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PROJECT

ALLIANCE

HANDBOOK

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ACQUISITIONS

GUIDELINES FOR THE
DEVELOPMENT
of
A COLLABORATIVE RELATIONSHIP
BETWEEN LEADERS IN
LAW ENFORCEMENT AND EDUCATION

based on

A DESCRIPTIVE STUDY
of
PROJECT ALLIANCE, MIDDLESEX COUNTY
Pilot Years, 1987 - 1990
and
THE BRISTOL ALLIANCE RESOURCE GUIDE

Written for the Office of the Attorney General
COMMONWEALTH OF MASSACHUSETTS

SCOTT HARSHBARGER
ATTORNEY GENERAL

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ABOUT LAW ENFORCEMENT AND EDUCATORS WORKING TOGETHER...

We want to empower the schools to do what we can't do, to prevent, to educate, to intervene, to intervene before a crime is committed, before damage is done, before there is a victim.

*Scott Harshbarger, Attorney General,
Commonwealth of Massachusetts*

Half a century ago, Arnold Gesell, MD and Frances L. Ilg, MD, spoke of the development of conscience in the nine year old. They noted, "philosophers have not solved the mystery of human conscience. But the 9-year old might teach them something of its origins. In him /and her/ conscience is clearly in the making ." (Gesell, Et al, 1946, p. 196)

In the 1990's, a 9-year old and, in fact, children of all ages, have available a variety of illegal substances and numerous means for destructive behavior including knives, guns and home-made weapons. Instead of the development of conscience, many young children begin at an early age to develop life-long habits and patterns of substance abuse and addiction and the use of violence as an acceptable means of resolving conflict. Such a life style is totally incompatible with school success and the development of human potential. This life style is traumatic and "...trauma means the breaking of the continuity of the line of the individual's existence (D.W. Winnicott, 1986, p.22)."

Drugs, alcohol and weapons have no place in a school environment or in the lives of students. Tragically, substance use, abuse and addiction have become epidemic in this country and the waste of human potential is staggering. "Teenagers are the only population group in the country for whom the death rate is rising. The three leading causes of death are accidents, suicide and homicide, and all are strongly related to alcohol or drug use." (Office of the District Attorney, Bristol County, Paul F. Walsh, Jr, brochure "Children and Drugs,") Besides the possibility of an early tragic death, the use of illegal substances by young people has far-reaching implications including its effect on unborn children.

From this researcher's clinical experience and that of colleagues, it is important to note that near accidents and near suicides by adolescents often go unnoticed and therefore unreported. As devastating as the reported data are regarding adolescents' self-destructive behavior, it may unfortunately just be the tip of the iceberg.

The extent of the creation and use of weapons by the student population in this country is astonishing. Marian Wright Edelman notes that " every day, 135,000 children bring a gun to school. "

(Edelman, 1992, p.87) This statistic does not account for the home-made weapons, knives and variety of other objects in and around schools.

Educators and those in law enforcement have a moral imperative to nurture individuals and provide a milieu for learning. Prevention programs take time, commitment, creativity and money but offer hope and vision for a better future for children at risk. For the child undamaged by the trauma of substance abuse and violence, he or she has a greater chance in life, has greater potential for developing conscience and individual health and subsequently, can offer more to the collective social health.

WORDS used by early participants to describe PROJECT ALLIANCE, of Middlesex County, Massachusetts, (Cahn and Cahn, 1992) are:

- EDUCATION
- PREVENTION
- COLLABORATION
- HIGHLY EFFECTIVE
- PURPOSEFUL

In Bristol County, Paul F. Walsh, Jr, District Attorney, notes, "Reducing drug and alcohol use among the young helps our schools and my office to do a better job of helping young people become productive adults" (The Bristol Alliance, undated publication). Programs developed by both counties involve teachers, counselors, administrators, parents and students. Additionally these programs have developed linkages with the court system.

Law enforcement officers and educators working together can provide a highly effective prevention model. Replicated state-wide, adapted to the specific needs of each county and school district, the potential for curbing substance abuse and violence in the schools has long-range, positive implications.

Marjorie E. Cahn, MSW, LCSW, EdD

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PART 1



SCOTT HARSHBARGER
ATTORNEY GENERAL

(617) 727-2200

The Commonwealth of Massachusetts

Office of the Attorney General

One Ashburton Place,

Boston, MA 02108-1698

March, 1993

Dear Conference Participant:

One of the most serious and complex problems facing our society is the increase in violent and destructive behavior on the part of our young people. Drug and alcohol abuse, dating violence, and the possession of weapons in schools are all examples of the difficult issues confronting those who work with young people on a daily basis.

When I was District Attorney of Middlesex County, I began Project Alliance to foster a close collaboration between schools and law enforcement agencies. The goal of Project Alliance was to develop cooperative, pro-active solutions to the serious problems of substance abuse and violence among our school-aged population.

The success of these efforts in Middlesex County convinced me of the importance of such collaboration. As Attorney General, I am committed to providing the resources of my office to insure the development and encouragement of such efforts across the Commonwealth. This manual is one part of the assistance my office can provide. I hope you will use this manual to initiate or expand a dialogue and cooperative effort between school personnel and law enforcement in your own community. It is through such cooperation that we can have a positive impact on the lives of our children.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Harshbarger".

Scott Harshbarger

4245W

ACKNOWLEDGEMENTS

This document has been a team effort and would not be possible without the assistance of a number of individuals who have participated in a variety of ways. A number of persons have spent endless hours answering questions about the development of PROJECT ALLIANCE, Middlesex County and assisted with the development of the Handbook. Thank you to Scott Harshbarger, Attorney General, Commonwealth of Massachusetts, Norah Wylie, Assistant Attorney General, Family and Community Crimes Bureau, Office of the Attorney General, Amy Maizel Seeherman, Research/Policy Analyst, Family and Community Crimes Bureau, Office of the Attorney General and Jane E. Tewksbury, Chief, Assistant Attorney General, Family and Community Crimes Bureau, Office of Attorney General. Additionally, thank you to Suzanne White, MSW, former Executive Director, Middlesex Criminal Justice Institute, Middlesex County, Office of the District Attorney and Suzi Schuller, MSW, Director, Project Alliance, Middlesex County, Office of the District Attorney. Thank you to the Honorable Margot Botsford, Associate Justice, Superior Court Department, Commonwealth of Massachusetts, for her insightful comments.

I wish to thank the following individuals from Project Alliance, Middlesex County, for their time, interest and patience in completing questionnaires: Dr. Robert Kessler, Superintendent, Acton-Boxborough Public Schools, Mr. Joseph Buckley, Superintendent, Bedford Public Schools, Dr. Christos Daoulas, Superintendent, Dracut Public Schools, Mr. James McMahan, Assistant Superintendent, Lowell Public Schools, Dr. David Driscoll, Superintendent, Melrose Public Schools, Dr. Irwin Blumer, Superintendent, Newton Public Schools, Dr. John C. Davis, Superintendent, Somerville Public Schools, Dr. Sally Diaz, Superintendent, Watertown Public Schools, Dr. William Zimmerman, Superintendent, Wayland Public Schools, Mr. Paul Andrews, Woburn Public Schools and Dr. Philip Geiger, former Superintendent of Lexington Public Schools, now Superintendent of Piscataway Township Schools, Piscataway, N.J.

From the Bristol Alliance, thank you to Tom Gibney, Director of Educational Services, Bristol Alliance, Bristol County, Office of the District Attorney for his patience in answering my questions and his prompt response.

In addition to those individuals mentioned, I have had an excellent support system which not only has made this project possible but also has made it most rewarding. It has been a pleasure to work with Amy Laura Cahn, my Research Assistant, who helped analyze data, found obscure references when needed, assisted in the writing and provided on-going motivation. Her insightfulness, availability and dedication to the project have been invaluable. Thank you to Patrick Cahn for his insistence over the past ten years that I become self sufficient on my computer. It's almost happening! Also part of the initial process were Matthew Obert and Kathleen Corcoran who offered technical assistance. I wish to thank them for their time and expertise. Thank you to Joyce Montag Greenberg who edited part of the manuscript and was extremely responsive to deadlines. I am greatly appreciative of the assistance of Gladys McKie of McKie Communications, Worcester, for her expertise, excellent teaching skills willingness to assist me. Thank you to my husband who has and continues to support every endeavor I undertake. Not only does he offer encouragement when needed, he always prepares magnificent dinners as I write.

Marjorie E. Cahn, MSW, LCSW, ED.D.

PREFACE

In the late 1980's, the Commonwealth of Massachusetts was one of 39 states requiring substance abuse education and one of 17 states which had adopted or designed substance abuse prevention curricula (Report to Congress and the White House on the nature and effectiveness of federal, state and local drug prevention education programs, Washington, D.C., U.S. Departments of Education and Health and Human Services, October, 1987). A description of these programs, is beyond the scope of this document. It is important to note, however that prevention programs had been initiated, nationwide and in a number of Massachusetts school districts by the late 1980's.

The Governor's Alliance Against Drugs, funded with federal monies under the Drug Free Schools and Communities Act of 1986 (Public Law, 99-570), provided for alcohol and other drug abuse prevention education. Established by former Governor Michael Dukakis, this three-year grant program allocated monies for a variety of prevention programs including youth suicide prevention, outreach activities, alcohol and other drug abuse education and prevention programs, referral services for school dropouts, early intervention programs and referral services for students, parents and immediate families of alcohol and other drug abusers. In year three, 1989, of the program the monies allocated by the Commonwealth totaled \$3.5 million.

Initially funded by the Governors Alliance Against Drugs, Project Alliance was organized in September, 1987, in Middlesex County, Massachusetts. The project was coordinated by then District Attorney Scott Harshbarger and the superintendents of 10 school districts. The group began a relationship between law enforcement officials and education unique in its commitment, intensity and dedication to collabora-

tion, networking and the development of prevention programs and the active participation of parents in the overall effort.

The cooperative relationship between law enforcement and educators took many forms including participation of both groups in joint workshops and trainings. One of the first products of the collaborative effort was a memorandum of understanding (MOU). The MOU clarified procedures and outlined clear lines of communication between school districts and local police departments regarding how they would respond to substance abuse by students. The concept was ultimately expanded to include violence prevention in and around schools. The program served as a catalyst for the of information and expertise sharing among school systems.

Project Alliance grew from an original group of 10 school districts in 1987 to 31 school districts in 1992, representing 35 communities and one regional vocational technical school district. In 1987, Bristol County began the Bristol Alliance. As of January, 1992, 22 of the 22 school districts in the county had joined the Alliance.

In both counties, the concept provided the opportunity for innovative and creative programming to be shared between all of the participating school systems. Educators and law enforcement officers were dealing proactively with substance abuse and violence, two of the most serious and pervasive social and criminal justice issues of the 1990's.

Data existed documenting many aspects of the Middlesex experience. However, no formal study had been initiated. When people feel good about their work - feel hopeful and empowered - it is useful to capture the essence of the process. Comments from early participants indicated positive feedback, but there were unanswered questions such as "What aspects of the program are most useful?",

"What works best?" and "How would one characterize the program?"

From January through September, 1992, a descriptive study of PROJECT ALLIANCE, ORIGINAL MODEL, PILOT YEARS, 1987 - 1990, was conducted by the researchers. The purpose of the study was twofold:

- to describe process and out come and
- to poll early participants for ideas and suggestions regarding the development of a HANDBOOK.

As the study was completed, it became clear that the BRISTOL ALLIANCE was moving at a rapid pace and that it was important to incorporate their work into this document.

As data become available from other counties, it is the authors' hope that programs and processes will be documented and added to this HANDBOOK.

INTRODUCTION

THIS HANDBOOK is intended to serve three purposes: It outlines the history of PROJECT ALLIANCE -Pilot Years, 1987 - 1990, Middlesex County, it provides a basic "how to" for new communities interested in initiating an ALLIANCE effort and it serves as a reference book for communities currently involved in such collaborative efforts.

Program ideas and procedures come from both Middlesex County, PROJECT ALLIANCE -PILOT YEARS, 1987-1990, and THE BRISTOL ALLIANCE, begun in 1991.

As new materials are developed, you will receive updates for your copy of the handbook.

Your thoughts and comments regarding the usefulness of this document and suggestions for its improvement are always welcome. An assessment form is provided in the APPENDICES for your completion.

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Marjorie E. Cahn, MSW, LCSW, EdD
Amy Laura Cahn, Research Assistant

EXECUTIVE SUMMARY

March 3, 1993

DESCRIPTIVE STUDY of PROJECT ALLIANCE PILOT YEARS, 1987-1990

Conducted for the Office of the Attorney General
COMMONWEALTH OF MASSACHUSETTS
SCOTT HARSHBARGER
ATTORNEY GENERAL

INTRODUCTION

A descriptive study of PROJECT ALLIANCE, PILOT YEARS, 1987-1990, was begun in January of 1992. As part of this process, goals and objectives of PROJECT ALLIANCE were reviewed. However the study was not intended to assess congruence. "Congruence" is used here in the manner in which "congruent studies" are referenced to by Worthen and Sanders. That is, "...data for a curriculum /or program/ are congruent if what was intended actually happens." Worthen and Sanders, 1972, p.117). It is interesting to note, however, data from questionnaires and interviews appear to provide congruence with regard to most of the goals and objectives outlined by the District Attorney of Middlesex County, Scott Harshbarger. The goal of the study was twofold: to document the early development of PROJECT ALLIANCE and to provide data for a HANDBOOK.

RESEARCH METHODOLOGY AND PHILOSOPHY

The approach used by the researchers is responsive, qualitative and on-going in that data are collected and reviewed on an on-going basis (Cahn, 1982). This approach is in contrast to a clearly defined time-table for data collection, data analysis and interpretation. The period studied, however, with regard to PROJECT ALLIANCE, PILOT YEARS, 1987 - 1990, was clearly defined.

With regard to instrumentation, a note on the questionnaire design : The researchers usually pilot a questionnaire. The process used is as follows: 1) a

small sample is targeted for completion of the questionnaire, 2) data are analyzed and all questions are carefully critiqued to assess the possibility of use of confusing language, 3) changes are made accordingly and a final draft of the questionnaire is used for the study. Due to the small sample involved, this process was not implemented. Instead the language and format of the questionnaire were reviewed by a number of individuals before the final draft was completed (Berdie, Douglas r. and John F. Anderson, 1974).

Interviews were both structured and open-ended. Some were in person and others were by telephone.

DATA SOURCES

Data sources were threefold and included questionnaires from early participants, documents and interviews. One document was a video of a Project Alliance planning session. On April 1, 1992, the questionnaire was mailed to fifteen Superintendents participating in PROJECT ALLIANCE. By September, 1992, eleven questionnaires had been returned and the questionnaire data is based on those eleven responses. Documents reviewed include grant proposals, memos, a three-year summary of the project and press releases. Those interviewed were involved with the early formation of the PROJECT. (See APPENDIX for list of interviews.) Due to time constraints, not everyone involved from 1987 - 1990 was contacted and the researchers apologize for omissions.

*Executive Summary Continued
from page 6.*

DATA ANALYSIS

Content analysis was used for questionnaire, interview and document review. (Cahn, 1982, IBID; Guba and Lincoln, 1981; Patton, 1980; Worthen, Blaine R and James R. Sanders, 1973). Judgments were made as to the placement and meaning of phrases. In some instances, a respondent's answer was divisible into two or more categories. No one phrase was categorized more than once. All data were reviewed by the principle researcher and the research assistant. Differences in judgement were discussed and mediated.

THE RESPONDENTS TO QUESTIONNAIRE DATA

The group of eleven who returned questionnaires included Superintendents from Acton-Boxborough, Bedford, Dracut, Lexington, Lowell, Melrose, Newtonville, Somerville, Watertown, Wayland and Woburn. This group of eleven cities and towns range in size from Lowell, with a population of 103,439 and a school system serving 14,000 to Wayland, with a population of 11,874 and a school system serving 2,000.

OVERVIEW OF DATA

DOCUMENT REVIEW included review of a multitude of press releases, memos and communications from the Superintendents of Schools to school personnel and parents, grant proposals and a three-year overview of the project.

INTERVIEW DATA encompassed approximately 25 hours of either telephone or personal interviews.

QUESTIONNAIRE DATA represents approximately 40 pages of responses. Respondents were extremely thorough in answering questions. The gamut of responses encompassed the brief "great" to literally pages of typed commentary.

QUESTION HIGHLIGHTS INCLUDE:

•What word or phrase do you think best describes PROJECT ALLIANCE?

• What have been the most useful program components of PROJECT ALLIANCE?

• What would you like to change about PROJECT ALLIANCE?

• What is the most significant benefit PROJECT ALLIANCE has afforded your school system?

• What are your suggestions for GUIDELINES for the implementation of a similar project in other counties?

SUMMARY OF DATA:

From the combined review of documents, interviews and questionnaire data it is evident that in Middlesex County during the years 1987-1990, all parties involved focused on a collaborative effort between law enforcement and educators for the purpose of preventing substance abuse and violence in and around the schools.

Data were consistently positive, with no discernable difference between small and large communities. All indicators point to the necessity for the on-going commitment and attendance at meetings and programs by the District Attorney, the Superintendent of Schools and the appropriate designate from the Police Department. Involvement of key decision-makers was noted repeatedly as an essential element of the concept.

Based on questionnaire data, with regard to the word or phrase most descriptive of Project Alliance, 8 of the 11 respondents noted "collaborative," and 3 noted "communication". Other words used were "purposeful" and "highly effective." Based on a review of memos and other documents, it appears that school systems were action oriented and intent on involving both school personnel at all levels and the District Attorney. School personnel saw parents as important partners in this collaborative effort. Some of the activities in various school districts were in place prior to the formalization of PROJECT ALLIANCE.

However, the process of the formation of the ALLIANCE acted as a catalyst for networking among school districts; and consequently, there was a regular forum for the sharing of ideas.

In noting most useful program components, respondents to the questionnaires (N=11) listed sessions on the law (5), ideas on substance abuse education (5), job-alike groups (3), parent workshops (2), communication (2) and leadership of the District Attorney (2). (As noted in methodology, answers were divided so that total exceeds 11).

When asked about changes to be made, questionnaire respondents (N=10; NA=1) indicated the following: three individuals saw no need for change, three requested more participation with the courts, two asked for more job-alike meetings, one thought it would be desirable to consider sub-groups for some of the meetings and one emphasized the need for the District Attorney to be present at every meeting. Interview data suggested expansion of the program throughout the county and ultimately throughout the Commonwealth. One questionnaire respondent suggested nationwide expansion of the concept. As noted in the preface, by 1992, over 30 communities in Middlesex County were involved in PROJECT ALLIANCE.

All those receiving questionnaires responded regarding "most significant benefit". The responses were diverse and included the following: Henry Mroz, Superintendent of the Lowell Public Schools noted that "the most significant benefit is the opportunity to allow our personnel to attend workshops which we would otherwise be unable to attend due to financial restrictions." Irwin Blumer, Superintendent of the Netwon Public Schools said that "...sharing of information, the workshops and the greater clarity around legal issues" were of greatest benefit. Some other answers included opportunity for workshop and discussion (N=6), program development (N=3), reaffirmation of goals (N=3) and handouts and development of literature (2).

Review of documents and interview data indicate to the researchers that one of the most significant benefits of PROJECT ALLIANCE was the openness involved in dealing with controversial and complicated issues. The opportunity for creative, innovative ideas to be shared is important for educators. By virtue of limited time and money or geographic isolation, school personnel at many levels lack the opportunity to be nurtured. Professional isolation can ultimately lead to lack of enthusiasm and "job burn-out". PROJECT ALLIANCE provides for job-alike discussion which can have the unexpected effect of "burn-out prevention."

All respondents indicated that their expectations had been met with regard to the program. This does not mean that all expectations were alike, but participants - whatever the expectation - were satisfied. Paul Andrews, Superintendent of the Woburn Public Schools noted that "...never has there been the cooperation between law enforcement and education that exists because of this program." Sally Dias, Superintendent of the Watertown Public Schools said the program "...helps to keep the issues of substance abuse and violence in the forefront and to provide programmatic solutions that have reasonable success."

With regard to the development of this HANDBOOK, it is the hope of the researchers that the expectations of the respondents, both from the questionnaire and interviews data have been met. The HANDBOOK is intended to be an evolving document and it is hoped that as ideas and programs from across the COMMONWEALTH are developed they can be incorporated in the HANDBOOK.

WHAT DOES PROJECT ALLIANCE OFFER A COMMUNITY?

The 1990s' struggle is for America's conscience and future - a future that is being determined right now in the bodies and minds and spirits of every American child - white, African, American, Latino, Asian American, Native American, rich, middle class and poor.

Marian Wright Edelman

PROJECT ALLIANCE offers opportunities for participating communities to work cooperatively, to institute prevention programs, to educate staff about the law and to promote safety in the schools.

PROJECT ALLIANCE offers opportunities for each community to adapt the concept to its own needs so that it can mobilize to combat the escalating use of drugs, alcohol and weapons in and around the schools.

PROJECT ALLIANCE addresses community concerns by providing for clearly defined drug, alcohol and violence prevention education efforts.

PROJECT ALLIANCE stresses the importance of early intervention and the provision of sound treatment in coordination with enforcement of the laws, prosecution and punishment, as key elements of public protection.

PROJECT ALLIANCE offers parents the opportunity to become involved proactively in preventing substance abuse and violence. In some cases this may mean dramatic and life-saving intervention.

PROJECT ALLIANCE, with its focus on prevention, offers a chance for many children which they might otherwise not have. Responsible children are our greatest resource. We owe them the opportunity to learn decision-making at an early age and we need them for the development of a collective national conscience. **PROJECT ALLIANCE** can ultimately assist our children in protecting "...body, mind and spirit..."

THE MIDDLESEX COUNTY EXPERIENCE: HISTORY FROM 1987 - 1990

BACKGROUND

PROJECT ALLIANCE was begun in FY 1987-88 by the Office of the District Attorney of Middlesex County, Scott Harshbarger, his staff and ten school districts. The original objective was to assist communities in dealing proactively in a collaborative effort with drugs, alcohol and violence.

The ten school districts included Acton-Boxborough, Arlington, Cambridge, Dracut, Lowell, Melrose, Somerville, Watertown, Wayland and Woburn. By the third year five additional school districts had been added. These included Bedford, Framingham, Lexington, Malden and Newton.

PROGRAM GOALS

The goals of the program were far-reaching including: educational programs for grades K - 12 to provide students with a sound understanding of the risks of drug and alcohol use; referrals to appropriate agencies for substance abuse treatment for students and their families; extra-curricula activities as an alternative to drug and alcohol use; a cooperative relationship with local police departments to insure a prompt and appropriate response regarding incidents of substance use on school property, during school hours or at events which are school-sponsored; outreach and educational and prevention programs for parents; and, a close relationship with local community groups including civic organizations, businesses and religious organizations so that the ALLIANCE effort would have a broad community base.

GETTING STARTED - ASSESSING NEEDS & EARLY ACCOMPLISHMENTS

During the first year, initial meetings focused on assessing the needs, interests and concerns of member districts. The Project was specifically designed collaboratively by the District Attorney and the superintendents. The District Attorney and his staff acted as coordinator and liaison between the schools and local police. During the initial phase the needs of the participating communities were assessed and ultimately those needs were addressed programmatically.

Tasks accomplished during this initial phase included developing lines of communication between schools and police, providing information for school administrators on legal issues relevant to substance abuse in the schools; facilitating inter-school communication on issues of substance abuse and violence prevention; and identifying areas of common concern between school systems and law enforcement agencies.

OVERVIEW OF THE FIRST THREE YEARS

In the fall of 1987, planning sessions were held on a regular basis co-chaired by the District Attorney Scott Harshbarger and Woburn Superintendent Paul Andrews. As a result of these planning sessions, Jeffrey Abramson an Assistant District Attorney and a Professor at Brandeis was hired as a part-time consultant to plan and implement three county-wide conferences over the course of a year.

During its second year, Project Alliance expanded to focus on parental and community involvement in issues affecting their children in the schools and to coordinate a comprehensive K-12 substance abuse prevention program.

By the third year, for the 15 school systems involved, the major focus of the program was threefold: facilitating on-going parental involvement, encouraging further community interest and commitment and assisting in the development of an elementary prevention curriculum. In keeping with the mandate of the program, the goals of the first three years were to prevent, to educate and to intervene.

Overall, the list of accomplishments of participating communities include the development of a sample MOU for use by members (see APPENDIX); the development of a yearly agenda of cooperative and informative events including conferences, workshops and educational forums; the clarification of pertinent legal issues for school personnel; the encouragement of cooperative linkage between education and law enforcement personnel; the development of forums for nurses, health educators, guidance counselors, peer advisors and other school personnel to network with individuals from other school districts; the introduction of a variety of options to empower parents to work creatively and successfully in dealing with substance use, abuse and addictions and the production of useful educational materials including a video tape documenting an early planning session of Superintendents of Schools with the District Attorney.

THE CONFERENCE SCHEDULE AND CONTENT AN OVERVIEW

From January, 1988, through March, 1990, PROJECT ALLIANCE held eleven conferences. These included the following:

FY 1988

The Law, Drugs and Schools
More on the Law and Actual Scenarios
Improving School/Police Communication

FY 1989

Schools and the Court System
Effective School and Police Interaction
Empowering Parents in Prevention Efforts
Effective Substance Abuse Education

FY 1990

Involving Elementary Teachers in Prevention Efforts
Re-Emphasizing the Role of Parents
Student Intervention Teams
Alcohol Advertising and the Impact on Youth Drinking

DETAILS OF THE FIRST CONFERENCE

In January of 1988, Project Alliance held its first training conference in Weston, Massachusetts, at a facility of Northeastern University. This event was attended by a variety of personnel from the ten school districts. Among the 60 individuals present there were superintendents, principals, vice principals, school nurses, health educators and personnel responsible for discipline in the schools.

During this conference, schools had the opportunity to share issues, concerns and information and to gain new knowledge regarding search and seizure, questioning of students, reporting of cases to the police and civil liability. The United States Supreme Court's decision, *New Jersey v. T.L.O.* regarding random searches in schools, provided a focal point of the conference.

Data collected at the end of the conference indicated that school personnel from all districts had similar concerns and that PROJECT ALLIANCE pro-

vided a useful forum for networking and educating.

One example of a general concern of participants was the issue of confidentiality of school records under Massachusetts law with regard to sharing such records with police, probation officers and court personnel.

OVERVIEW OF CONFERENCES - THE FIRST THREE YEARS

Overall, the conferences provided participants with an opportunity to gain valuable information about the law, network with colleagues in other school systems and share highlights of programs already established.

One example of this type of sharing took place at the May 9, 1989, conference, "Effective Substance Abuse Education." Following a panel discussion moderated by then District Attorney Harshbarger, the Framingham Public

Continued on page 12

Schools presented a videotape and discussion of the FIRM program, a highly-acclaimed diversion program operating in the two Framingham high schools.

Early participants of PROJECT ALLIANCE, according to the descriptive study, (Cahn and Cahn, 1992) were extremely positive about the conferences.

In the Acton-Boxborough School District, a letter dated August 30, 1988, signed by the Superintendent of Schools, the School Principal and the Chief of Police was sent to all parents and guardians of students.

The letter provided a review of activities of PROJECT ALLIANCE and the need for the community to take a stand and change their attitude with about the use and abuse of drugs. Furthermore, the letter was a call to action requiring students participating in a certain extra-curricula activities to attend a meeting with his or her parent or guardian in early September of that year.

The letter ended by saying, "It is time to go beyond the talking stage and emphasize doing. We are all part of the problem. The real question is, will we all be a significant part of the solution. It may be a difficult transition for some individuals, but with a collaborative effort, mutual understanding and support, it will be a positive experience for our young people and our communities." (See Appendix for copy of letter.)

Other examples of communities addressing the substance abuse issue come from Woburn and Arlington. In December, 1990, the principal of Woburn High School discusses an in-house drug and alcohol survey conducted at Woburn High School, grades 9-12. The results of the study indicated that there was a serious problem of substance use and abuse among students; parents were informed of this and strongly encouraged to meet to discuss the issue. In Arlington, beginning prior to the development of Project Alliance, an in-house survey

was conducted in the Arlington High School to help determine use and abuse of illegal substances and tobacco. These studies were conducted in 1982, 1984, 1986, 1988 and 1990. The Results of the 1990 survey indicated positive results in that use and abuse of substances had decreased. The role of Project Alliance in these efforts was to provide a forum for sharing and discussion.

In March, 1990, the Metrowest Parent Group, held a conference entitled "Metrowest Parent Awareness Conference." The conference was sponsored by the Wayland Substance Abuse Task Force in conjunction with Prevention Resources of Needham and Project Alliance.

The three hour program drew an audience of 70 parents representing 15 towns in Middlesex County including Lincoln, Marlborough, Boxboro, Hopkinton, Weston, Natick, Needham, Walpole, Framingham, Sudbury, Bellingham, Concord, Carlisle and Acton.

Attorney General Scott Harshbarger was the key-note speaker. Additional presenters included Marianne Lee, director of the Governor's Alliance Against Drugs, Duxbury Police Chief Enrico Capucci and Wayland Police Chief Thomas O'Laughlin. Parent group leaders from Concord, Southwood and Acton also made presentations.

The focus of the meeting, in keeping with the mission of Project Alliance, was collaboration and call to action with practical, down to earth suggestions for dealing with substance abuse. For example, Wayland Police Chief asked to be notified by parents if learn of parties where alcohol is being served to minors or unchaperoned parties. "Call me, and I'll pick up the phone and call them," he said. (Middlesex News, March 10, 1990, p.4)

Parents were encouraged to become involved in community programs, network with other parents and communicate with their children at a very young age, in addition to setting a personal

example with their behavioral patterns in regard to drugs and alcohol.

SUMMARY

The wide-variety of programs demonstrated that an aggressive campaign to make schools safe for children was a major theme of the early years of PROJECT ALLIANCE. Spin-offs, unexpected outcomes and strong, on-going commitment to the concept are all documented in the data reviewed for the descriptive study of the pilot years.

The growth of PROJECT ALLIANCE from 10 communities in 1987, to 35 communities in 1993, is evidence of the on-going commitment beyond the initial pilot program. The development of the concept in Bristol County illustrates how the concept was adapted to fit the needs of another locale.

THE BRISTOL COUNTY EXPERIENCE

INTRODUCTION

The BRISTOL ALLIANCE, begun in 1991, is a consortium of public school districts in the county which collaborate for the purpose of sharing resources relating to the prevention of drug and alcohol abuse. As of January, 1993, all 22 school systems in the county have joined the ALLIANCE.

Developed and coordinated by Paul F. Walsh, Jr., District Attorney of Bristol County, under the direction of Tom Gibney, Director of Educational Services, Office of the District Attorney, Bristol Alliance is led by the School Superintendents. Both District Attorney Paul Walsh, Jr. and Director Tom Gibney participate in delivering services throughout the county.

THE MISSION

The mission of the consortium is "...to promote effective interaction among schools, courts, police and law enforcement agencies in developing activities and programs aimed at reducing drug and alcohol abuse and related crime among young people. (The Bristol Alliance Resource Guide, undated).

PROGRAM DEVELOPMENT

The Alliance has developed a number of programs and materials since its inception. Some of the accomplishments of the Bristol Alliance include the development of informational material for parents about children and drugs, in-service training for school personnel, a traveling drug paraphernalia exhibit and a speakers bureau available to schools and groups seeking information on drug and alcohol prevention.

Other programs developed include mock trials which demonstrate the criminal justice system in action and sports exhibits. At the latter, famous sports figures come to schools to discuss sports and the dangers of substance abuse.

A traveling puppet group has been used throughout the county for grades K - 6. In some instances, older students are asked to write the scripts for these shows and make the presentations to younger students. This approach not only educates the younger children but involves the older children in thinking through issues and concerns related to substance abuse and violence and focusing on the needs of a different age group. The use of puppets, historically, have given both puppeteer and audience the freedom to deal with issues which might not otherwise be acceptable to discuss. The BRISTOL ALLIANCE uses the medium in a creative and educationally sound manner.

Additionally, the BRISTOL ALLIANCE has created a Resource Center in the District Attorney's office. The materials available to schools include books and brochures, videos and curriculum materials. The intent is to make available to school systems those materials which they might not be able to afford.

The Office of the District Attorney and participating members of the Alliance have a newsletter focusing on tips to curb drug and alcohol use and abuse in and around the schools. Other written material includes a brochures for parents on substance abuse which has been developed by the Office of the District Attorney for distribution among school systems.

In addition, the ALLIANCE has set up a Juvenile Diversion Program which provides a school-court liaison and has as its focus the education and support of youngsters who are first-time offenders.

SUMMARY

Regarding the BRISTOL ALLIANCE effort, Attorney Walsh notes, "Reducing drug and alcohol use among the young helps our schools and my office both do a better job of helping young people become productive adults. Students who use drugs and alcohol pay a

price in the classroom and the courtroom. Reducing substance abuse among the young is the best way to keep kids in school and out of trouble." (The Bristol Alliance Resource, undated)

Though different from PROJECT ALLIANCE of MIDDLESEX COUNTY in many ways, the collaborative concept remains the same. Bristol County has adapted this concept in a way which best serves the needs of its communities.

COULD YOUR COMMUNITY BENEFIT FROM A PROJECT ALLIANCE?

- ARE YOU INTERESTED in a collaborative effort between law enforcement and the schools?
- ARE YOU INTERESTED IN learning more about substance abuse among young people?
- ARE YOU INTERESTED IN learning more about children's issues and the law?
- DO YOU BELIEVE THAT there is substance abuse in your school system?
- DO YOU BELIEVE THAT there is the potential for violence in your school system?
- DO YOU BELIEVE THAT prevention programs are a viable option for keeping students safe from substance abuse and violence?
- ARE YOU WILLING TO SPEND time on a regular basis networking with other communities to focus on issues of substance abuse and violence?
- ARE YOU WILLING TO SPEND money on prevention efforts to combat substance abuse and violence?
- ARE YOU WILLING TO SPEND TIME collaborating with other school systems in an effort to combat substance abuse and violence in the schools?

IF YOU HAVE ANSWERED YES TO MANY OF THESE QUESTIONS, THEN PROJECT ALLIANCE CAN WORK IN YOUR COMMUNITY.

NOTES:

PART 2

DO DEMOGRAPHICS MAKE A DIFFERENCE?

PROJECT ALLIANCE acts as a catalyst to assist communities in tapping their own resources. Data from the recent descriptive study of PROJECT ALLIANCE (see Executive Summary and APPENDIX) indicate that the concept is a viable one regardless of the size of the community and ethnic and racial make-up. PROJECT ALLIANCE works in both large urban communities and small suburban or rural communities and those with a variety of ethnic groups.

Communities in the study were divided into three categories: the largest with populations ranging from approximately 76,000 to over 100,000; mid-range, with populations from approximately 25,000 to 35,000 and communities under 22,000. The largest community in the study was Lowell with a population of 103,439; one of the communities in the mid-range size was Dracut with a population of 25,595 and the smallest, Wayland with a population of 11,874.

In addition to size, other distinct differences among participant communities in the study were per pupil expenditure, median value of single family home and ethnic and racial makeup of the community.

For example, in Lowell per pupil expenditure for 1989 was \$3,122; in Dracut it was \$3,769 and in Wayland \$4,981. The median value of a single family home in Wayland is \$281,200, over twice that of Lowell with a median value of \$131,100.

There are also distinct ethnic and racial differences among the communities polled. For example, 19% of Lowell population is of mixed ethnic/racial origin with Hispanics (10.14%) and Asians/Pacific Islanders (11.11%) comprising two of the largest non-Caucasian groups. In Wayland under 5% of the population is non-Caucasian. Of that small group 1.23% is Hispanic and 3.28% Asian/Pacific Island.

DEMOGRAPHIC ISSUES IN YOUR COMMUNITY

COMMENTS ABOUT PROJECT ALLIANCE BY PARTICIPANTS

We give the schools legal advice and practical guidance. The strength of the ALLIANCE is to keep focused on the interaction between communities. We want each community to work in a collaborative effort with the Office of the District Attorney and the Police Department.

PROJECT ALLIANCE became the means for spotting innovative programs that had been developed and provided a vehicle for sharing these programs among communities. PROJECT ALLIANCE served as a catalyst for innovation and positive change by providing a forum for sharing information. At the same time, the Office of the District Attorney and the Police Departments provided support, education and prevention programs.

Scott Harshbarger,
Attorney General of the
Commonwealth of Massachusetts

"PROJECT ALLIANCE IS OUTSTANDING. The key factor is that the District Attorney and Superintendents have given their time and it is that commitment which has made the program a success."

Paul Andrews, Superintendent, Woburn Public Schools

"...I never envisioned that the process of collaboration would have so many positive spinoffs..."

David Driscoll, Superintendent, Melrose Public Schools

"Law enforcement is now seen as a prevention partner."

Joseph Buckley, Bedford Public Schools

"PROJECT ALLIANCE should be replicated nationwide."

Philip Geiger, Former Superintendent, Lexington Public Schools

"The most significant benefit has been the sharing of information, the workshops and the greater clarity around legal issues."

Irwin Blumer, Superintendent, Newton Public Schools.

"Project Alliance focuses on many issues and adds legitimacy to local efforts."

Joseph Buckley, Bedford Public Schools.

"The most significant benefit is the opportunity for our personnel to attend workshops which we would otherwise be unable to attend due to financial restrictions."

Henry Mroz, Superintendent, Lowell Public Schools.

HOW DO NEW COMMUNITIES GET STARTED?

INTRODUCTION:

Data indicate that substance abuse and violence in our schools has reached alarming proportions and subverts the educational process. From both the Middlesex County Experience and the Bristol County Experience, it is evident that a number of creative and innovative prevention programs have been developed. All this took time, effort and strong commitment from both the Office of the District Attorney, Superintendents of Schools and Police Department.

For each ALLIANCE effort, there were different approaches and different programs developed depending upon the needs of the community. However, some general GUIDELINES are common to the set-up process.

THE A, B, C's FOR DEVELOPING A PROJECT ALLIANCE ACKNOWLEDGING THE PROBLEM

Acknowledging the problem is the first step in getting started. Data from the the descriptive study of PROJECT ALLIANCE, MIDDLESEX COUNTY indicate that denial was an issue for some communities. Key individuals in a community must recognize and be willing to admit that there is substance abuse and violence in the schools.

BELIEVING IN PREVENTION

A firm belief in prevention is a necessary component for the development of a PROJECT ALLIANCE. Key decision makers must be willing to allocate and to seek funding for the diverse programming necessary to engage an entire community.

COMMITTING THE TIME AND MONEY

The Middlesex County and Bristol County experiences both indicate that many hours of collaborative, community work were spent to make the programs work. For a county to develop a PROJECT ALLIANCE, key decision makers must be willing to allocate time and money to the effort.

CALLING A MEETING

An initial meeting of the District Attorney, the Chiefs of Police or his or her designate and the Superintendents of Schools is the central component of the start up process. Anyone of these individuals can initiate the process.

THE INITIAL MEETING

It is suggested that each individual come prepared to discuss issues and concerns regarding substance abuse and violence in the schools. The differing perspectives and resources of the District Attorney, Chief of Police and Superintendent of Schools provide the opportunity for a creative working relationship.

For example, since students and parents are the primary audiences for PROJECT ALLIANCE, it might be useful to discuss impressions which parents and students might have of law enforcement and the schools. Is there a history of low enforcement being seen negatively in the community? If this is the case, preliminary work needs to be done to break down these barriers and change attitudes.

Some practical suggestions for topics to discuss at the first meeting include ethnic and racial differences within the community, the issue of denial regarding the problem of substance abuse and violence, goals for the first year of collaboration and designating a Coordinator of Project Alliance.

Some attainable goals may include the planning of a conference or conferences, in-service training for school personnel or merely a regular schedule of meetings for the first six months.

Once a commitment is made to work together, it is useful for parents and students to have tangible evidence of this commitment. Two suggestions are a letter to the parents, jointly signed by the District Attorney's Office, the Chief of Police and the Superintendent of Schools or an open meeting for parents and students and an opportunity for them to express their concerns and needs regarding substance abuse and violence in the schools.

NOTES:

HOW DO NEW COMMUNITIES GET STARTED?

ORGANIZATIONAL STRUCTURE

INTRODUCTION

It is essential that one individual assume the role of COORDINATOR of PROJECT ALLIANCE. Even if the effort, initially is less complex or comprehensive as those in either Middlesex County or Bristol County, it is important that one individual be responsible for coordinating activities.

WHO IS THE COORDINATOR?

The COORDINATOR might be an individual designated from the Office of the District Attorney, someone from the School Department or an individual from the Police Department. If the coordinator is to be a law enforcement officer, he or she might be the DARE OFFICER or a Juvenile Officer.

JOB DESCRIPTION OF COORDINATOR

A partial job description for the coordinator might include facilitating a yearly schedule of programming, being responsible for arranging meetings and following-up on planned activities, gathering evaluative and needs assessment data, planning programs and facilitating communication among the participants. Additionally, since press can be a positive tool for communicating with the community at large, a good relationship with the press is a useful aspect of this job.

As noted throughout this HANDBOOK, a key component of a PROJECT ALLIANCE is the on-going availability and presence at meetings of the Superintendent of Schools, the District Attorney and the Chief of Police or his or his designee. There needs to be one individual, however, responsible for making sure that the meetings, trainings, special programs and new concepts happen. It is the job of the coordinator to make it all happen.

SUMMARY

The organizational structure begins with the COORDINATOR, includes the District Attorney, the Superintendents of the participating schools, representatives from the Police Departments, support staff and the following groups of individuals from the school system: administrators, health educators, guidance counselors, nurses, along with parents and students.

DEVELOPING A MEMORANDUM OF UNDERSTANDING

Participating communities have found it useful to draft and sign a memorandum of understanding (MOU) between law enforcement and the schools. A sample MOU is provided in the APPENDIX for your use.

The MOU clearly outlines the respective roles and responsibilities and provides procedures for dealing with issues concerning drug and alcohol use and abuse and violence in the schools.

Each community has unique needs and these documents should be developed to meet these needs. However, there are some issues which are common to all communities and which should be addressed in the MOU. For example, procedures to be used in dealing with the disclosure of substance abuse or of the suspected possession of weapons by students.

If your School Department has already entered into an MOU with your local Police Department it may be useful to reexamine and update the document.

NOTES:

BUDGETING, SOME APPROACHES

Here are suggestions for different approaches for budgeting for a PROJECT ALLIANCE. These include:

- all communities participating in the county to pool their DRUG FREE SCHOOL MONIES;
- all communities participating in the county to pool a portion of their DRUG FREE SCHOOL MONIES based on an equitable formula decided upon by the parties involved or
- all communities establish a non-profit corporation for a PROJECT ALLIANCE.

The latter option, of course, calls for a Board of Directors and an Advisory Board.

Advantages of non-profit status, though requiring some extra work, makes it possible to tap financial resources not otherwise available. Grants for both small and large projects add to the scope of PROJECT ALLIANCE and have the added benefit of involving the private sector and individuals outside of the participating organizations.

Additional sources of resources are in-kind services such as printing, office space or speakers. Retired persons or individuals in job transition are excellent volunteer resources if they are interested in adolescent prevention programs.

EXPENSES TO ANTICIPATE

Some of the expenses which might be incurred by a PROJECT ALLIANCE include:

STAFF

Coordinator
Administrative assistant
Support staff
Consultants

SUPPLIES

Office Supplies
Printing
Telephone
Audio taping
Video taping
Curriculum materials

OTHER

Conference space rental
Postage
Travel

SUMMARY

Developing a PROJECT ALLIANCE calls for acknowledging the problem that there is substance abuse and violence in the schools, believing in prevention and committing time and money to combat these destructive forces. It is suggested that an initial meeting be held, a coordinator be chosen and a budgetary process decided upon. In order to help guide this process some worksheets have been developed. If these are relevant to your school and community for the start-up process, the following pages can be copied and used for the initial meetings.

COMMENTS AND QUESTIONS

NOTES BEFORE GETTING STARTED

**PROJECT ALLIANCE
WORKSHEET
THE INITIAL MEETING**

Name _____ Date _____

Major concerns regarding substance abuse in the schools:

Major concerns regarding violence in the schools:

The primary needs of the community regarding prevention programs are:

The following questions are posed to act as a catalyst for discussion. They may or may not be relevant to your community.

1. Are there prevention programs which are currently working? YES NO

1a. IF YES, list

PROGRAM NAME	SERVING AGES from ____ to ____
--------------	--------------------------------

- a.
- b.
- c.
- d.
- e.
- f.

2. Are there data available, (either qualitative or quantitative) which can document the effectiveness of these programs?
 YES NO

2a. IF YES, how can this data best serve the community?

3. Generally how could the programs noted in #1a be improved?

Worksheet Continued

4..What type of new programs would benefit the school system, as a whole?

5.In order to accomplish #4, what is needed?

6. What personnel might be most interested or best qualified to be involved in prevention efforts?

7..Are there data relevant to substance abuse and violence that would be useful to review? YES NO

7a.. If yes, how can this data best serve the community?

Call parents to action Call students to action Use to generate funding
 Other: specify

8. Are parents aware of the prevention programs? YES NO

9.. What percentage of parents are involved in a volunteer effort in the schools? _____%

10.. Is there a positive history regarding parents and the school system? YES NO

11.Is there a need to reach out to a particular ethnic or racial group in the community? YES NO

11a. If YES, note ideas:

12.Is denial of substance abuse among students a problem for some members of the community? YES NO

12a.. IF YES, for whom?

13. Has the school or community experienced any unfortunate or tragic incident involving alcohol, drugs or violence which has heightened awareness of parents - and the community as a whole - to take a more active stance? YES NO

13a.If the answer to # 13 is YES, what was the incident :

13b. What further work needs to be done to promote healing, education and prevention?

14.Does your community have a problem with gangs? YES NO

14a..If YES, how is the problem being addressed?

Worksheet Continued

14b. What further work needs to be done?

15. OTHER ISSUES AND CONCERNS:

AN ACTION PLAN:

TASK:	RESPONSIBILITY OF:	TIME LINE:	NOTES
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
OTHER:			

SUGGESTION FOR PART OF ACTION PLAN

Once a commitment is made to work together in forming a PROJECT ALLIANCE it is useful for parents and students to have tangible evidence of this commitment. Two suggestions are letter to parents, jointly signed by the District Attorney's Office, the Chief of Police and the Superintendent of Schools or an open meeting of parents and students where they have opportunity to express their concerns and needs regarding the prevention of substance abuse and violence in the schools.

WORKSHEET BUDGET PROCESS

1. OPTIONS:

- a. Allocate DRUG FREE SCHOOL MONIES
- b. Allocate portion of DRUG FREE SCHOOL MONIES

Formula:

- c. Form non-profit corporation

Names of contact persons who might facilitate this

NAME	PERSON WHO WILL MAKE CONTACT	RESPONSE
		_Y _N

- 1.
- 2.
- 3.

2. POSSIBLE SOURCES OF GRANT MONIES:

SOURCE	SPECIAL INTEREST OF SOURCE	PERSON TO MAKE CONTACT	YES NO
a.			
b.			
c.			
d.			

3. OVERALL BUDGET ITEMS

ITEM	ANTICIPATED AMOUNT NEEDED		SOURCES		SECURED	
	Cash	In-kind	YES	NO	YES	NO
Coordinator						
Admin. assistant						
Support Staff						
Consultants						
Office Supplies						
Printing						
Telephone						
Audio Taping						
Video Taping						
Curriculum Materials						
Conference space rental						
Postage						
Travel						
Other						

NOTES:

USEFUL REFERENCES FOR BEGINNING A PROJECT ALLIANCE

INTRODUCTION:

As you begin to talk with colleagues and share information, you will develop references in the process of forming and coordinating a PROJECT ALLIANCE. What follows is a brief list which may be useful in your beginning efforts. Space is left for you to add to the list and use this as a WORKSHEET.

TELEPHONE NUMBERS:

National Clearinghouse for Alcohol and Drug Information		1-800-729-6686
Cocaine Hotline		1-800-COCAINE
NAME	CONTACT	NUMBER

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 9.
- 10.

BOOKS:

Black, Claudia, Phd,MSW, It Will Never Happen To Me! Children of Alcoholics As Youngsters - Adolescents - Adults. Denver, Colorado, M.A.C., Printing and Publishing Division, 1981.

Although over a decade old, this book is still very useful in giving the reader an overview of the effect of alcohol on the family system.

Brant, Jonathan, Law & Mental Health Professionals, Washington, D.C.:American Psychological Association, 1991.

This is an excellent interdisciplinary reference. It is especially useful in defining legal terms for educators and mental health professionals.

Friel, John, Et al, Co-Dependency, Deerfield Beach, Florida: Health Communication, Inc. 1988.

This 98 page book of essays deals with co-dependency issues in relationships, recovery and family issues. Materials could be adapted for curriculum for adolescents.

Herman, Judith Lewis, M.D., Trauma and Recovery. The Aftermath of Violence - from domestic abuse to political terror, USA: Basic Books, A Division of Harper Collins Publishers, 1992.

This is a very useful book for all disciplines dealing with children who are the victims of trauma.

Pirodsky, Donald M. and Jerry S. Cohn, Clinical Primer of Psychopharmacology, A Practical Guide, New York, McGraw-Hill, Inc. 1992.

This brief paperback book deals with prescription drugs. Included are antipsychotic drugs, antidepressant drugs, Lithium and other mood stabilizers and antianxiety drugs. The chemical properties, clearly defined, and the description of side effects may be useful as teaching tools.

CONFERENCE OF NOTE:

Child and Family Agency, 255 Hampstead Street, New London, CT., will be holding a national conference on the theme of prevention and treatment of family violence. This will take place from June 23 - 25, 1993. The contacts are Thomas P. Gullotta or Judy Lovelace, (203) 443-2896.

NOTES:

APPENDICES

**SUBSTANCE ABUSE AND VIOLENCE PREVENTION
MEMORANDUM OF UNDERSTANDING
SAMPLE
MARCH 1993**

I. GENERAL PRINCIPALS

The (name of city/town) School System and the (name of city/town) Police Department agree to coordinate their efforts to prevent substance abuse (defined as illegal drugs and alcohol) by the students of (name of city/town) and to prevent violence involving students of (name of city/town).

Furthermore, we agree to respond effectively and cooperatively for everyone's protection from incidents of school delinquency and criminal behavior. The joint effort of cooperative response will focus on incidents which take place on school grounds, within school property or at school sponsored events.

This agreement is entered into pursuant to the general statement of (language appropriate for each state/commonwealth) and deals with substance abuse and issues of violence, all of which would require
law enforcement response in a school setting or
law enforcement response during any school-sponsored activity
even if the event is off school grounds.

It will be the sole prerogative of school officials to impose discipline for infractions of school rules and policies.

**II A. SCHOOL AND POLICE LIAISONS - PRIMARY CONTACT PEOPLE
WHY - HOW DESIGNATED - AND SUGGESTED TITLE:**

In order to facilitate prompt and clear communications between school and local police personnel, the (name city/town) Public Schools and the (name city/town) Police Department agree to identify individuals on their respective staffs who will function as PRIMARY CONTACT PEOPLE.

The primary contact person(s), as designated by the Superintendent of Schools will be called the REPORTING OFFICIAL.

The primary contact person(s) as designated by the Chief of Police will be called a JUVENILE OFFICER.

**II B. SCHOOL AND POLICE LIAISONS - ISSUES OF CONCERN
THE REPORTING OFFICIALS AND JUVENILE OFFICERS - NATURE OF CONTACT:**

REPORTABLE INCIDENTS: The primary contact persons from the School Department and the Police Department will deal with specific incidents of possession, use and abuse of illegal substances and alcohol and incidents of weapon possession and violence. In addition, the following incidents will be considered reportable by (name city/town; define such incidents).

PREVENTION STRATEGIES: In addition to above named responsibilities the PRIMARY CONTACT PEOPLE from the School Department and the Police Department will meet on a regular basis for these purposes:
(a) to discuss the scope of drug and alcohol possession and use in the schools,
(b) to identify strategies to reduce such activities and
(c) to outline the necessary action plan for implementation of such strategies.

III REPORTING GUIDELINES

SCHOOL REPORTS TO POLICE DEPARTMENT: MANDATORY REPORTABLE ACTS:

The following incidents **MUST** be reported to the Police Department ; hereinafter referred to as **MANDATORY REPORTABLE ACTS** taking place:

- 1) on school property,
- 2) at school functions or
- 3) within 1,000 foot radius of school property
(or area so designated by individual state).

MANDATORY REPORTABLE ACTS:

- (a) Possession of alcohol by a minor,
- (b) Possession of any controlled substance as defined in G.L.C. 94C (MA, note for particular state)
- (c) Any incident in which any individual is reasonably suspected of or determined to be selling or distributing drugs or alcohol;
- (d) Any incident involving serious personal injury or significant property destruction, or where there is a threat of such an activity;
- (e) Possession of a dangerous weapon as defined in G.L. c 269 s. 10. (MA, note for particular state).

SCHOOL REPORTS TO POLICE DEPARTMENT; DISCRETIONARY REPORTABLE ACTS:

The following incidents referred to as **DISCRETIONARY REPORTABLE ACTS** **MAY** be reported to the Police Department at the discretion of the Reporting Officer.

DISCRETIONARY REPORTABLE ACTS include the following:

(a) Any instance in which a student is suspected of, found to be, or admits being under the influence of a drug or alcohol on school property, at school functions or within a 1,000 foot radius of school. Depending on the seriousness of the incident, the **REPORTING OFFICER** making the report may withhold the name of the student involved.

NOTE: Signs commonly noted as "under the influence" include:
(to be completed)

(b) Any instance in which school personnel have knowledge that an incident involving the sale, use or possession of drugs or alcohol which occurred or may occur, whether on school property, at a school function, or off-school location but involving the students at the school.

Such information would only be reported to the Juvenile Officer if the Reporting Officer has reasonable ground to believe that the information is accurate.

POLICE DEPARTMENT REPORTS TO SCHOOL: STUDENTS 17 YEARS OR OLDER

Any arrest made by (name of city/town) Police Department involving a student 17 years or older shall be reported by the **JUVENILE OFFICER** to the **REPORTING OFFICER**.

POLICE DEPARTMENT REPORTS TO SCHOOL INVOLVING STUDENTS UNDER 17 YEARS

come under two subheadings:

CATEGORY I. ARRESTS

In the event that a student under the age of 17 is arrested and a delinquency complaint is filed against her/him this information **MAY** be shared with the school officials subject to applicable statutes and regulations governing confidentiality.

In these instances, to insure maximum sharing of information the (name city/town) Police Department shall encourage the Probation Department at the (name) Court promptly to report the filing of such complaints to the Reporting Officer.

CATEGORY II. ISSUES OF SAFETY/NON-CRIMINAL ACTIVITY

The Juvenile Officer **SHOULD** report any non-criminal activity involving a student if the Juvenile Officer believes that the activity

- (a) poses a serious and imminent threat to the student's safety;
- (b) poses a threat to the safety of other students or
- (c) by making such a report the officer would facilitate supportive intervention by school personnel on behalf of the student.

"SERIOUS AND IMMINENT THREAT" is defined as known suicidal ideation, threatened suicide, attempted suicide and victimization of the student by a parent, caretaker or other individual.

IV PROCEDURE GUIDELINES

INTRODUCTION: The primary concern of educators is to provide a nurturing climate in which learning can take place. Unfortunately, incidents of substance possession, use and abuse and violence occur on a regular basis in our schools. When dealing with such occurrences it is crucial for everyone's well-being that both the educational process and the nurturing environment are maintained to the greatest degree possible. It is through the collaborative effort of the Police Department and the School Department that this can occur.

In order to maintain a safe environment in its schools, the School Department reserves the right to search all school property for contraband or controlled substances in accordance with state laws.

NON-REPORTING SCHOOL PERSONNEL:

STUDENT TO REPORTING OFFICIAL BY NON-REPORTING OFFICIAL:

A teacher or other school employee having reasonable grounds to believe that a student has committed an act categorized either as a mandatory or discretionary reportable act, shall take or cause the student to be taken to the Reporting Official.

NECESSARY FOLLOW-UP BY NON-REPORTING OFFICIAL

A teacher or other school employee with knowledge of facts pertinent to the reportable act shall prepare and submit a report on the incident and shall deliver such a report and any physical evidence to the Reporting Official.

THE RESPONSIBILITY OF REPORTING OFFICIAL RE: INCIDENT

Once the Reporting Official has been made aware of the incident it is his/her responsibility to

- (a) categorize act as mandatory or discretionary;
 - (b) notify parents of mandatory act and, at the discretion of the Reporting Official, notify parents of a discretionary act;
 - (c) notify Police Department of mandatory act, and at the discretion of Reporting Official, notify police of discretionary act.
- (NOTE: Discretionary acts reported to Police Department should also be reported to parents)
- (d) deliver to the Police Department pertinent physical evidence.

ADDITIONAL ISSUES AND CONCERNS FOR _____:

SIGNED

DATE from to

SIGNED

DATE from to

MOU-SAMPLE-MARCH, 1993

This document may be copied and used as is or adapted for individual situations.

MIDDLESEX COUNTY

**DESCRIPTIVE STUDY
of
PROJECT ALLIANCE
ORIGINAL MODEL - PILOT YEARS
1987 - 1990**

OVERVIEW OF QUESTIONNAIRE DATA

**Conducted for
the Office of the Attorney General
COMMONWEALTH OF MASSACHUSETTS**

**SCOTT HARSHBARGER
ATTORNEY GENERAL**

September, 1992

by
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INTRODUCTION

A descriptive study of PROJECT ALLIANCE, ORIGINAL MODEL, PILOT YEARS, 1987-1990, has been in progress since January, 1992. The major purpose of the study is two-fold:

- to describe both process and outcome of PROJECT ALLIANCE during the years 1987-1990,
- to use data as a guideline for the development of a PROJECT ALLIANCE HANDBOOK.

DATA SOURCES

Data sources include questionnaire data, document review and interview data. Questionnaire data have been collected, pertinent documents have been reviewed and a portion of the scheduled interviews have been completed. The following summary is based on questionnaire data only.

QUESTIONNAIRE DATA, RESPONDENTS

On April 1, 1992, a questionnaire was mailed to Superintendents of fifteen school systems participating in PROJECT ALLIANCE. The original partnership, started in 1987, was with ten school systems. By 1990, the group of ten had expanded to fifteen. Superintendents from eleven of those fifteen school systems responded to the questionnaire.

The superintendents who responded come from a diverse group of communities ranging in size from Wayland, the smallest with a population of 11,874 to Lowell, the largest, with a population of 103,439. The eleven cities or towns represent urban, suburban and rural communities. (Boxborough, with a population of 3,343, is in fact the smallest community but is grouped with Acton and the combined population is 21,215.) (See Appendix A for additional demographic data and list of respondents.)

DATA ANALYSIS METHODOLOGY:

Data were analyzed by content analysis. General categories emerged from the data and judgment was made as to the placement and meaning of phrases. In some instances, a respondent's answer was divisible into two or more categories by virtue of multiple phrases. No one phrase was categorized more than once. All data were reviewed by both the principle researcher and the research assistant. Differences in judgment were discussed and mediated.

QUESTION HIGHLIGHTS:

- o What WORD OR PHRASE do you think best describes Project Alliance?
- o What have been the MOST USEFUL PROGRAM COMPONENTS of Project Alliance?
- o What would you like to CHANGE about Project Alliance?
- o What is the MOST SIGNIFICANT BENEFIT Project Alliance has afforded your school system?
- o What were your EXPECTATIONS of Project Alliance?
- o GUIDELINES FOR THE IMPLEMENTATION OF PROJECT ALLIANCE - suggested contents.

SUMMARY OF QUESTIONNAIRE DATA:

Data are consistently overwhelmingly positive with no discernible evidence of differences between small and large communities.

In reviewing the data from the first six questions, a total of approximately 3,000 words, the the word COLLABORATIVE or a synonym was used 68 times. Other key phrases included:

- improved communication;
- increased knowledge about the law; and
- increased knowledge about substance abuse.

Significant concepts from the questionnaire data include the following:

- It is essential for key decision makers, i.e. Superintendents of Schools, District Attorneys and Police Chiefs, to make a firm commitment to the program both theoretically and in practice. According to participants, the key decision makers need attend on a regular basis.
- Participation in PROJECT ALLIANCE prompts awareness of the common problems faced by communities regardless of size and make-up. Identifying the existence of substance abuse and violence facilitates a proactive approach.

HIGHLIGHTS OF RESPONSES:

Key: N = number of respondents who answered question
NA = number of respondents who did not answer question

Note: Totals = more than 11 since some answers were divisible into two or more categories.

WORD OR PHRASE DESCRIBING PROJECT ALLIANCE N=11; NA=0

Collaborative (8)
Communication (3)
Purposeful (1)
Highly effective (1)

MOST USEFUL PROGRAM COMPONENTS N=11; NA=0

Sessions on the law, including legal opinions (5)
Ideas on education (5)
Job-alike groups (3)
Parent workshops (2)
Communication (2)
Leadership of the District Attorney (2)

SUGGESTED CHANGES N=10; NA=1

No need for change (3)
More participation with the courts
and the Department of Social Services (3)
More job-alike meetings (2)
Other (3):
activities including students
extend parameters beyond drugs and alcohol
focus on budgetary issues

MOST SIGNIFICANT BENEFIT N=11; NA=0

Opportunity for workshops and discussion (6)
Program development (3)
Clarity regarding legal issues (3)
Reaffirmation of goals (3)
Handouts and the development of literature (2)
Linkage of the Superintendent and the D.A. (1)
Formation of parent group (1)
Leadership of Project Alliance staff (1)

EXPECTATIONS N=11; NA=0

All respondents indicated that their expectations had been met.

Linkage with the legal system (7)
Provision of programmatic solutions (4)
Collaborative effort (3)
Drug and alcohol education (2)

GUIDELINES FOR THE IMPLEMENTATION OF PROJECT ALLIANCE - SUGGESTED
CONTENTS FROM QUESTIONNAIRE DATA N=10; NA=1

1. STATEMENT OF PURPOSE
2. HISTORY OF PROGRAM
3. COMMITMENTS
 Personnel
 Financial
 Policy
4. DESCRIPTION OF SPECIFIC ACTIVITIES
5. FORMALIZATION OF RELATIONSHIP,
 i.e., Sample of Memorandum of Understanding
6. ANECDOTAL DATA OF BENEFITS
 AND ENDORSEMENTS BY PARTICIPANTS
7. HOPE FOR THE FUTURE

DEMOGRAPHIC DATA*
OF RESPONDENTS

POPULATION

Lowell	103,439	Woburn	35,943	Acton-Boxborough	21,215*
Newton	82,585	Watertown	33,284	Bedford	12,996
Somerville	76,210	Lexington	28,974	Wayland	11,874
		Melrose	28,150	* Separated:	
		Dracut	25,594	Acton	17,872
				Boxborough	3,343

TOTAL SCHOOL ENROLLMENT

Lowell	13,488	Lexington	4,490	Wayland	2,094
Newton	9,488	Woburn	4,344	Acton-Boxborough	1,948*
Somerville	6,265	Melrose	3,736	Bedford	1,686
		Dracut	3,613	* Separated:	
		Watertown	2,528	Acton	1,668
				Boxborough	280

Comparison of three communities, one from each size grouping:

	LOWELL	DRACUT	WAYLAND
Per pupil expenditure, 1989	\$ 3,122	\$ 3,769	\$ 4,981
Median value of single family home	\$ 131,100	\$ 146,700	\$ 281,200
Ethnic/racial origin	% of total	% of total	% of total
WHITE	81.00	97.81	95.30
HISPANIC	10.14	.94	1.23
ASIAN/PACIFIC ISLAND	11.11	1.22	3.28
BLACK	2.39	.54	1.04
AM. INDIAN	.17	.10	.05
OTHER	5.25	.31	.30

* 1990 census data from Massachusetts Municipal Profiles, Information Publications, CA, 1991.

OVERVIEW OF QUESTIONNAIRE DATA

QUESTIONS #1, 2, 3, 5, 6, 7, 8, 9 and 12
(Notation: N=#responding; NA=#not responding)

QUESTION #1

What word or phrase do you think best describes Project Alliance?
N=11; NA=0

The most used words among the responses were collaborative (8) and communication (3). Two responses, descriptive and to the point, were "purposeful" and "highly effective." Five respondents focused on the nature of the collaboration and referred to the "working relationship of education and law enforcement." Other respondents mentioned the goal of this education/law enforcement partnership, generally, as the reduction of substance abuse in the schools. This particular focus is reflective of the Pilot Years, 1987-1990. Some representative comments are:

Multi-town collaborative effort to offer educational programs designed to reduce drug/alcohol abuse among school-aged youngsters.

Superintendent, Wayland Public Schools

Law and education as a caring partnership.

Superintendent, Dracut Public Schools

Collaboration to resolve mutually compelling problems.

Former Superintendent, Lexington Public Schools

Superintendents working cooperatively toward a common goal.

Superintendent, Newton Public Schools

It is interesting to note that Superintendents in large and small - urban and suburban - communities all describe Project Alliance in positive terms.

QUESTION #2

From your perspective, how has your school system's participation in Project Alliance benefited the groups listed below?

N=11; NA=0

Respondents were requested to reply separately as to the effect of Project Alliance on administrators, teachers, health educators, guidance staff, parents and students.

The benefits most frequently cited by administrators were the extensive interactions with counterparts in other school systems (7), clarification of legal issues (4) and increased familiarity with practices employed elsewhere (3) provided by joint meetings. Other respondents wrote of the benefits of training and up-to-date knowledge (2) and the opportunity to form new solutions. One individual stated:

The involvement of the DA allowed principals to take a clearer and firmer stance around abuse of alcohol at proms, parties ...

Superintendent, Newton Public Schools

Data indicate teachers benefited most significantly from the opportunity to discuss issues with peers (4), reviews of K - 12 prevention programs [elementary curriculum in particular] (4) and the clarification of legal issues (3). Others noticed teachers developing a feeling of importance stemming from contact with the District Attorney (1), a greater sensitivity to the issues (1). It is interesting to note that one superintendent said a benefit was the "... receptivity to taking time from regular subjects to address these matters." (Superintendent, Wayland Public Schools).

Although most respondents perceived of Project Alliance as having a positive effect on teachers, one individual noted that he thought it had "... in fact minimal effect on teachers." (Former Superintendent, Lexington Public Schools).

The chance to share policies/develop programs (7) and improve communications (5) were identified as the primary benefits of Project Alliance to health educators. Respondents also indicated gains through specific presentations (2) and expanded knowledge on laws (2).

Health educators have had much welcomed opportunities to perceive the overall panorama of their instructional endeavors [as well as] ... the ... variable instructional approaches being sponsored differentially.

Eight of the eleven respondents replied that Project Alliance allowed guidance staff the opportunity to share strategies for programs and individual cases with their counterparts in other communities. Guidance staff were also exposed to an increased knowledge of legal issues (3) including issues of confidentiality, and gained greater sensitivity to substance abuse issues (2) and a feeling of self-confidence (2) through participation. One respondent noted the positive impact of the Normal Adolescence workshop. Another specifically highlighted

... in-depth discussions relative to codes of conduct and materials for peer leaders; enhanced knowledge of resources

and referral networks in our area.

Superintendent, Acton-Boxborough Public Schools

From the perspective of the respondents, benefits to parents associated with Project Alliance can be divided into four basic categories. Project Alliance allowed parents to realize the necessity of their role in prevention efforts and to define that role (6); in addition, parents gained a greater sensitivity as to the scope of the problem (3); developed a network of their own (3); and generally appreciated their inclusion in the dialogue between the District Attorney and school administrators. One respondent did note that:

As usual, the parents and students involved are not the ones we want to reach.

Superintendent, Melrose Public Schools

Seven of the eleven respondents cited the staff training and the programs implemented as a result of Project Alliance as being the primary benefits to students. Programs specifically mentioned include: DARE, the Peer Leadership Award Certificate Program, the Handbook for Parents/Students and Joyce Kilbourne's presentation on the effects of alcohol beverage advertising on youth. Respondents also noted that students gained form being part of a positive collaboration effort and that their perspective on issues was broadened (2). As one individual stated:

Student leaders were motivated to act to resolve the drug and alcohol problems in the school system. By seeing others taking action, student leaders were given confidence to [do] more themselves. The legal understanding derived also assured more "reality" during future discussions.

Former Superintendent, Lexington Public Schools

QUESTION #3

What have you enjoyed most about your participation in Project Alliance? N=11; NA=0

Data from this question generally fall into six categories. Paraphrasing the responses, the six categories were: collaborative assistance (4), keeping issues in the forefront (3) and providing programmatic solutions (3). Also noted was the opportunity to share ideas and experiences (2), the availability of legal advice (2) and the on-going commitment of the District Attorney (2).

With regard to the meetings of the District Attorney, the Chief of Police and the Superintendent's Group, one superintendent stated that these gatherings "... have been enjoyable, productive and informative." Another respondent noted that, as a result of

the program,

Law enforcement is now seen as a prevention partner.
Superintendent, Bedford Public Schools

QUESTION #4

What have been the most useful Program components? N=11; NA=0

Respondents most frequently noted that the most useful program components were sessions on the law, including legal opinions (5); ideas on education (clarify) (5) and job-alike groups (3). Additionally, respondents noted parent workshops (2), general communication (2) and leadership of the District Attorney (2) as most helpful.

For one superintendent, the most useful program component was the regularity of meetings and another respondent noted peer counseling as most useful. Although most respondents focused specifically on one or another of the program aspects, one superintendent noted:

It is hard to distinguish between components - all have been very useful.

Superintendent, Acton-Boxborough Schools

The superintendent from the Dracut Public Schools stressed the importance of knowledge about the law which was

... extremely important because many /of the/ personnel had no previous or confident awareness of how to approach problem areas involving the use of illicit substance ... One cannot underestimate the uplifting force which has been derivative from membership in Project Alliance.

Superintendent, Dracut Public Schools

QUESTION #5

What would you like to change about Project Alliance?

N=10; NA=1

All but one respondent answered this question, and three of the ten noted there is no need for change. One superintendent expressed it as follows: "I am pleased with it /Project Alliance/ in its current form."

Seven respondents had some specific suggestions which included more participation with the courts and the Department of Social Services (3), more "separate" group meetings, i.e. individuals with the same job from all districts (2), activities involving students (1), extending the parameters beyond drug and alcohol abuse (1) and focusing on budgetary issues for the schools (1).

With regard to more court involvement, one individual noted

I would like ... a follow-up session with judges who deal with problems involving children and teenagers. Our first session was very impressive ...

Superintendent, Dracut Public Schools

Generally, comments indicate that at the administrative level participants have been pleased with Project Alliance in its present form. Some individuals are interested in expanding its scope while still maintaining a small group atmosphere. For example ...

As the Alliance has grown bigger, it has lost some of its intimacy. It may be desirable to think about

working in sub-groups for at least some of our meetings.

Superintendent, Newton Public Schools

It is important to note that one superintendent emphatically stated that he would " ... never hold a session without the DA present ...", a clear indication of the importance of maintaining the close communication between superintendents and the District Attorney, a hallmark of Project Alliance.

QUESTION #6

What is the most significant benefit Project Alliance has afforded your school system? N=11; NA=0

There were eight distinct categories which emerged from this data. These included: Opportunity for workshops and discussion (6); program development (3); clarity regarding legal issues (3); reaffirmation of goals (3); handouts and the development of literature (note specifics) (2); linkage of the Superintendent and the DA (1); formation of parent group (1); and the leadership of Project Alliance staff (1). The essence of the program benefits is captured best by the comments of respondents:

/Regarding substance abuse/ In many ways our /school/ system was in a state of denial ... Project Alliance made us realize that we are not alone and demanded we take action.

Former Superintendent, Lexington Public Schools

The most significant benefit is the opportunity to allow our personnel to attend workshops which we would otherwise be unable to attend due to financial restrictions.

Superintendent, Lowell Public Schools

The most significant benefit ... has been the sharing of information, the workshops and the greater clarity around legal issues.

Superintendent, Newton Public Schools

Project Alliance provides focus to many issues and adds legitimacy to local efforts.

Superintendent, Bedford Public Schools

QUESTION #7

What have been the unexpected benefits for your school system from participation in Project Alliance? N=11; NA=0

Data from this question were in four general categories: facilitated collaboration and communication (5); increased knowledge base regarding substance abuse issues (3); access to the District Attorney (3) and "other" (1). In the "other" category were: access to specialists/resource consultants (1); relationship with DARE PROGRAM (1); Knowledge of laws (1) and involvement of parents (1).

One respondent noted the unexpected benefits included the "... increased assistance in handling child abuse cases." With regard to contact with the District Attorney's office one superintendent wrote, "... the response has always been quick and helpful." Following are comments of particular interest regarding the commonality of issues regardless of community size:

/An unexpected benefit .../... gaining a greater understanding of the concerns that school systems have in common.

Superintendent, Newton Public Schools

It/Project Alliance/ has brought us all closer together - superintendents, police chiefs, administrators, DA personnel - and given us both strategies and help in dealing with major societal problems around drugs and alcohol /such as/ abuse, lack of self esteem, violence, sexual harassment. We have opened up these previously ignored problems and /Project Alliance/ has allowed us to be very proactive.

Superintendent, Melrose Public Schools

QUESTIONS #8 & 9

What were your expectations of Project Alliance? N=11; NA=0
Have these expectations been met? N=11; NA=0

It is interesting to note that expectations differed regarding Project Alliance and data generally fell into four categories: linkage with the legal system (7); provision of programmatic

solutions (4); a collaborative effort (3) and drug and alcohol education (2). However, despite the different expectations, all eleven superintendents indicated that their expectations have been met. Some comments of interest include:

Project Alliance has been outstanding - never has there been the cooperation between law enforcement and education that exists because of this program.

Superintendent, Woburn Public Schools

/Project Alliance/ ... helps to keep the issues of substance abuse and violence prevention in the forefront and to provide programmatic solutions that have reasonable success.

Superintendent, Watertown Public Schools

... I never envisioned that the process of collaboration would have so many positive springoffs ...

Superintendent, Melrose Public Schools

QUESTION #12

Additional Comments N=5; NA=6

Five of the respondents provided additional comments. Excerpts from these comments follow:

The Project Alliance Program is outstanding. The key issue is that the District Attorney and Superintendents have given their time commitments which has given the program the success."

Superintendent, Woburn Public Schools

This has been a good collaborative effort. It should continue.

Superintendent, Wayland Public Schools

This was an excellent program and I believe made a definite difference for the Town of Lexington.

Former Superintendent, Lexington Public Schools

Large communities should continue to receive on-site workshops from Project Alliance and should be willing to provide personnel to assist with training from time to time.

Superintendent, Lowell Public Schools

PROJECT ALLIANCE
Questionnaire for Descriptive Study
April 1, 1992

Please complete the following questions and mail in the self-addressed, stamped envelope by April 17, 1992. All data will be analyzed in the aggregate and no names will be attached to quotations without the explicit permission of the respondent. Your participation in this study is greatly appreciated. Thank you.

1. What word or phrase do you think best describes PROJECT ALLIANCE?

2. From your perspective, how has your school system's participation in PROJECT ALLIANCE benefited the groups listed below? For each group, please indicate source of data (comments, letters, other).

Group

Source of Data

Administrators:

Teachers:

Health Educators:

Guidance Staff:

Parents:

Students:

3. What have you enjoyed about your participation in PROJECT ALLIANCE?

4. What have been the most useful program components of PROJECT ALLIANCE? Please note components and explain how and why these particular aspects have been most useful.

5. What would you like to change about PROJECT ALLIANCE?

6. What is the most significant benefit PROJECT ALLIANCE has afforded your school system?

7. What have been the unexpected benefits for your school system from participation in PROJECT ALLIANCE?

8. What were your expectations of Project ALLIANCE?

9. Have these expectations been met? YES NO

a) Please comment:

10. Would you be interested in commenting further about PROJECT ALLIANCE in a telephone interview? YES NO

If yes, best times you can be reached:

Time(s):

Telephone Number:

11. We are currently developing guidelines for the implementation of PROJECT ALLIANCE in additional communities. What do you suggest this document include?

Suggestions:

Rationale:

12. Additional Comments:

13. Do you give permission for quotes to be identified? YES NO

14. Name _____ Title _____

Address _____

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

August 30, 1988

Dear Parent/Guardian:

As you know, society is becoming increasingly aware of and concerned about the use and abuse of alcohol and other drugs, particularly on the part of young people. We share that concern and further recognize that any significant solution to this national and societal problem in the Commonwealth of Massachusetts and in the communities of Acton and Boxborough will require a cooperative and coordinated effort among many individuals, institutions and agencies. That effort has begun.

With the Governor's Alliance Against Drugs program acting as a catalyst, two groups were formed which have been meeting regularly over the last twelve to fourteen months - - Project Alliance is a statewide consortium comprised of ten school systems (of which Acton/Acton-Boxborough is one) which pool resources in order to achieve a better partnership between educators and law enforcement personnel in removing drugs from our schools. It is explicitly designed to involve the Middlesex District Attorney's office in serving as a liaison between the schools and local police departments. The Advisory Council on Alcohol and Drug Abuse Prevention and Education is a group of 38 individuals living in and/or serving the Acton/Boxborough communities which includes parents, students, and representatives of institutions and agencies. Its purpose is to review/discuss the alcohol and drug use/abuse problems in Acton and Boxborough and to plan and implement a comprehensive prevention program involving the total community which is comprised of individuals as well as organizations.

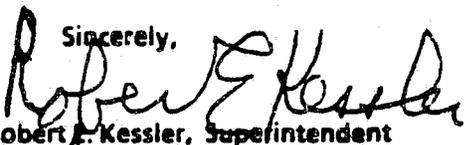
The consensus resulting from these meetings is that there must be a significant change in the public's attitude toward the use and abuse of drugs (particularly alcohol) if our communities are to truly and effectively address the so-called 'recreational' drugs problem. Further, if we are to substantially control this growing problem, a cooperative, comprehensive and responsible approach by family, school and community will be needed.

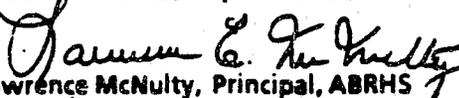
It is our opinion that the time is right to focus on this issue, and that students in extra-curricular activities, with support from parents, school staff, and the community at large, can provide an excellent model for reducing the abuse of alcohol. Therefore, we are requiring that any student intending to participate in one of the activities listed on the back of this letter attend the meeting scheduled for his or her activity on September 12, 1988 with a parent or guardian. The agenda includes comments from Middlesex District Attorney Scott Harshbarger; comments on the "memorandum of understanding" between the Chief of Police and the Superintendent of Schools, and a review of the Acton-Boxborough extra-curricular activity policy.

It is time to go beyond the talking stage and emphasize doing. We are all part of the problem. The real question is, will we all be a significant part of the solution? It may be a difficult transition for some individuals, but with a collaborative effort, mutual understanding and support, it will be a positive experience for our young people and our communities.

We will see you on September 12th.

Sincerely,


Robert E. Kessler, Superintendent


Lawrence McNulty, Principal, ABRHS


George Robinson, Acton Police Chief

REFERENCES

BOOKS:

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UNPUBLISHED DOCUMENTS:

- Cahn, Marjorie E., "The Teen Parent Program: A Case Study in Responsive Evaluation of a Social Intervention Program for Multiproblem Adolescent Parents," A Dissertation Presented to the Graduate School of the University of Massachusetts: Amherst, MA: February, 1982.
- Harshbarger, Scott, "Project Alliance: A Consortium of Schools for Drug & Alcohol Abuse Education, A Review of the First Three Years & Agenda for the Fourth Year, Cambridge, MA:

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- Massachusetts Municipal Profiles, Information Publications, Palo Alto, CA: 1991.
- Report to Congress and the White House on the Nature and Effectiveness of Federal, State, and Local Drug Prevention Education Programs, Washington, D.C.: U.S. Departments of Education and Health and Human Services, October, 1987, in Gold, Mark S., M.D., The Good News About Drugs and Alcohol, New York: Villard Books, 1991.

BROCHURES, LETTERS, STUDIES:

- "Alcohol Awareness Peer Leadership Program, Substance Abuse Survey," Arlington, MA: Arlington Public Schools, Council on Alcohol and Drug Education, September, 2990.
- "Alcohol and Drug Use Inventory," Commonwealth of MA, undated.
- "The Bristol Alliance," newsletter, undated
- "Children and Drugs, What Parents Can Do," Office of the District Attorney, New Bedford, MA. undated.

PRESS RELEASES:

- From 1987 through 1990, focusing on PROJECT ALLIANCE
- Grant proposals for PROJECT ALLIANCE, 1987 - 1990.

INTERVIEWS:

MIDDLESEX COUNTY

- Scott Harshbarger, Attorney General, Commonwealth of Massachusetts
- Norah Wylie, Assistant Attorney General, Family and Community Crimes Bureau, Office of the Attorney General, Commonwealth of Massachusetts
- Suzanne White, MSW, former Executive Director, Middlesex Criminal Justice Institute, Middlesex County, Office of the District Attorney
- Amy Maizel Seeherman, Research/Policy Analyst, Family and Community Crimes Bureau, Office of the Attorney General, Commonwealth of Massachusetts
- Suzie Schuller, MSW, Coordinator, Project Alliance, Middlesex County
- Jane E. Tewksbury, Chief, Assistant Attorney General, Family and Community Crimes Bureau, Office of the Attorney General, Commonwealth of Massachusetts

BRISTOL COUNTY

- Tom Gibney, Director of Educational Services, Bristol Alliance Bristol County, Office of the District Attorney

BRISTOL COUNTY

3-03-93



A message from District Attorney
Paul F. Walsh, Jr.

Every week I see young people who have become either the victims or the perpetrators of crime. And all too often, drug or alcohol abuse is a major factor in the criminal activity. There are few things more tragic than a young life ruined by drugs or alcohol, but with your help, we can help the young stay out of trouble. If you're a parent or a youth worker, make sure that you lead by example in showing kids that there's no place for drug use and excessive drinking in their lives.

My office is available to help you deal with the challenge of helping young people stay away from drugs and alcohol. Please call Tom Gibney at (508) 997-0711 for aid in helping young people avoid drug and alcohol problems. Together we can make Bristol County a better place to live and work.

Sincerely

A handwritten signature in cursive script that reads "Paul F. Walsh, Jr.".

PAUL F. WALSH, JR.
District Attorney

Children and Drugs

What parents can do.



**Office of the
District Attorney
Bristol County**

**Paul F. Walsh, Jr.
District Attorney**

888 Purchase Street
New Bedford, Massachusetts 02741
(508) 997-0711

You Need To Be Informed

Parents need to be able to talk knowledgeably to teenagers about drugs and drug abuse. It is important for your information to be clear and accurate. Here are some important facts:

- Teenagers are the only population group in the country for whom the death rate is rising. The three leading causes of death are accidents, suicide, and homicide, and all are strongly related to alcohol or drug use.

- While peer pressure is an important influence on adolescent behavior, studies show that parental attitude and their own alcohol and drug behavior is the determining factor in whether and how much a teenager will drink.

What can I do to prevent my child from becoming a drug user?

There are five things every parent should do to help their children avoid the dangers of chemical dependency:

Examine your own values, attitudes, and behavior in regard to alcohol and drug use.

Educate yourself about the physical, psychological, emotional and social effects of alcohol and other drugs, particularly how they affect adolescents.

Communicate with your kids. Let them know your views on the subject but don't forget to ask their opinions.

Support the efforts of other parents, schools, churches, and organizations who are trying to teach youth about the hazards of alcohol and drug use.

Act when you become aware of changes in your child that indicate chemical abuse. These may include missing school, failing grades, frequent illness or accidents, lying, avoiding family and friends. Don't be afraid to seek professional help. Early intervention can prevent the problem from becoming worse.

How can I tell if my child is abusing drugs or alcohol?

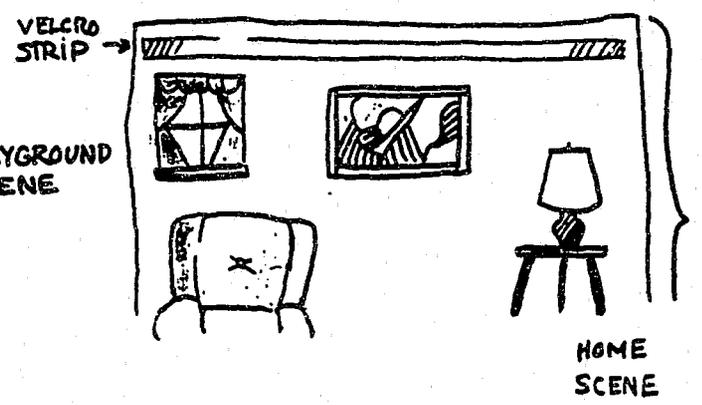
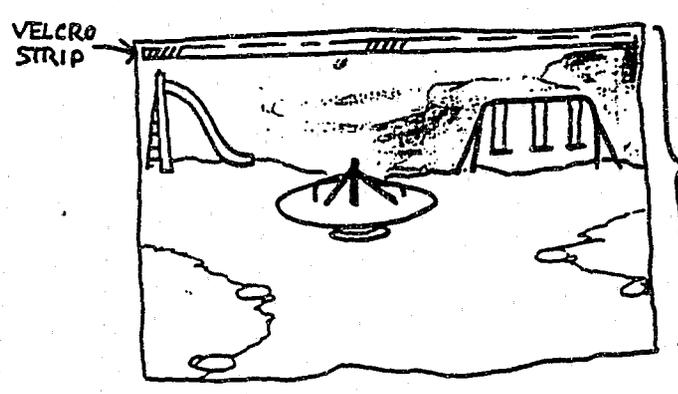
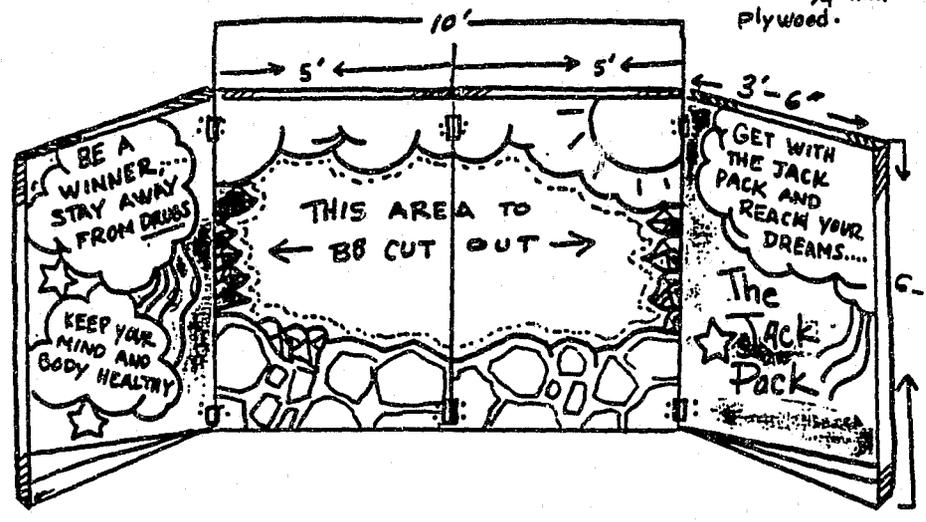
If you find alcohol, drugs, or drug paraphernalia in your child's possession, there's a strong probability that your child is using drugs. Certain behaviors also can warn you that your child may be involved with drugs:

- Abrupt change in mood or attitude
- Sudden decline in attendance or performance at work or school
- Sudden resistance to discipline at home or school
- Impaired relationship with family or friends
- Ignoring curfews
- Unusual flair-ups of temper
- Increased borrowing of money from parents or friends; stealing from home, school or employer
- Heightened secrecy about actions and possessions
- Associating with a new group of friends, especially with those who use drugs

While these behaviors may indicate drug use, they may also reflect normal teenage growing pains. By observing your child, getting to know his or her friends, and talking to your child about problems, including drugs or alcohol, you should be able to learn whether he or she is involved.



DIMENSIONS
 6' tall
 ← 10' wide in the middle
 3'-6" on each side. 3/4" inch plywood.



PROJECT ALLIANCE HANDBOOK
Assessment Form

Name: _____ Date: _____

Title: _____

Address: _____

1. Do you use the HANDBOOK? YES NO

2. What was your initial reaction to the HANDBOOK?

3. How has it been helpful?

4. What additions would you make?

5. Other comments, suggestions:

6. Are there new programs in your county which you would like
to add to the ALLIANCE HANDBOOK? YES NO
If YES, please add program name, contact person and telephone no.

PLEASE RETURN TO
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Thank you!