • The mentorship/pen pal component had not been implemented (staff will meet in January 2001 to determine if this component will be executed).
<ul style="list-style-type: none"> • How many staff members attend professional training? • What type of professional training opportunities are staff members attending? • How many professional training opportunities are presented to staff members? • How satisfied is staff with professional training? 	<ul style="list-style-type: none"> • All five staff members attended at least one professional development training (ranging from 15 to 1 training). • Staff attended trainings that included cultural dynamics workshops, defensive driving courses, and an ATOD conference. In addition to the trainings, staff met with Virginia Maldonado² for mentoring on a weekly basis and participated in monthly West side Collaborative meetings. • Five to 51 trainings were presented to the staff. Two staff members were offered more than 30 trainings and the other staff members were offered less than ten. • Staff members were generally very satisfied with their training.

¹ Program activities are those that occur outside of the normal ATOD classroom sessions. These activities could be, for example, field trips, guest speakers, or workshops. Twenty activity/event logs were collected from April to November 2000 to document participation and types of activities offered. An analysis of program records is included in Appendix A.

² Virginia Maldonado is an early childhood and family education specialist at South St. Paul School District.

Factors Contributing to Success (Program Activities)

Staffing

- Virginia Maldonado mentored staff, providing them with information on youth development. She also helped to improve staff communication.
- Staff roles became more defined. Each staff member had specific assignments to execute activities while at the same time understanding how to share information about lesson plans. Before, only one staff was in charge of the ATOD lesson materials. Now, responsibility is shared; everyone helps out.
- ATOD orientation meeting in spring 2000 provided guidance for staff.

Curriculum

- Amelia Barile Simon from the American Lung Association in San Diego developed an ATOD curriculum specifically for HCLEEP in November 2000. Currently, staff members are starting to review curriculum materials.

Operations

- Having a permanent office space allowed for more privacy; do not have to share space with other groups.
- Receiving assistance from outside agencies to help with transportation.
- Increased external funding to cover operational expenses.

Challenges (Program Activities)

Staffing

- Lack of a permanent program director; HCLEEP lost one program director and some staff members throughout the year.
- New staff did not receive a formal ATOD orientation meeting; many did not understand their specific assignments.
- Initially, one staff was in charge of ATOD and left without training the others.
- Limited time with the Executive Director (0.15 FTE assignment to HCLEEP)
- Staff members did not consider themselves experts in ATOD; lots of questions about implementation.

Curriculum

- ATOD curriculum was not developed until November 2000; newness of ATOD curriculum takes time to cultivate.
- The college mentorship/pen pal component was not up and running; most staff members did not know of this component.

Operations

- Lack of a permanent office space.
- Lack of privacy at the previous site hindered program activities.

Target Population	Results/Progress
<ul style="list-style-type: none"> • What are the characteristics of the students (e.g. age, ethnicity, grade level, language)? • How are students referred to HCLEEP? • Did the program serve the target population? 	<ul style="list-style-type: none"> • Records were collected from 30 students: the average age was 12 (with a range of 18 to 8); the average grade was 6th (with a range of 12 to 3); 55% were Latina, 38% were Hmong, and 7% were Dominican Republican; the home language for 43% was Spanish, 37% was Hmong, and 20% was English • Students were mostly referred to HCLEEP by a family member or by friends (seldom referred by schools or other community organizations) • All the students were residing in St. Paul (Goal for 2001: staff members will start a process of recruiting from schools and community organizations in February 2001)
<ul style="list-style-type: none"> • How are community members/leaders/speakers recruited to participate with HCLEEP? • What are the characteristics of community members/leaders/speakers who participate with HCLEEP? 	<ul style="list-style-type: none"> • Two staff members did most of the recruitment. Staff used word-of-mouth as a recruitment strategy. (Goal for 2001: Staff will develop a comprehensive recruitment strategy checklist by February 2001). • Members of the community who participated with HCLEEP worked for community organizations such as the Girl Scouts, Target Market (an anti-tobacco organization), and the Minnesota Tobacco-Free Coalition.

Factors Contributing to Success (Target Population)

- HCLEEP target population and mission (a program for young Latina and Hmong students)
- Some staff members were confident in their ability to network with community groups.
- Community members were involved with the program because they wanted to share their knowledge and provide information and resources to the students.

Challenges (Target Population)

- HCLEEP did not pay very much for guest speakers, if any at all.
- HCLEEP was competing for students with after-school sport activities and jobs.
- Limited involvement of community members.
- Not enough outreach to schools or community organizations as an agent to recruit participants.

Key Assumptions	Results/Progress
<ul style="list-style-type: none"> • How do HCLEEP students feel about the program activities and <i>ATOD sessions</i>³? • Do students understand the point of <i>ATOD sessions</i>? • Are students making connections between the topic they are working on and their personal experiences? 	<ul style="list-style-type: none"> • Students appeared to enjoy program activities; enthusiasm for ATOD sessions was lower. • Students understood the point of ATOD lessons, however, they did not understand why staff continued to repeat subject. • Connections between ATOD topics and students' personal experiences appeared superficial.
<ul style="list-style-type: none"> • Do the lesson plan activities address central ideas that relate to HCLEEP ATOD vision? • Are the lesson plan activities relevant to HCLEEP ATOD goals? • How age-appropriate are the lesson plan activities? • How engaged are students and teachers with lesson plan activities? 	<ul style="list-style-type: none"> • Yes • Addressed some of the goals • Staff question how age-appropriate lesson plan activities were; plan to separate students based on age and type of activities in 2001 • If the activity was interactive, students were more engaged than in a lecture format; teachers were able to engage students more in an interactive activity than in a lecture format.
<ul style="list-style-type: none"> • Do staff members have a positive relationship with students? • Do staff members have a positive relationship with each other? • Do mentors and students have a positive relationship? Do college pen pals and students have a positive relationship? 	<ul style="list-style-type: none"> • Both staff members and students felt their relationships with each other were strong. • Staff noted conflicts with communication and scheduling. Currently working to resolve this issue through training • The mentorship/pen pal component was not implemented.
<ul style="list-style-type: none"> • Do parents know what their students are doing at HCLEEP? 	<ul style="list-style-type: none"> • All parents received phone calls from staff regarding their child's participation. Parents must sign permission slips for their child to participant. A small number of parents attended a few HCLEEP program activities.

Factors Contributing to Success (Key Assumptions)

- Staff members were similar in age to students and of same gender; this age and gender factor helped create an atmosphere where staff and students spoke openly about young women's issues
- Students were motivated to participant because the program has a recreation component
- Staff members motivated students to complete their homework assignments
- Staff members provided positive feedback to the students
- Newly published newsletter reached out to parents; some articles were written by students

Challenges (Key Assumptions)

- Low parental support; most parents did not volunteer in program activities; language barriers communicating with Hmong families for some staff.
- Lesson plan activities that were in a lecture format were difficult to execute; students are beginning to lose interest in ATOD lessons.

³ Two site visits were conducted: the first in May (see Appendix B) and the second in November (see Appendix C).

ABOUT THE TEAM

Stella SiWan Cheung is the President of ACET (Action Consulting and Evaluation Team), an independent research group in the Twin Cities specializing in the evaluation of K-16 educational and community-based programs. She has consulted with a variety of organizations including the Minnesota Department of Children, Families & Learning, the Center for School Change, and the Ramsey County. Some of her current evaluation projects include the Wisconsin READS Initiative, the Walton Family Accountability Project, and two Alcohol Tobacco and Other Drug Prevention Programs. Cheung was named a Woodrow Wilson Fellow in 1996 and completed the Woodrow Wilson Program in Public Policy and International Affairs at Princeton University. She earned a B.A. in Family Studies from Arizona State University Honors College and an M.A. in Policy Analysis and Program Evaluation at the Hubert H. Humphrey Institute of Public Affairs, University of Minnesota.

Mackenzie Sullivan is a research consultant for ACET. She has evaluated the feasibility of a large-scale health improvement project for the Whittier neighborhood, and studied the status of people of color and women in the construction industry, using interviews, census information, and written documents, for Women in the Trades. Ms. Sullivan has worked for Minnesota FoodShare, the Ohio House of Representatives, and the University of Minnesota. She earned a B.A. in Psychology from Oberlin College in Ohio, and an M.A. in Community and Economic Development from the Humphrey H. Institute of Public Affairs, University of Minnesota.

Kari Schuch Brausen currently serves as an ISEEK Content Analyst at the Research and Statistics Office of the Minnesota Department of Economic Security. She has worked on a variety of evaluation projects for ACET, to include designing quantitative and qualitative evaluation instruments and databases, reviewing documents, and writing reports. She was appointed to the Juvenile Justice Advisory Committee in Spring 2000. Ms. Schuch Brausen earned a B.A. in History and Political Science at the University of Minnesota at Morris before receiving an M.A. in Public Policy at the Hubert H. Humphrey Institute of Public Affairs, University of Minnesota.

APPENDIX A
Activity/Event Logs and Program Records
 December 13, 2000

Note: Program activities are those that occur outside of the normal ATOD classroom sessions. These activities could be, for example, field trips, guest speakers, or workshops. Twenty activity/event logs were collected from April to November 2000.

Question: How many HCLEEP participants attended program activities?

Participants	Mean	Minimum	Maximum
Students	10	1	30
Staff/interns	2	1	5
Parents	0	0	3

Question: What kinds of activities were offered to HCLEEP participants?

Activity	Number	Percent
Field Trips	12	60%
Conferences/workshops	4	20%
Guest Speakers	2	10%
College Visits	1	5%
Other	1	5%

Question: What types of activities were offered to HCLEEP participants?

Activity Type	Number	Percent
Cultural	8	40%
Recreation	5	25%
ATOD/Health	3	15%
Education/College-related	2	10%
Other	2	10%

Question: How did staff members rate activities?

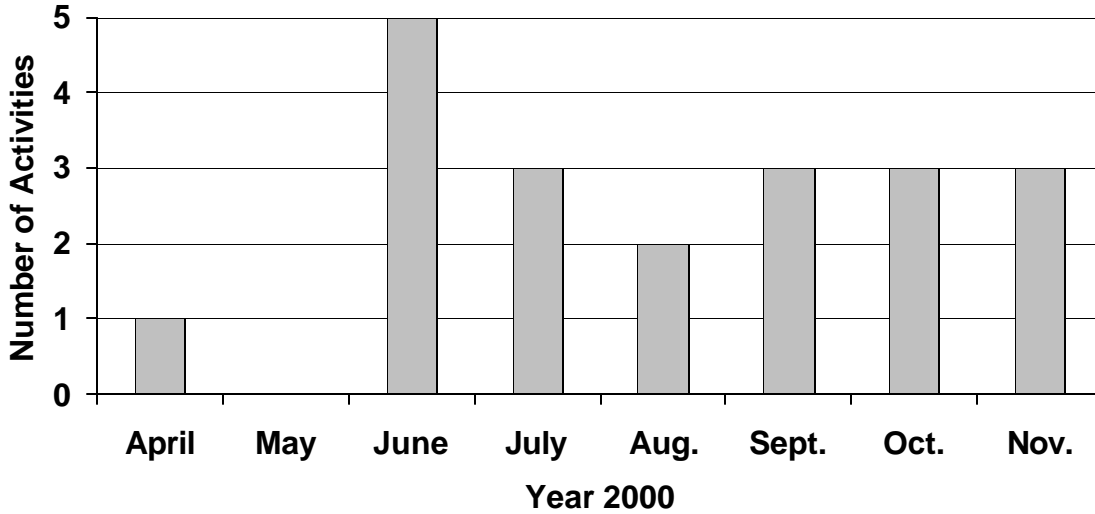
Grade	Number	Percent
A (Excellent)	9	45%
B (Above Average)	8	40%
C (Average)	3	15%

Question: How long did program activities last?

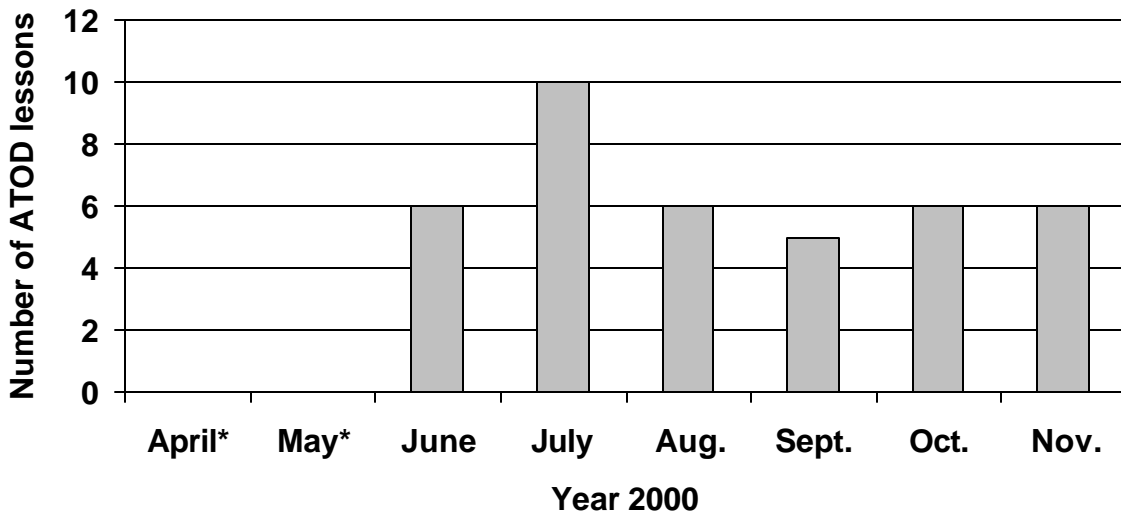
Length	Number	Percent
2 to 4 hours	15	75%
5 to 8 hours	3	15%
All day (or multiple days)	2	10%

APPENDIX A

Question: How often were program activities offered to HCLEEP participants?



Question: How many ATOD classroom sessions were offered to HCLEEP participants?



* Information during the months of April and May was not collected

Question: How many HCLEEP students attended ATOD classroom sessions?

	Mean	Minimum	Maximum
Students	8	0	14

APPENDIX B
Site Visit Summary
May 25, 2000

Two external evaluators attended a Hmong and Chicana/Latina Educational Enrichment Program (HCLEEP) Alcohol, Tobacco, and Other Drug (ATOD) Prevention Program session on Wednesday, May 24, 2000. This was the first of six planned site visits that will be conducted over a three-year time frame. Expected duration of each site visit is approximately one hour. The first site visit lasted for one hour and five minutes. The group present for the session included seven students (three Hmong and four Chicana/Latina students) and two staff members. HCLEEP had planned to accommodate approximately 35 to 40 students. About mid-session a volunteer staff joined the group for 30 minutes.

The purpose of the site visits is to: (1) to check the validity of the data collected through the surveys and intake forms and (2) to collect qualitative information about the HCLEEP ATOD implementation process. The site visits are also used to alert the evaluators and HCLEEP staff members to unexpected issues or developments relating to the ATOD program.

The evaluators used a modified rubric, which was originally developed by the Wisconsin Center for Education Research, and a checklist to observe lesson activities and student/staff member interactions. The evaluators observed four standards:

- (1) **Lesson Relevancy** – Determine if the lesson plan addresses central ideas that relate to HCLEEP ATOD vision.
- (2) **Student Engagement** – Identify whether students are engaged in conversation with staff members teacher and/or their peers related to the lesson plan or activity. Student engagement has two features: (1) Students offer comments and feedback relevant to the lesson or activity; and (2) Students ask questions relevant to the lesson or activity.
- (3) **Teacher Engagement** – Conclude whether staff members give positive feedback to student participation, reply to student comments to enhance students understanding of the lesson plan or activity, and engage students by asking for student comments and feedback concerning the lesson plan or activity.
- (4) **Connections to the Real World** – Decide if students are making connections between the topics they are working on and their personal experiences.

The results of the rubric and checklist are as follows:

Lesson Relevancy - For the first one-third of the session, students were individually tutored. Students were instructed at a previous session to bring homework to work on during this time. Most of the students brought their homework, but a few did not. These students were instructed to do a crossword or word-find activity. One student brought a homework assignment that included information about ATOD (e.g. nicotine, morphine). All students were instructed to move to one table to work on a beading activity for the remaining two-thirds of the session. No lesson plan was introduced at this session; therefore WE DID NOT OBSERVE ANY ATOD CONCEPTS as implemented by HCLEEP.

Student Engagement - Students actively engaged staff members and other students in conversation during the beading activity. Most students seemed very interested in the beading activity and some students asked if they could construct another beaded project. Students seemed comfortable asking questions to staff members about how to construct their project. Student engagement with staff members appeared to improve the understanding of the beading activity, as they asked questions about possible uses for it.

Staff Member Engagement - Staff members engaged the students throughout the session. Most interactions involved students telling or asking the staff members about homework or the beading activity. Staff members always responded with short answers or phrases such as: that's awesome, good job, thank you, I like that, cool, wow, and that is really nice. Since no lesson plan was introduced, the nature of the interaction between students and staff members was through tutoring or the students being lead during the beading activity. The attention given by staff members to the students was diverted to a volunteer during one occasion.

Connections to the Real world - The tutoring and the beading activity worked to establish relationships between student and staff members, while improving students' relationships with each other. However, the activities did not exhibit any clear connection to the students' individual lives and situations. Staff members did not offer justification beyond the need to perform the activity.

The evaluators interviewed one student and one staff member to validate what was observed during the site visit. Their responses suggested that the activities we observed were NOT NORMAL. Typically, the program includes a variety of activities and socials such as: watching movies, playing board games, making up a skit about peer pressure, writing journal entries, and reading/discussing educational articles about subjects like ATOD and nutrition. Also, there usually are more students (at least ten), with about as many Hmong students as there are Chicana/Latina students. The interviewees suggested ways to improve the program that include improving the transportation situation, recruiting more students, discussing related topics (e.g. self-defense strategies, peer pressure about alcohol, where to turn when considering running away, and how to deal with fights with boyfriends), and dividing the students into discussion groups by age so the girls feel more comfortable around each other.

Following the site visit, the evaluators modified the rubric to better fit the activities observed. The evaluators want to continue to update the standards on the rubric and site visit protocol instruments in order to analyze the program and the affect ATOD lessons and activities have on HCLEEP students.

APPENDIX C
Site Visit Summary
November 27, 2000

Two external evaluators attended a Hmong and Chicana/Latina Educational Enrichment Program (HCLEEP) Alcohol, Tobacco, and Other Drug (ATOD) Prevention session on Monday, November 20, 2000. This was the second of six planned site visits that will be conducted over a three-year time frame. Expected duration of each site visit is approximately one hour. The second site visit lasted for one hour. The group present for the session included seven Latina students and two staff members. HCLEEP had planned to accommodate approximately 30 to 35 students⁴.

The purpose of the site visits is to: (1) check the validity of the data collected through the surveys and intake forms and (2) collect qualitative information about the HCLEEP ATOD implementation process. The site visits are also used to alert the evaluators and HCLEEP staff members to unexpected issues or developments relating to the ATOD program.

The evaluators used a modified rubric, originally developed by the Wisconsin Center for Education Research, and a checklist to observe lesson activities and student/staff member interactions. The evaluators observed four standards:

- (1) **Lesson Relevancy** – Determine if the lesson plan addresses central ideas that relate to HCLEEP ATOD vision.
- (2) **Student Engagement** – Identify whether students are engaged in conversation with staff members teacher and/or their peers related to the lesson plan or activity. Student engagement has two features: (1) Students offer comments and feedback relevant to the lesson or activity; and (2) Students ask questions relevant to the lesson or activity.
- (3) **Teacher Engagement** – Conclude whether staff members give positive feedback to student participation, reply to student comments to enhance students understanding of the lesson plan or activity, and engage students by asking for student comments and feedback concerning the lesson plan or activity.
- (4) **Connections to the Real World** – Decide if students are making connections between the topics they are working on and their personal experiences.

The results of the rubric and checklist are as follows:

Lesson Relevancy – During the first part of the evening, students worked independently on homework assignments. After students finished their homework, the teacher introduced the ATOD activity for the evening. This half hour activity was a decision-making exercise where students were divided into small groups (two to three students) to discuss what they would do in certain ATOD situations (for example, a friend has a pack of cigarettes). The lesson plan addressed ideas that relate to HCLEEP’s ATOD vision: it worked to increase awareness of ATOD among participants by introducing various situations children may encounter with ATOD; it worked to reduce and prevent ATOD use among participants by asking the students to discuss

⁴ In the fall of 2000, HCLEEP revised the logic model to target 30-35 students rather than 35-40 students as noted in the first site visit.

issues with ATOD use and prevention strategies; and worked to improve participants' healthy decision-making skills by having students list "decision points" and what they would do at those points. During the lesson students rarely discussed how ATOD use might affect their attitudes, knowledge, or behaviors. One student, however, did talk about how peer pressure would affect her personally in an ATOD situation.

Student Engagement –Students were observed in behavior unrelated to the ATOD lesson, including looking at books or other papers, joking with other students, drawing on the chalk board, and playing with various objects. When students asked questions of the teachers, they were mainly about how to complete the assignment, rather than the ideas contained in the ATOD assignment. When students conversed among themselves, it was generally talking about subjects unrelated to the assignment. However, one group of three students did appear to be somewhat engaged with the lesson, making negative comments about smoking. One student separated herself from her group and sat off to the side, not working on the activity and engaging in disruptive behavior.

Teacher Engagement – The teacher offered praise, such as "good job," after each group reported the results of the activity. One instance was observed where a student and the teacher were engaged in an interchange about peer pressure, which was related to the ATOD activity. During the lesson, the teacher was mainly engaged in trying to get the students to complete the activity, explaining what questions meant and defining terms such as "alternative." Several times the teacher had to ask the class to be quiet or to take the activity seriously. This was often due to the one student who continuously engaged in disruptive behavior.

Connections to the Real World – Students written answers to the ATOD exercise showed that they were making at least some connections to their lives. Students wrote, "I think smoking is dumb," "...don't listen because it could ruin my friendship." However, according to what could be heard during the activity, most students did not appear to be making real connections between the activity and their personal lives. The short activity of talking about what to do in an ATOD situation, and then briefly reporting, did not seem to induce students to really think how they might act in the situation.

Results of Interviews

One student and one staff member were interviewed to validate what was observed during the site visit. According to the interviews, the evening was FAIRLY TYPICAL. There is a small group activity, usually ATOD situations or scenarios, and a big group activity such as exercising (jumping rope). The teacher enjoyed having the students present to their peers, as it gave an indication of their reading level (through the ATOD exercise) and showed how well the students present in front of a class. The student that was interviewed enjoyed the ATOD questions, since she got to work with a partner. Trying to get the girls to listen was the least enjoyable thing for the teacher. Similarly, the student said that her least favorable part of the evening was the disruptive student who interfered with the teacher's teaching. Both the teacher and the student indicated that they thought the ATOD activities were relevant to the students' lives, since the students were at the age where they need to be making healthy decisions about ATOD use. The ATOD lesson helped the student realize that ATOD can "mess up your life." Addressing ATOD

issues at HCLEEP is very important, according to the teacher, because these issues are not actively addressed in the school system.

Concluding Comments

The ATOD lesson plan was professionally executed and was consistent with the ATOD vision. The teacher positively reinforced student engagement in the lesson activity. In the future, though, further exploration of students' responses to ATOD lesson activities may prove useful in increasing student participation and understanding of ATOD issues.

Student participation in understanding of the ATOD lesson was more difficult to evaluate. The most significant impediment was the disruptive classroom behavior that is common for this age group. During the lesson, student participation in the lesson activities was limited and their understanding of the lesson appeared superficial. However, when one student was separated from the group and interviewed in private, it became clear that the lesson had an impact. The student revealed a greater understanding of ATOD issues and indicated that ATOD would have a negative impact on her life.

Overall, improvement in the programs was seen since the last site visit. This time an ATOD activity was conducted for a significant amount of time during the session, whereas last site visit an ATOD activity was not present.

Recommendations

- Continue using the ATOD small group discussion/written scenarios. Have the teacher serve as a facilitator to engage the whole group in discussions about each groups' scenario.
- Engage students in various activities that address each of the eight components of the ATOD vision.
- Offer training or solutions to minimize classroom disruptions so that the central focus of the session can be on the ATOD activity.