



Human Services Agency
County of San Mateo
www.smchsa.org

July 12, 2007

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Shaping Our Future

Re: Safe and Drug Free Schools Grant, Round 3 Application

I am pleased to submit the County of San Mateo's application, in response to the Safe and Drug Free Schools Round 3 Request for Applications. The attached application proposes The South Coast Project, a project which addresses high risk drug and alcohol use and binge drinking for youth in the rural South Coast of our county. The project will implement a Student Assistance Program enhanced by a youth development based Peer Leadership component.

The single point of contact for this proposal is Esther Lucas, Human Services Analyst and Prevention Services Coordinator. Esther may be reached by phone at (650) 802-6432, e-mail at ELucas@co.sanmateo.ca.us, mail and/or fax at the Alcohol & Other Drug Services office.

Esther is designated as the Project Director in this application, and as such will have the authority to make and approve changes to grant documents and/or will be able to secure approval in a timely manner. Esther is familiar with the proposed project and budget, and will be able to answer questions and provide accurate information to the ADP Program Services Division county analyst on a timely basis.

Sincerely,

Judith Davila
Alcohol and Drug Administrator

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**Safe and Drug-Free Schools and Communities
Application Signature Sheet**

County Grant Application Signature Sheet	
Name of the County: County of San Mateo	
Legal Applicant: County of San Mateo Name of Agency Alcohol and Other Drug Services Address 400 Harbor Blvd., Bldg. C City, Zip Belmont, CA 94002 Federal Tax ID No.: 94-6000532	Project Title: The South Coast Project

Brief Project Description:
 The South Coast Project seeks to reduce high risk use and binge drinking among selective and indicated students in schools in Pescadero and vicinity, using Project SUCCESS, an evidence-based and replicable Student Assistance Program model for alcohol and drug prevention, supplemented by Peer Leadership Development activities. The anticipated target population annually includes 156 students and an estimated 100 parents/caregivers and other family members (including siblings).

County AOD Administrator: Name of Administrator: Judith Davila Address (if different than above) Phone: 650-802-5057 Fax: 650-802-6440 E-mail: JDavila@co.sanmateo.ca.us	Project Director: Name of Project Director: Esther Lucas Address (if different than above) Phone: 650-802-6432 Fax: 650-802-6440 E-mail: ELucas@co.sanmateo.ca.us
Fiscal or Accounting Official: Name of Official: Robert Stein Address San Mateo County Human Services Agency, Financial Services 400 Harbor Blvd., Bldg. B Belmont, CA 94002 Phone: 650-802-7973 Fax: 650-802-6440	Office Authorized to Receive Payments: Name of Official: Robert Stein Address San Mateo County Human Services Agency, Financial Services 400 Harbor Blvd., Bldg. B Belmont, CA 94002 Phone: 650-802-7973 Fax: 650-802-6440
If the County Administrator is not authorized to sign the Notice of Grant Award, list name and title of individual who will sign: <div style="text-align: center;"> Name of Official Title </div>	

Funds Requested: Total grant period: \$1,099,999 Year 1: \$220,000 Year 2: \$220,000 Year 3: \$220,000 Year 4: \$220,000 Year 5: \$219,999

Certifications

The applicant certifies to the best of his/her knowledge and belief that the data in this application is true and correct and that filing of the application has been duly authorized by the governing body of the applicant and that applicant will comply with the assurances required of applicants if the application is approved.

Signature *Judith Davila* Date: 7-12-2007
 Name: Judith Davila
 Title: Alcohol and Drug Administrator

D. Program Abstract

1. Program Description

Need Addressed: High risk use/binge drinking, and their impact on students, families, schools, and the communities of San Mateo County's South Coast.

Category of Intervention Selected: Selective and Indicated.

Target Population(s): Students attending Pescadero High School (9th through 12th grades) and its feeder schools, Pescadero Elementary and Middle School (5th through 8th grades) and La Honda Elementary School (5th grade) and their families.

Number of Individuals to be Served: 156 students and an estimated 100 parents/caregivers and other family members (including siblings).

2. Program Goals

The impact of negative peer pressure and the associated high risk drug use and binge drinking will be reduced for the children living and attending school in the South Coast communities of San Mateo County. In addition, school and community-based prevention and intervention systems will be established in the South Coast communities to support youth in making healthy decisions around high-risk drug use and binge drinking. Project SUCCESS, an evidence-based and replicable Student Assistance Program model for alcohol and drug prevention, will be used to achieve both goals. It will be a method to accomplish prevention as well as an organizing tool to focus existing school, youth and other stakeholders in the address and development of an ongoing, effective community response to issues of alcohol and drug use and abuse. Youth Development principles and standards of practice will serve as a guiding framework utilizing a Youth Advisory Board for the implementation of school-wide activities that are a component of Project SUCCESS.

Linkages to Needs and Strategies. Project SUCCESS will draw strength from the groundwork our program collaborator South Coast Children's Services' Project Horizons program has accomplished in promoting youth leadership and community awareness of AOD use. The components of this program will also support and complete the continuum of service in the community, including education, assessment and referral for specialized services outside the project (including treatment, when appropriate).

Intended Impact and Measurement. The intended impact is to reduce binge drinking and high risk use among youth in the South Coast by creating a system of services and supports which address indicated youth who exhibit the problem behaviors, and target selective populations of students in critical transition years (fifth to sixth; eighth to ninth grades) for services designed to support positive peer relationships and discourage peer pressure to use alcohol and other drugs. Data to measure impact will be gathered from the California Healthy Kids Survey (CHKS) every other year and a modified version of CHKS in the off years, pre/post testing for selective and indicated education/group interventions, and focus groups with peer mentoring and education groups in the middle school.

II. Project Narrative

A. Needs Assessment and Data Analysis

1. Methodology and Data Sources

Description of Methodology. San Mateo County's Alcohol and Other Drug Services Strategic Directions 2010 plan and the prevention-focused Roadmap for Alcohol, Tobacco and Other Drug (ATOD) Prevention were integrated into the county's Strategic Prevention Plan (SPF plan). Learnings from the SPF planning process (at the county level) were supplemented with local needs assessment findings. Pescadero High School in the La Honda Pescadero Unified School District (LHPUSD) was identified as one of the schools in greatest need but located in a community with a currently engaged collaborative of school, non-profit, and law enforcement officials. LHPUSD serves the rural South Coast, which is the most geographically isolated area in the mostly suburban San Mateo County. **Ties to Overall County SPF Needs Assessment.** The local data which informs this project design, the priority population identified and the proposed strategies are in alignment with the San Mateo County Alcohol and Other Drug Services (SMCADS) overall SPF plan goal of building community capacity for effective alcohol and drug prevention and associated priorities, objectives and strategies.

Data Sources. SMCADS drew on needs assessment and health disparities data from the Roadmap process, LHPUSD school discipline data; and evaluation data collected and analyzed under the SDFSC Round 1 Coastside Youth Development Partnership project implementation. This included: a County pre/post evaluation survey; youth-led alcohol access surveys conducted by South Coast Children's Services Project Horizons high school youth participants, with assistance from Youth Leadership Institute (YLI); a youth-led assessment of alcohol sales in the

Pescadero community; and YLI's Youth Development survey 2004-05 of Project Horizons participants.

Challenges Encountered. Pescadero is a small, geographically-isolated, unincorporated town, which is sometimes not included and has typically not been identified specifically in state or countywide survey-type assessment efforts like the California Healthy Kids Survey (CHKS). La Honda and the other small towns and ranches served by the LHPUSD lack services and local advocacy that often precedes service development.

2. Key Findings

Risk and Protective Factors. Locally-identified risk factors in the community include high rates of alcohol sales, parental abuse of alcohol, alcohol use interwoven with school and community fundraising events, the status of the community bar as the only evening gathering spot in town, distance of families from one another, lack of transportation, and use of other drugs (e.g., methamphetamine and cocaine). According to the 2004 San Mateo County Health/Quality of Life Survey, many residents (8.8%) of the South Coast region (including Pescadero) are chronic drinkers. Binge drinkers are likewise disproportionately likely to live on the coast (17.6%). A high share of South Coast residents (7%) has been arrested for illegal drug use. Of great concern is that countywide, 13.4% of high school students have mixed alcohol with driving, and compared to other regions, South Coast students are more likely to be current alcohol users and more likely to mix alcohol and driving. Local youth do benefit, however, from protective factors such the family support and peer support typical in small, rural communities. The schools are small and collaboration is high between the schools and the community organizations. Teachers are able to maintain close relationships with youth as they often teach the same students

for four years in a row. South Coast Children's Services also has a long history of providing youth-oriented services in the community as exemplified by its Project Horizons program.

Rationale for Priority Population. Initially all three priority populations were considered. Countywide and local needs assessment data identified youth binge drinking and high risk use, particularly on the coast, as a priority area of concern. The active advocacy and concern for their peers by Project Horizons youth in Pescadero was a contributing factor in this project design. Readiness of the collaborating agencies, a prior history of successful collaboration, and appropriateness of the intervention for the priority population were the other major factors in making the decision to design this project for students on the South Coast. Access to public transportation and health-related services is limited for youth and families alike. Local data on access to alcohol and use conducted by youth served by South Coast Children's Services reveal that local youth are engaging in high-risk drug use and consumption of alcohol at a higher rate than youth in the rest of the county. For example, when youth at Pescadero High School conducted an alcohol use survey of their peers in April 2007, 87% reported alcohol consumption (the comparable use rate for San Mateo County youth overall is 61%).

3. Problem Statement and Service Justification

Articulation of Problem Statement. Local Youth lack prevention and intervention services to address the dangers of high-risk drug use and binge drinking. They are not connected to county services and are unaware of availability outside of their communities. The small student body of Pescadero High School (110 students) has few options for safe and sober social activities.

Justification for Services and Targets. There is no systemic program in place to provide comprehensive education, prevention, intervention and referral for treatment of drug or alcohol

abuse. There is no organization or individual in the South Coast region trained to assess youth for at-risk substance use and refer them to additional services outside of the community.

Other Relevant County Programs. The Jefferson Union High School District (JUHSD) will be working with Asian American Recovery Services (AARS) and YLI to serve a similar targeted population in three high schools in communities further north in the county through a just recently-awarded U.S. Department of Education Grants to Reduce Alcohol Abuse (GRAA) award. Since this project will be using the same program model, Project SUCCESS, as proposed for our proposed project, AARS health educators and Project SUCCESS trainers can be leveraged as resources. The existing community-based South Coast Children's Services' Project Horizons program has prepared the way for our project through its youth development activities.

Substantive Differences. The JUHSD GRAA program design serves a different geographical area not easily accessed by South Coast youth. South Coast Children's Services, Project Horizons is a stakeholder in the successful resolution of the problem of drug and alcohol abuse by youth, but it does not have a selective and indicated school-based focus. The proposed program design is different because it will be the basis for a comprehensive, school-based program, and it utilizes Project SUCCESS, evidence based and replicable model for AOD prevention with selective and indicated populations that does not now exist locally.

Complementation Effects. The proposed program uses Project SUCCESS as both a method to accomplish prevention and as an organizing tool to focus existing school, youth and other stakeholders in the development of an ongoing, effective community response to issues of alcohol and drug use and abuse. The companion Youth Development approach of Peer Leadership, including cross-age mentoring and youth-led health education, will provide positive supports, opportunities and connections for students in the critical transitions from middle school

to high school and from elementary to middle school. The Peer Leadership component will benefit from Project Horizons' work promoting youth leadership and awareness of AOD use.

B. Capacity Building and Partnerships

1. Organizational and Staffing Capacity

Overall Capacity and Experience. SMCADS develops and monitors contracts with community-based nonprofit agencies to provide alcohol and other drug treatment and prevention services. Services are funded through a combination of Alcohol and Drug Block Grant funding, state and federal grants, and county funds. The SMCADS administrative staff is responsible for grant management, budget development and monitoring, contract negotiation and monitoring and coordination/technical assistance with our subcontractors in program implementation and evaluation. *Esther Lucas*, SMCADS Prevention Services Coordinator, and Human Services Analyst, is the designated Project Director for this grant. Esther has a B.A. in Human Development and a M.P.A. with a specialty in Organizational Change. She has over twenty years experience in the AOD field, primarily with a prevention focus. Esther is the project coordinator for the two San Mateo County Round 1 SDFSC grant projects initiated in 2003 which will end on December 31, 2007. In this role, she has worked collaboratively and productively with the project evaluator, West Ed, which will also serve in the evaluator role for this project.

Organizational Chart. Included in this proposal as Attachment A.

Collaboration Plan. The SMCADS office will have the lead responsibility for contracting, claiming, reporting to the grantee agency, coordination with the evaluator, accessing/facilitating appropriate technical assistance and training. The Prevention Subcommittee will be the county-level advisory body for this project. SMCADS convenes and staffs the Prevention Subcommittee, a subcommittee of the AOD Steering Committee that was established in March,

2007 under our Strategic Directions 2010 Plan. The Prevention Subcommittee will advocate for the project, provide linkage to supportive and ancillary services outside of the local community, and serve a forum for sharing information with other prevention efforts in the county. A Local Advisory Board (LAB), encompassing the collaborative agencies, youth and parents will be developed locally on the South Coast and linked to the Prevention Subcommittee. Separate Youth Advisory and Parent Advisory Committees (PAC and YAC) will be developed as subsidiaries of the LAB. Each of the subcontractors discussed below will contribute to this project by enhancing and expanding their particular areas of expertise leading to an integrated and coordinated system of strategies, supports and opportunities. **LHPUSD** will be the lead agency implementing the Project SUCCESS Student Assistance Program at Pescadero High School and Pescadero Middle School. The LHPUSD and the local community are inextricably linked. Over the past ten years, LHPUSD has been an active collaborator with local organizations in the establishment of a community health clinic, developing a local transportation system in partnership with San Mateo County, and facilitating mental health services to students and community members. School resources (facilities, transportation, human, funding) will be leveraged to support implementation and sustainability as the program goals are incorporated into the goals of the schools. *Amy Wooliever*, the Pescadero High School Principal will supervise Project SUCCESS implementation, recruiting, hiring and supervising the Project SUCCESS Prevention Specialist. Amy has served as principal in LHPUSD for eleven years, including five years at Pescadero Elementary and Middle School and six years at Pescadero High School. She has a B.A. in history and a Master's in Educational Administration. She will collaborate with the middle school principal and the South Coast Children's Services Youth Development Specialist to coordinate the implementation of Project SUCCESS, peer education and cross age mentoring

at the high school and middle school. Staff training will be provided to all high school and middle school staff, as well as fifth grade teachers at the two sites with elementary school students. Training will include project goals and objectives, the Project SUCCESS Student Assistance Program model, youth development principles and standards of practice, peer leadership orientation, and CHKS survey implementation at the 5th, 7th, 9th, and 11th grade levels.

South Coast Children's Services, a nonprofit agency rooted in the Pescadero community for over 25 years, will be the lead agency for the peer leadership (peer health education/peer mentoring) strategy. This agency has a history of working in collaboration with SMCADS and LHPUSD, and following its mission, incorporates youth development principles into every aspect of its work. *Judy McKee*, Executive Director, will be responsible for hiring and supervising the Youth Development Specialist who will be responsible for implementation of peer leader training, peer health education, and peer cross-age mentoring. The Youth Development Specialist will also provide guidance and support to the YAC in its oversight and development of youth-led activities (in alignment with the Project SUCCESS model). **Puente de la Costa Sur**, a local social services agency, will receive referrals through the Project SUCCESS Prevention Specialist for services it provides (parent education, food assistance, housing assistance, mental health services, transportation). This agency was formed recently by the merger of two local agencies, Puente and North Street Community Resource Center (NSCRC). NSCRC has had a long history of collaboration with LHPUSD, and the newly merged organization is currently located on the campus of Pescadero Elementary and Middle School. Puente's Executive Director, *Kerry Lobel*, will be responsible for outreaching to families/parents of youth identified through the Project SUCCESS assessment process, supporting the Prevention Specialist in the form of after-hours office space, and offering a collegial and supportive

environment for professional consultation. Puente’s staff will also make referrals to the Prevention Specialist. The South Coast Project will be evaluated by **WestEd**. As evaluator for prior and current prevention projects in San Mateo County, the WestEd evaluator, *JoAnn Izu* is familiar with the evaluation needs as well as the data collection challenges and priorities of this project. WestEd is the keeper of the CHKS, which will be fully implemented in Pescadero and will be a key data source for evaluating this project. Ellen Morehouse of Student Assistance Services Corporation, is the developer of Project SUCCESS. SMCADS has been in contact with Ellen regarding the appropriateness of the model, to discuss the proposed enhancements, and to confirm that the training and implementation are manageable for this project. Student Assistance Services Corporation provides three-day Project SUCCESS training at a site selected by the local collaborators. All necessary manuals and support literature, including power point presentation, data collection, reporting forms and evaluation are included. The organization is also available for technical assistance by telephone and internet. The concurrent implementation of Project SUCCESS by JUHSD, AARS and YLI in north San Mateo County will be an added benefit and support to this project. **Youth Leadership Institute** will provide Youth Development training for school staff. Peer Resource Training of San Francisco will provide peer leadership training. **Sustainability Plan.** SMCADS is embarking on implementation of a 3-5 year strategic plan, based on an assessment of needs and resources. Prevention goals and objectives are outlined in the County’s SPF Plan. Development and implementation of new prevention strategies funded through SMCADS will be aligned with the goals, objectives and priorities of the SPF Plan.

2. Partnerships with Other Agencies

Partner	Partner Type
La Honda-Pescadero Unified School District	LEA

<ul style="list-style-type: none"> • Pescadero High School • Pescadero Elementary/Middle School • La Honda Elementary School 	
South Coast Children's Services	Youth Development and Peer Leadership
Puente de la Costa Sur	Social Services and Family Resource Agency
West Ed	Program Evaluator
Student Assistance Services Corporation	Project SUCCESS Trainer
Youth Leadership Institute	Youth Development Training and Opportunities

Collaboration Process. Each of the named collaborative partners has had a substantial role in designing the project and is committed to participation (see Attachment E: Collaboration Letters).

Continuous Planning. The LAB described in the collaboration section (including collaborative partners, youth, parents and other key stakeholders) will provide oversight and serve as the local steering committee for the project. Process and outcome data will be analyzed and utilized by the LAB for continuous planning and program improvement.

Implementation. An initial phase of implementation will include subcontracting, staff recruitment and Project SUCCESS training, peer leader recruitment and training, and teacher orientation and training before actual implementation of Project SUCCESS and Peer Leadership strategies. The first year of project implementation, anticipated to begin in March, 2008, will address the need for more comprehensive assessment of high school students at each grade level.

Evaluation. Process evaluation of each phase of the project will provide a continuous feedback loop, facilitated by the Prevention Specialist, the Peer Leadership team, and the LAB.

Current Level of Commitment. SMCADS already has active, productive working relationships with LHPUSD, South Coast Children's Services and YLI through their participation in the SDFSC Round 1 Coastside Youth Development Partnership project. Previous experience has

highlighted the importance of youth as key contributors to the success of this community's collaborative efforts. LHPUSD and local agencies also have a positive history of collaboration.

Pre-existing Collaborative Efforts. South Coast Children's Services has a strong history of collaboration with SMCADS and the Pescadero High School in implementing youth development strategies in this small rural community. As a Round 1 SDFSC grantee, SMCADS worked collaboratively with the agency's *Project Horizons* program and its Youth Council to implement activities and environmental strategies. With training and technical assistance from YLI, the Project Horizons Youth Council has implemented community environmental strategies and youth-led evaluation efforts to educate the community and raise awareness about tobacco litter, youth access to alcohol and local alcohol sales volume.

Future Involvement Plans. Not applicable.

Potential Barriers and Solutions. Although the mission and interests of each member of the collaborative overlap to varying degrees, they have not previously acted in concert with the objectives of the current proposal. Each organization will need to adjust to the requirements of the grant while concurrently pursuing other institutional goals and objectives. The collaborative's members will need to give priority to service goals and objectives, commit to remain in constructive interaction with each other, and agree upon methods for conflict resolution. The location for this project was in part selected because of our appreciation of the existing level of cooperation among the proposed collaborators and their readiness to embark upon a new project. It is anticipated therefore that barriers will be normal in nature and that each partner will recognize and embrace the steps necessary for overcoming them.

3. Parental and Other Key Stakeholder Involvement

Mechanisms for Parents. Parent workshops are part of the Project SUCCESS model. Parents are included in the referral process for indicated youth. Parents will serve on the LAB to give oversight and offer ideas for the project, assuring continuous quality improvement. Because of the topography and transportation issues unique to this community, our design gives special attention to methods for bringing workshops and other activities to the parents.

Anticipated Barriers and Solutions. Several potential barriers have been identified around involving parents in this community. Past experience tells us that getting parents to attend parent “workshops” is a challenge. Parents have many responsibilities, younger children to care for, often work multiple jobs, late hours, or lack the transportation necessary to get to the event. Local geography and distance of some families from schools exacerbate the barrier. In the winter months, rain and wind can close major roads for days at a time. Some success has been seen when parent education is combined with a community or school event (back to school night, student conferences, a community celebration). Another strategy we are proposing is to identify parents in the various places where they live (including ranches) who are willing to “stage” events in their homes, similar to the “neighborhood watch” block idea.

Mechanisms for Key Stakeholders. Small towns operate through word of mouth and reputations. Much of the “business of town” happens in line at the local market, the post office or the pancake breakfast at the local church. By leveraging our local business owners, church leaders and civic leaders as community educators around the goals of the program, we will reach many of the community members who are not involved with the school or collaborating agencies and catapult the program to wider recognition. Using a combined strategy of community meetings and individual contacts, the program goals will be disseminated, input solicited and feedback provided. Businesses play a major role in the community and in the lives of the youth.

Many youth live in ranch housing or in trailers on ranch or nursery property. Rents are often tied to wages in a direct way. Many ranches and nurseries are out of sight of other local residents yet the owners play a vital role in the community. Ranch and nursery owners will be contacted to gauge interest in project involvement. Involvement can be on a variety of levels including participation in events, hosting parent workshops, and posting flyers. Retail businesses also play a vital role on the community. Markets, taverns and restaurants provide food and entertainment to most residents. Several local retail businesses are owned and operated by parents of children in the schools. Business owners will be contacted and invited to participate in the program through educating workers, posting flyers or talking to other local people about the project.

Community Advisory Board. As indicated, a LAB will include the collaborative partners, and encompass both youth and parent advisory (sub) committees to be developed in the initial implementation phase. Other key community stakeholders, including those identified above, will be invited and encouraged to participate. This board will assure continuous planning, evaluation and implementation of grant-related activities. It will be connected with the county-level Prevention Subcommittee for information sharing, interaction with other prevention efforts throughout the County, and opportunities to participate in countywide efforts.

C. Planning

1. Logic Model

Logic Model Graphic. A logic model is included in this proposal as Attachment B.

Explanatory Narrative. The overall program goals are to (1) reduce peer pressure to engage in high risk use and binge drinking, and (2) reduce high-risk use and binge drinking among selected and indicated youth. Local research has shown that youth in the South Coast are using and abusing drugs and alcohol, and that the culture of the community in some ways supports youthful

drug and alcohol use and abuse. We want to change these two patterns by reducing use and facilitating a community culture that persuades youth to prepare for a non-harmful approach to alcohol as adults and encourages alternative yet satisfying activities and behavior. The county's SPF Plan includes priority objectives to "build youth assets, facilitate healthy family and community connectedness for isolated /vulnerable populations" and to take "action to shape norms, reduce cultural acceptance of negative alcohol use." Our program directly contributes to experience and knowledge in these endeavors. With regard to effectiveness of our proposed program/strategy, Project SUCCESS is evidence-based, replicable, and recognized as a model program by the federal Substance Abuse and Mental Health Services Administration (SAMSHA). Its validity and reliability is established as an effective tool in accomplishing the goals we define. Project SUCCESS provides the skeleton to organize and drive planning, implementation and evaluation because it compels a structured approach to prevention and serves as a springboard to get youth, parents, community services and the educational system to engage, critique and take ownership of their community's strategy for healthy youth development. In the planning process for this program, careful attention has been and will continue to be paid to maintain the fidelity to the Project SUCCESS model.

2. Description of Service Population

Identification, Recruitment and Outreach. The service population will grow over the life of the project. It will begin with a population from Pescadero High School, the community's only secondary school. This population will be invited, recruited and selected based upon (1) indicated need (risk for use and abuse), (2) capacity to develop as youth mentors, and (3) grade level. In the first year, with initial implementation, the South Coast Children's Services' Youth Development Specialist, in collaboration with the LHPUSD Prevention Specialist, will select a

small group of high school peer leaders who will participate in training to become mentors and health educators with students in transitioning from fifth to sixth and eighth to ninth grades. These peer leaders, along with classroom teachers will bring a locally tailored prevention program to Pescadero Elementary and Middle School and La Honda Elementary School. This component will be one of the referral sources/entry points for services to indicated students.

Identified Referral Sources. Other referrals will come through the ninth grade prevention education series, presented in a small group format by the Prevention Specialist, and Parent Workshops. It is expected that peer and self referrals will increase with time as relationships are established among the Prevention Specialist, peer leaders, and parent advocates.

Participant Tracking Across Components. Services in this project will be school-based. Initially participants will come from one school campus (Pescadero High School) and eventually two others (middle and elementary schools). The program will be administered by a partnership of school administration and the Project SUCCESS Prevention Specialist. The school district has systems in place to track attendance for each of the Project SUCCESS components as well as experience in tracking record keeping and data collection that is transferable to the needs of this project. South Coast Children's Services also has a well thought out and effective system for tracking participation. The South Coast Children's Services Youth Development Specialist will be responsible for tracking of the Peer Leadership component and coordinating with the Prevention Specialist, and SMCADS Project Director on data collection. Consultation with WestEd will also coordinate the tracking and record-keeping process with evaluation needs.

Retention of Transient Participants. The South Coast has an agricultural history and attracts many immigrants who settle in the area to work in the local fields and nurseries. The school

population remains relatively stable, however, compared to neighboring communities, because much of the work in the South Coast is in year-round nurseries or floriculture.

Individuals with Multiple Disorders. When multiple disorders in youth are identified through Project Success screening, referrals for appropriate services will be made. The activities (particularly those which are youth driven) will offer a “normalizing” opportunity for youth with multiple disorders. As a collaborator in this program, Puente de la Costa Sur has and will continue to provide a resource for mental health and basic support services to this population. County Mental Health staff is outposted at the Puente office. The county’s Co-Occurring Disorders Initiative, a partnership between the its Mental Health Division and SMCADS, is actively working toward a system design which encompasses and addresses the needs of individuals with co-occurring mental health and substance abuse issues. All county-funded alcohol and drug treatment service providers are participating in this initiative.

Screenings and Referrals. The Project SUCCESS model contains a stage of screening to identify youth with substance use/abuse treatment needs. The Project SUCCESS Prevention Specialist, supported by school and other resources (SMCADS, County Mental Health, Probation, Social Service) will make referrals to other providers. Although there are currently no alcohol and drug treatment programs in, or in close proximity to this community, the collaborative is advocating for local treatment options, and the county is aware of this unmet need. Residential treatment options are available for youth referred from this community.

3. Program Design

Strategies Employed and Program Fit. As noted, our Student Assistance Program design utilizes Project SUCCESS, a SAMSHA model program effective with selective and indicated populations, enhanced by a Peer Leadership component based on youth development principles

and standards of practice. Project SUCCESS has been successful working with selective and indicated populations at the high school and middle school level, by placing highly trained professionals in schools to provide a full range of substance use prevention and early intervention services. These include normative and preventive education, counseling and skills training, problem identification and referral, community-based processes, and environmental approaches.

Project SUCCESS Components

Identification and Referral. The Prevention Specialist will assess and screen youth for appropriateness for the various prevention program components. These include time limited individual sessions, prevention series and support groups. Other referrals will be made to appropriate community or county resources and youth treatment programs for additional services. Identification and referral will focus on incoming Pescadero High School 9th graders with high risk of/or actively indulging in alcohol and other drug use, including binge drinking.

Prevention Series Groups. These groups will target a *selective* group of youth, focusing on the incoming ninth graders. The curriculum will be skill development-based including these topics: being an adolescent; alcohol, tobacco, and other drugs; family problems and pressures; and skills for coping. Groups will run for 8-10 weeks each during academic year.

Support Groups. This series will target the *indicated* and high-risk youth assessed with high risk use and binge drinking behaviors. Individual and group sessions will address topics aligned with the needs of the individuals participating in these sessions.

Parent Training. The Parent Empowerment (workshop) Series will consist of three parenting workshops, preceded by a large kick-off meeting. This component will provide substantive prevention information and affirm parents' caring and expertise on child rearing. The workshops will also be an opportunity for informal socializing and social support. Outreach will be

conducted to locate parents who will host small meetings in their homes, or local/neighborhood venues for these small group meetings. Food will be provided at meetings as appropriate.

School-wide Awareness Activities. At least one such event will be developed and implemented by youth and supported by this project each semester. It is anticipated these events will coincide with national, state or county-wide events such as: (1) Back to School Night (September/October) (2) Red Ribbon (drug awareness) Week (October); (3) Alcohol Awareness Month and Youth Development Week (April); and (4) an additional all school activity.

Youth Leadership Strategies. The following additional strategies will also be utilized:

1. Peer Mentoring. Students will be mentored in the transition grades of 6th and 9th. Mentors will meet regularly with mentees to discuss social or academic issues. Mentors will provide a healthy relationship for students entering a new school and social environment. Sixth grade mentees will be matched with 10th grade mentors who have gone through the Prevention Education Series. 9th grade mentees will be matched with 11th or 12th grade mentors.

2. Peer Health Education. 11th and 12th grade students will be recruited and trained to provide peer health education to students in the middle school.

3. Youth Advisory Committee (YAC). The YAC will be developed as a component of the LAB. Its roles will include advising on program effectiveness and improvements, development and implementation of awareness activities and peer leadership involvement.

Risks and Protective Factors Addressed		
	Factor	How Addressed or Exploited
Risks	Availability/High Rates of Alcohol Sales	LAB involvement including businesses; youth-led all-school activities; parent involvement.

	Family History of Substance Abuse/Family Conflict/Parental attitudes and involvement in abuse of Alcohol & or other drugs	Parent Involvement in LAB, Parent workshops, referral process; Project SUCCESS problem assessment, referral and ongoing support.
	Community Norms/Extensive Adult Community Alcohol Use	LAB involvement including businesses; youth-led all-school activities; parent involvement.
	Distance of Families from One Another/Lack of local transportation	Collaboration; outreach; local parent forums; providing transportation; LAB
	Alienation/Rebelliousness	Peer Leadership activities; Project SUCCESS activities; parent involvement.
	Friends who engage in the problem behavior/favorable attitudes toward the problem behavior/early initiation/use of alcohol and/or other drugs	Project SUCCESS and Peer Leadership selective and indicated strategies; focus on transition grades.
Protections	Opportunities, Skills and Recognition	Peer Leadership activities; Parent involvement; All school activities; LAB; School-Community Collaboration Teacher training in Youth Development; Small school environment; Established Youth Development model and expertise.
	Positive Bonding/Peer and Family Support	Project Success Prevention Specialist; Youth Development Specialist; Peer Leadership/Cross-age mentoring; close student-teacher relationships, parent involvement; LAB.
	Healthy Beliefs/Clear Standards	Clear school and district policies; Project SUCCESS Prevention Specialist; parent workshops; LAB; Peer Leadership activities.

Case Management/Cross Referrals. The collaborative recognizes that this project is a “dimension” of rearing healthy children. The school, community based organizations and county agencies associated with this program historically by policy and practice networked and collaborated to address the needs of the whole child in this community. In this project, other services will refer youth and families in recognition of the need to extend the focus of service and support for a family. The staff who will conduct Project SUCCESS will be trained to recognize and support appropriate referral for additional services. The staff will be trained in the local

policies and procedures for referral to additional services. The Project SUCCESS Prevention Specialist and other staff (i.e., administrators and classroom teachers) will be trained to identify additional service needs for participating youth and their parents.

Adaptations and Modifications. The intention and commitment of the collaborative is to faithfully deliver all prescribed elements of Project SUCCESS and to insure that fidelity is maintained so that accurate evaluation may be accomplished and results optimized. As noted above, the collaborative will draw upon an existing community strength, local youth trained and practicing under a youth development/peer leadership model. Through the work of South Coast Children's Services' Project Horizons, the community has already grown a youth development program that sees trained and inspiring young people engaging peers in activities to build positive self-esteem, provide meaningful community participation. These organized youth are a great asset to ensure that lessons learned from the application of Project SUCCESS will be sustained and applied more extensively in the community. The youth Peer Leaders will become a skilled part of the service delivery of the elements of Project SUCCESS, beginning with school based activities and becoming peer mentors participating with targeted students on an individual basis and also as part to the prevention education series. A growing body of research shows that youth development will enhance program outcomes, particularly in the area of protective factors. Properly trained adult consultation and guidance will assure that fidelity is unaffected. Research also shows that peer leadership and mentorship may improve the willingness of the target population to engage in the elements of a prevention program and thus enhance outcomes. This will be studied and evaluated locally, but again separate from and not affecting the integrity of Project SUCCESS.

D. Implementation

1. Work Plan The Work Plan is included in this proposal as Attachment C.

2. Measurement Indicators

Goal Statement. Through the collaboration of SMCADS, LHPUSD, South Coast Children’s Services and Puente de la Costa Sur, the impact of negative peer pressure and the associated high risk drug use and binge drinking will be reduced for the children living and attending school in the South Coast communities of San Mateo County. In addition, school and community-based prevention and intervention systems will be established in the South Coast communities to support youth in making healthy decisions around high risk drug use and binge drinking.

Indicators of Success	Evaluation Criteria
Reduction in High Risk Use/Binge Drinking	CHKS and Local Survey Data
Increase in Perception of Harm of AOD Use	CHKS and Local Survey Data
Increase in Assets/Resiliency	CHKS, Local Survey and Focus Groups
Increased Community Involvement	Participation in LAB, Parent Workshops, school awareness activities, and other related activities.

Number of Youth to be Served. Fifth through twelfth grade students in LHPUSD will be served by this project. Targeted populations are the students in transition between schools (6th and 9th grades) and students demonstrating risk factors as measured by Individual Assessment conducted by the Project SUCCESS Prevention Specialist. The charts below demonstrate the services available to students and the measurable goals identified as indicators of success for each cohort of students. The implementation of the program is designed to target students at the transition years (6th and 9th grade) and provide a base of prevention education and peer mentoring to support students through the transition. Students requiring additional support to prevent or intervene in high risk drug use and/or binge drinking will be provided additional services and interventions as the need for them is determined.

Project Phase In. All 9th grade students will participate in the Prevention Education Series and Cross-Age Mentoring. Because of the challenges of year 1 implementation and the desire to

provide Prevention Education access to all students, 10th -12th grade students will receive Individual Assessment by Project SUCCESS Prevention Specialist and will participate in an age appropriate Prevention Education Series as needed. After Year One, only 9th grade students and new students will participate in the Prevention Education.

Sixth Grade		
	Program Services	Measurable Outcomes
All Students (36)	Mentoring by 10 th Grade Peer Mentors Peer Health Education	Increase in protective factors/assets based on focus group outcomes
Indicated Students	Staff Referral for Individual Assessment Individual or Small Group Sessions Referral to Additional Services	Referrals are made for 100% of students assessed as in need of additional services

Seventh and Eighth Grades		
	Program Services	Measurable Outcomes
Eighth Grade Students (27)	Peer Health Education (8 th Grade)	Increase in protective factors/assets based on CHKS and local survey data
Indicated Students (7 th & 8 th Grades)	Peer or Staff Referral for Individual Assessment Individual or Small Group Sessions Referral to Additional Services	Referrals are made for 100% of students assessed as in need of additional services

Ninth Grade		
	Program Services	Measurable Outcomes
All Students (25)	Mentoring by 11 th or 12 th Grade Peer Mentors Prevention Education Series Individual Assessment by Prevention Specialist	Increase in protective factors/assets based on CHKS and local survey data
Indicated Students	Individual or Small Group Sessions Referral to Additional Services	Decrease in high risk use/ binge drinking as measured by CHKS.

Tenth Grade		
	Program Services	Measurable Outcomes
All Students (29)	Recruitment and Training for Peer Education and Mentoring Peer Mentorships for 6 th Grade Students	Increase in protective factors/assets based on local survey data

Indicated Students	Prevention Education Series (Year One only) Individual Assessment by Prevention Specialist Individual or Small Group Sessions Referral to Additional Services	Decrease in high risk use/binge drinking as measured by CHKS and local survey data
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Eleventh and Twelfth Grades		
	Program Services	Measurable Outcomes
All Students (55)	Peer Mentorships for 9 th Grade Students Peer Health Educators for 6 th , 7 th , 8 th , 9 th Grade Students Recruiters and Peer Mentor Educators for 10 th Grade Students Service on Youth Advisory Board	Increase in protective factors/assets based on local survey data
Indicated Students (27)	Prevention Education Series (Year One only) Individual Assessment by Prevention Specialist Individual or Small Group Sessions Referral to Additional Services	Decrease in high risk use/binge drinking as measured by CHKS and local survey data

Note: School principals and 5th grade teachers will also be trained in prevention.

Contributions to a Safe and Drug-free Learning Environment. The program will bring education and intervention services directly to the targeted population in LHPUSD. Involvement of youth in the roles of advisor, educator and mentor provides the catalyst to shift school culture and nurture peer leadership with the goal of reducing negative peer pressure. Direct intervention and referral for students and parents requiring more intensive services ensures that the targeted population is provided the appropriate level of intervention to reduce the impact of high risk drug use and binge drinking on the indicated students and on the school environment. Professional development and training of teaching and school staff in the model of Project SUCCESS will embed the model and delivery of services in the culture of the school.

Contributions to Support for Academic Achievement. Due to the interdependent relationship between high-risk drug use and binge drinking and student academic achievement, the academic program will benefit from the model implemented. According to data from the California

Student Survey (CSS), students who are high risk drug users and/or alcohol abusers exhibit the following behaviors which adversely impact the academic program: violence, victimization, absenteeism, failure, drop out and lack of school connectedness. Appropriate Student Assistance Program prevention education and intervention for at-risk students provides the support for youth to reduce school violence, improve school attendance and improve academic achievement.

3. Research

Our project utilizes a Student Assistance Program model that combines Project SUCCESS and Peer Leadership strategies to address the needs of youth. Preliminary to preparing our project design and evaluation plan, we have conducted a review of the research literature to determine which approaches to reducing adolescent students' alcohol consumption have¹ and have not² been shown to be successful nationally. The most promising trends in prevention today are strength-based and developmental assets approaches. For adolescents participating in Project SUCCESS programs, the model's developer documents that such youth: showed a 37% overall decrease in ATOD use compared to non-participant teens; quit ATOD use at a rate of 23% compared to non-participating teens' 5%; reduced use for those not quitting 17% to 26.6% (in mean); and after two years in the program, 33.3% of participants reported no longer using alcohol.³ We plan to utilize peer leadership strategies to enhance the program and draw on the values of the community organizations. Research supports the use of cross age mentoring and peer education which are both strategies to be utilized in the program. A meta-analysis of 120

¹ D. Skiba, J. Monroe & J.S. Wodarski (2000) "Adolescent substance Use: Reviewing the Effectiveness of Prevention Strategies." *Social Work*, Vol. 49, No.3, July 2004, 343-53.

² S.L. West and K.K. O'Neal (2003) Project D.A.R.E. Outcome Effectiveness Revisited, *Social Work*, Vol 94m No. 6 June 2004, 1027-29.

³ Project SUCCESS Fact Sheet (12/02), Student Assistance Services Corporation [email attachment 3/18/07].

studies showed that peer-led programs were more successful than teacher-led programs in preventing drug use.

E. Evaluation

1. Current Data Management Capability

SMCADS has data management capability through its DAISY treatment data system for collection, tracking and reporting of in treatment data. Data from multiple sources was collected through the needs assessments for the Strategic Directions 2010 and Roadmap processes. YLI, the San Mateo County Youth Commission, and other local efforts collect and share data relevant to youth prevention efforts. The Strategic Directions 2010 Steering Committee and Prevention Subcommittee have proven to be effective vehicles for collaboration and data sharing.

Partner Agencies. LHPUSD has systems in place and will be able to provide tracking attendance and dosage across multiple grade levels and program components. South Coast Children's Services has developed an effective system for tracking participation in their program activities as well. LHPUSD will implement CHKS for baseline evaluation data.

2. Preliminary Evaluation Plan (See Attachment D)

3. Data Collection Tools and Measures

The attached Work Plan serves as a guide to measure the degree to which project objectives (process indicators) are achieved. In addition, training, schoolwide activity, LAB and advisory committee agendas; and participant sign-in sheets for events and activities are the main tools used to measure process indicators. Three primary tools will be used to measure longer-term outcome indicators. Local implementation of CHKS in Fall 2007 will provide baseline data on risk behaviors and attitudes as well as general resilience and school connectedness. The CHKS (or a modified version used during off-cycle years) will continue to provide annual aggregate

data on risk behavior and attitude indicators such as binge drinking, and high risk alcohol and other drug use, and general measures of school connected and resilience for the selective population. Brief pre-/post surveys will be used to measure changes in knowledge, risk behaviors, school connectedness and resilience for indicated populations. Locally developed measures will be used to flesh out these pre/post tests for Project SUCCESS and Peer Leadership groups. Finally, archival data will be used to measure some outcomes such as student attendance, suspensions for AOD offenses, and referrals to Puente de la Costa Sur and other agencies. Parent workshop evaluations and focus groups will be used to identify key factors that make groups, activities or workshops successful and valuable to participants. The evaluation plan provides details on measurement indicators, data collection tools and sources, reporting and dissemination.

4. Use of Information from the Evaluation

CHKS indicator data will be monitored with comparisons over time, and shared with the LAB on an annual basis. A brief key findings document with data on key outcome indicators will provide LAB, participants, and the broader community with feedback on the overall progress of the project at baseline, mid-way and end of the project. Focus group data, collected by the stakeholder groups (e.g., YAC for peer leadership activities and PAC for parent workshops) as well as the evaluator, will feed directly into program improvements. Pre-/post survey data for indicated groups will be pooled and analyzed periodically, and shared with the LAB, PAC and YAC.

III. Budget Estimate and Narrative
SMCADS Project Budget Estimate for The South Coast Project

COST CATEGORIES	FISCAL YEAR (FY) ESTIMATES					Total Cost to Project
	Y-1 10-01-07 to 9-30-08	Y-2 10-01-08 to 9-30-09	Y-2 10-01-09 to 9-30-10	Y-2 10-01-11 to 9-30-12	Y-2 10-01-12 to 9-30-13	
SMCADS Administrator (.02 FTE) Judy Davila	In-kind	In-kind	In-kind	In-kind	In-kind	In-kind
Project Supervisor (.05 FTE) Christine O'Kelly	In-kind	In-kind	In-kind	In-kind	In-kind	In-kind
Project Coordinator: Esther Lucas(.25 FTE)	\$ 19,977	\$ 20,164	\$ 20,345	\$ 20,082	\$ 20,235	\$ 100,803
Employee Benefits @36%	\$ 7,192	\$ 7,259	\$ 7,324	\$ 7,230	\$ 7,285	\$ 36,289
Total Personnel Costs	\$ 27,169	\$ 27,423	\$ 27,669	\$ 27,312	\$ 27,520	\$ 137,092
B. TRAVEL EXPENSES						
Travel (In-state)	\$ 824	\$ 824	\$ 824	\$ 824	\$ 824	\$ 4,120
Total Travel Expenses	\$ 824	\$ 824	\$ 824	\$ 824	\$ 824	\$ 4,120
C. OTHER DIRECT COSTS						
Supplies	\$ 632	\$ 424	\$ 195	\$ 528	\$ 334	\$ 2,113
Stipends (youth and parent)	\$ 2,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 26,000
Total Other Direct Costs	\$ 2,632	\$ 6,424	\$ 6,195	\$ 6,528	\$ 6,334	\$ 28,113
D. Indirect costs @ 8%	\$ 2,726	\$ 3,354	\$ 3,337	\$ 3,361	\$ 3,347	\$ 16,125
E. Contractual Services						
Local Education Agency	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 550,000
Local Peer Leadership Provider	\$ 45,599	\$ 49,975	\$ 49,975	\$ 49,975	\$ 49,975	\$ 245,499
Youth Development Training	\$ 800					\$ 800
Project SUCCESS Training	\$ 6,000					\$ 6,000
Peer Leadership Training	\$ 2,250					\$ 2,250

Evaluator	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 110,000
Total Contractual Services	\$ 186,649	\$ 181,975	\$ 181,975	\$ 181,975	\$ 181,975	\$ 914,549
TOTAL BUDGET ESTIMATE ALL CATEGORIES	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 219,999	\$ 1,099,999

SMCADS Project Budget Narrative for The South Coast Project

Budget Item	Budget Narrative
A. Personnel Costs	
SMCADS Administrator, Judy Davila <i>(In-kind)</i>	Ms. Davila is the administrator of San Mateo County Alcohol and Other Drug Services and will direct the project on an in-kind basis. Ms. Davila will serve as the point-of-contact for ADP. She will review project reports and sign project claims.
Human Services Supervisor, Christine O'Kelly 5% <i>(In-kind)</i>	Ms. O'Kelly is a SMCADS Human Services Supervisor. She will supervise the Project Director, Esther Lucas and provide project-related support for 5% FTE on an in-kind basis.
YDP Project Director, Esther Lucas 25% - 22.5% FTE	Ms. Lucas, Human Services Analyst, will be the Project Director on a 25% time basis, to meet the needs of the project. Ms. Lucas will coordinate the collaborative, technical assistance and reporting aspects of the project and will coordinate with the evaluation contractor. The annual FTE for this Human Services Analyst position is \$79,907. An estimated 3% COLA is built into the budget for each successive year and the % FTE decreases slightly each year, from 25% in year 1 to 22.5% in year 5. This is anticipated to be adequate, since we anticipate that the first years will require the more intensive efforts. The Project Coordinator will administer the contracts with the collaborating agencies, coordinate evaluation and program improvement with the evaluator and collaborative partners, convene the Prevention Subcommittee, provide technical assistance to the Local Advisory Board and its Subcommittees, monitor surveys and other report submissions from contractors, maintain project records, and prepare project quarterly reports and claims.
Fringe Benefits	The fringe benefit rate for San Mateo County employees is 36%, and includes OASDI (6%), health

Budget Item	Budget Narrative
	insurance (7.5%), life insurance (.25%), dental insurance (1%), other insurance (e.g., vision) (.75%), worker's compensation (2.25%), and retirement (18%).
B. Travel Expenses	
In-State Travel	A total of \$824 per year is projected for in-state project-related travel each year. Local travel expenses/mileage reimbursement to South Coast locations for once per month project-related meetings, and two trips to Sacramento per year for grant-related meetings is currently budgeted at the county reimbursement rate of .485 cents per mile, which aligns with the IRS rate (subject to change). Estimated hotel and meal costs for the two statewide meetings are built into the travel line item.
C. Other Direct Costs	
Supplies	Supply costs are budgeted to offset costs for paper, printer cartridges, storage files and other office supplies necessary to the reporting and record-keeping functions of the SMCADS office.
Stipends	Stipends are budgeted in years 2-5 for Youth Peer Leaders (10 youth @ \$500 each per year) and Parent Leaders/Advocates (2 parents @ \$500 each per year). Youth Peer Leaders and Parent Advocates will receive stipends through their participation with an approval/recommendation process through the Local Advisory Board.
D. Indirect Costs	
Indirect Costs	The indirect cost rate is calculated as 8% of personnel (salaries and fringe), travel, and other direct costs. This rate is applied for overhead expenses, fiscal and claiming support related to the grant.
E. Contractual Services	
Local Education Agency	The Local Education Agency will be responsible for the implementation of Project SUCCESS in the La Honda Pescadero Unified School District. A subcontract will be developed for \$110,000 per year. A separate budget and line item narrative is included in this proposal.
Local Peer Leadership Provider	A local nonprofit community-based organization will implement the Peer Leadership components of the project. A subcontract will be developed reflecting \$49,000 in year one and \$50,000 in successive years. A separate budget and line item narrative is included in this proposal.
Youth Development Training	A subcontract will be developed with a local training organization for the Youth Development Training in year one. The anticipated amount is \$800 (8 hours @ \$100 per hour).
Project SUCCESS Training	A subcontract will be developed with the Project SUCCESS trainer. The training will be implemented in year one. The costs will include \$1,300 per day for a 3 day training; airfare, hotel, meals and car rental for one trainer, and materials.
Peer Leadership Training	A subcontract will be developed with a local Peer Leadership training organization. The cost is \$225 per trainee for a 2 day training tailored to local needs.
Evaluation	A subcontract will be developed for evaluation services reflecting \$22,000 per project year which is within the required 10% - 15%.

Proposed School District Partner (Subcontractor) Budget Estimate

COST CATEGORY	BUDGET YEAR ESTIMATES					TOTAL COST TO PROJECT
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
A. PERSONNEL COSTS						
Prevention Specialist (\$300/day @187 days/year)	\$56,100.00					\$56,100.00
Prevention Specialist (\$306/day @187 days/year)		\$57,222.00				
Prevention Specialist (\$312/day @187 days/year)			\$58,344.00			
Prevention Specialist (\$318.24/day @187/yr)				\$59,511.00		
Prevention Specialist (\$324.60/day @187 days/year)					\$60,700.00	\$60,700.00
Project Supervisor (\$423/day @36 days/year)	\$15,228.00	\$15,228.00	\$15,228.00	\$15,228	\$15,228.00	\$76,140.00
Benefits 33%	\$23,538.00	\$23,909.00	\$24,279.00	\$24,664.00	\$25,056.00	\$121,446.00
Substitute Teachers (\$120/day @14 days)	\$1,680.00					\$1,680.00
Substitute Teachers (\$120/day @4 days)			\$480.00			\$480.00
Total Personnel Costs	\$96,546	\$96,359	\$98,331	\$99,403	\$100,984	\$491,623
B. TRAVEL EXPENSES						
Mileage travel to monthly Prevention meetings at county offices 10 meetings @ 70 miles/mtg @\$.45/mile	\$315.00	\$315.00	\$315.00	\$315.00	\$315.00	\$1,575.00
3-day training@ 2 people @70 miles/day@\$.45/mile	\$190.00					\$190.00
Travel between schools @ 10 miles/week@36 weeks	\$162.00	\$162.00	\$162.00	\$162.00	\$162.00	\$810.00
Total Travel Expenses	\$667.00	\$477.00	\$477.00	\$477.00	\$477.00	\$2,575.00
C. OTHER DIRECT COSTS						
1 personal computer @\$2500.00	\$2,500.00					\$2,500.00

Alternate year CHKS \$.50/student at 120 students plus reports @\$150.00+ raw data @\$50.00 + Module G @ \$150		\$410.00		\$410.00		\$820.00
Office supplies and materials	\$1,388.00	\$1,856.00	\$1,850.00	\$1,000.00 \$400.00	\$391.00	\$6,485.00
Postage for school mailings and activities	\$751.00	\$750.00	\$750.00			\$2,651.00
Peer Health Education Materials		\$2,000.00	\$444.00	\$162.00		\$2,606.00
Total Other Direct Costs	\$4,639.00	\$5,016.00	\$3,044.00	\$1,972.00	\$391.00	\$15,062.00
E. INDIRECT COSTS						
Total Indirect Costs @ 8%	\$8,148.00	\$8,148.00	\$8,148.00	\$8,148.00	\$8,148.00	\$40,740.00
						-
	-	-	-	-	-	-
TOTAL BUDGET ESTIMATE ALL CATEGORIES	\$110,000.00	\$110,000.00	\$110,000.00	\$110,000.00	\$110,000.00	\$550,000.00

Proposed School District Partner (Subcontractor) Budget Narrative

Budget Item	Budget Narrative
A. Personnel Costs	
Prevention Specialist	A 1.0 FTE Prevention Specialist will be recruited and hired to implement Project SUCCESS components including but not limited to Prevention Education, Individual Assessments, Small and Individual Sessions, Parent Workshops and Referrals to Additional Services. The annual FTE for this Prevention Specialist is \$56,000 for a 187 day contract with an estimated 2% COLA built in for each successive year.
Project Supervisor	Amy Wooliever, Principal of Pescadero High School will provide supervision of the Prevention Specialist and monitor program at the site levels coordinating with the other two schools in the district. She will serve in a .17 FTE capacity each year or 1 day per week for the duration of the school year (36 weeks). Ms. Wooliever is currently a .5 FTE employee at the La Honda-Pescadero Unified School District and has been a Principal for 11 years and no COLA is expected over the next five years.
Substitute Teachers	Substitute teachers will be utilized in Yr1 and Yr 3 to provide training and planning days for 5 th grade-12 th grade teachers. Training will be provided in the Project SUCCESS model and Youth Development strategies. A total of 14 days are planned at \$120.00 per day year 1 and 4 days at Year 2 to send new hires to any follow-up sessions.
Fringe Benefits	The fringe benefit rate for La Honda-Pescadero Unified School District employees is 33%.
B. Travel Expenses	
In-State Travel	A total of \$2575.00 is projected for in-state project-related travel over five years. Local travel expenses/mileage reimbursement to monthly county prevention meetings, a 3-day Year 1 training session in Project SUCCESS and travel between the three district schools for the Prevention Specialist is included. The district reimbursement rate is \$.45/mile.
C. Other Direct Costs	
Computer	A laptop computer and case for the Prevention Specialist with accompanying

Budget Item	Budget Narrative
	software and licenses as necessary. The computer will be connected to the district data system and will be used to track participation, communicate with outside agencies as well as parents and community members, keep up to date with the latest research and deliver presentations to stakeholders.
California Healthy Kids Survey (CHKS)	The CHKS will be administered in the off-year administration to gather data necessary to complete evaluation plan. LHPUSD will provide in-kind payment of the traditional testing cycle.
Supplies	Supply costs are budgeted to offset costs for paper, printer cartridges, storage files and other office supplies necessary to the reporting and record-keeping functions of LHPUSD.
Postage	Postage costs are budgeted to offset costs for communication to stakeholders of the Project SUCCESS program. All correspondence will be mailed directly to parents, students and community members.
Peer Health Materials	Peer Health curriculum will be researched and implemented as a collaborative effort between peer educators and middle school staff. Materials including pamphlets, books, journals and health presentation materials will be purchased to enhance the peer health education curriculum. The largest cost will be Yr2 when the curriculum is implemented @ \$2000. Successive year costs are downsized to \$444, \$162 and \$391 respectively to account for missing materials, consumables and new components.
D. Indirect Costs	
Indirect Costs	The indirect cost rate is calculated as 8% of personnel (salaries and fringe), travel, and other direct costs. This rate is applied for overhead expenses, fiscal and claiming support related to the grant.

Local Community Organization (Peer Leadership Subcontractor) Budget

COST CATEGORIES	10/07 - 9/08	10/08-9/09	10/09-9/10	10/10-9/11	10/11-9/12
	Year 1	Year 2	Year 3	Year 4	Year 5
A. PERSONNEL COSTS					
Executive Director	\$ 3,640	\$ 3,640	\$ 3,640	\$ 3,640	\$ 3,640
Youth Development Specialist (YDS)	\$ 19,500	\$ 26,000	\$ 26,000	\$ 26,000	\$ 26,000
Benefits	\$ 3,240	\$ 4,150	\$ 4,150	\$ 4,150	\$ 4,150
Total Personnel Costs	\$ 26,380	\$ 33,790	\$ 33,790	\$ 33,790	\$ 33,790
B. TRAVEL EXPENSES					
Travel (Staff Mileage)	\$ 582	\$ 582	\$ 582	\$ 582	\$ 582
Participant Transportation	\$ 2,398	\$ 2,398	\$ 2,398	\$ 2,398	\$ 2,398
Total Travel Expenses	\$ 2,980	\$ 2,980	\$ 2,980	\$ 2,980	\$ 2,980
C. OTHER DIRECT COSTS					
Office Supplies	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300
Printing/Duplicating	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300
Insurance	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
Food	\$ 1,260	\$ 1,560	\$ 1,560	\$ 1,560	\$ 1,560
Equipment and Repairs	\$ 3,400	\$ 100	\$ 100	\$ 100	\$ 100
Program Supplies	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600
Promotional Items	\$ 724	\$ 532	\$ 532	\$ 532	\$ 532
YAC/Peer Leadership activities/events	\$ 900	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Total Other Direct Costs	\$ 9,884	\$ 6,992	\$ 6,992	\$ 6,992	\$ 6,992
D. INDIRECT COSTS					
Total Indirect Costs @ 8%	\$ 3,139	\$ 3,501	\$ 3,501	\$ 3,501	\$ 3,501
E. CONTRACTUAL SERVICES					
Audit and Fiscal Costs	\$ 3,216	\$ 2,712	\$ 2,712	\$ 2,712	\$ 2,712
Total Contractual Services	\$ 3,216	\$ 2,712	\$ 2,712	\$ 2,712	\$ 2,712

TOTAL BUDGET ALL CATEGORIES \$ 45,599 \$ 49,975 \$ 49,975 \$ 49,975 \$ 49,975

Local Community Organization Budget Narrative

Budget Item	Budget Narrative
A. Personnel Costs	
Executive Director: 2 hours per week @\$35/hr.	The Executive Director will hire and supervise the Youth Development Specialist.
Youth Development Specialist .5 FTE (\$52,000 x .5)	Responsible for all Peer Leadership programming; recruiting and providing guidance to Peer Leaders; providing ongoing coordination with the school staff and Prevention Specialist; providing Peer Leadership training after year 1, assuring data collection and reporting on Peer Leadership program components is completed. It is estimated that the Youth Development Specialist will be hired at the beginning of January, 2008, after finalization of subcontract and recruitment activities.
Fringe Benefits @ 14%	The fringe benefit rate for this community-based organization is 14%.
B. Travel Expenses	
Staff Mileage (in-state)	A total of \$582 per year is projected for in-state project-related staff travel for the Youth Development Specialist and Executive Director each year. Local travel expenses/mileage reimbursement from the South Coast location to county convened project-related meetings is estimated at 100 miles per month at the reimbursement rate (currently .485 cents per mile), which aligns with the county and IRS rate (subject to change).
Participant Transportation & Travel	The community-based organization has a van which will be used to transport Peer Leadership participants. An estimated 3,440 local miles includes transportation within the South Coast community and to other locations as appropriate to the scope and objectives of the project. Transportation to two conferences in Sacramento is calculated at an additional total of 400 miles plus hotel and meals for 4 people. The reimbursement rate used is currently .485 cents per mile which aligns with the county and IRS rate (subject to change).
C. Other Direct Costs	

Budget Item	Budget Narrative
Office Supplies	Supply costs are estimated at an average of \$25 per month.
Printing and duplicating	Printing and duplicating costs are estimated at an average of \$25 per month.
Insurance	General Liability and Vehicle Insurance for this project @ \$2,400 annually
Food	2 meetings per month x \$50 per meeting; conference meals @ \$30/day: 3 days for 4 people
Equipment & Repairs	Year 1 purchase of Peer Presentation Equipment: \$900 powerpoint projector; \$200 screen; \$1,500 laptop; \$400 software; \$300 flash drives (10); \$100 shipping/handling. Years 2-5 \$100 annually for needed repairs.
Program Supplies	Estimated at \$50/month for 12 months.
Promotional Items	2 dozen t-shirts for Peer Leaders @ \$16 per shirt in year 1; 1 dozen shirts per year for years 2-5; 12 different informational pamphlets on alcohol and binge drinking @ \$34 per 100 pamphlets.
YAC/Peer Leadership Activities/Events	YAC will provide oversight for this small budget for promoting, developing and implementing awareness and leadership activities.
D. Indirect Costs	
Indirect Costs	The indirect cost rate is calculated as 8% of personnel (salaries and fringe), travel, and other direct costs.
E. Contractual Services	
Audit and fiscal costs	\$42/hour x 4 hours/month x 12 months for accounting services (year one – set up) and 3 hours/month for years 2-5. 50% of annual audit costs for years 1-5.

Assurances

As the duly authorized representative of the applicant, I assure that the:

1. Applicant has the legal authority to apply for federal assistance, and the institutional, managerial, and financial capability to ensure proper planning, management, and completion of the project described in this application.
2. Programs/activities will foster safe and drug-free learning environments.
3. Programs/activities will help individuals choose to forego or quit the use of alcohol, tobacco, and other drugs.
4. Drug and violence prevention programs supported by under this grant will convey a clear and consistent message that acts of violence and the illegal use of alcohol, tobacco, and other drugs are wrong and harmful.
5. Programs/activities, as implemented, will meet Principles of Effectiveness. Programs/activities are:
 - a) Based on an assessment of objective data regarding the incidence of violence and illegal drug use in the communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use that is based on ongoing local assessment or evaluation activities;
 - b) Based on an established set of performance measures aimed at ensuring that the communities to be served by the program have a safe, orderly, and drug-free environment;
 - c) Based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use;
 - d) Based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, protective factors, buffers, assets, or other variables in communities in the state identified through scientifically based research; and
 - e) Include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.
6. Programs/activities will undergo periodic evaluations to assess their progress toward reducing violence and illegal drug use. The results will be used to refine, improve, and strengthen the program, and to refine the performance measures, and will also be made available to the public.
7. Control of funds provided under this program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, or organization, or an Indian tribe.
8. A public agency, nonprofit private agency, institution, organization, or Indian tribe will administer those funds and property to the extent required by authorizing law.
9. Applicant will adopt and use proper methods of administering the programs/activities including:

- a) The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
 - b) The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and
 - c) The adoption of written procedures for the receipt and resolution of complaints *alleging violations of law in the administration of programs.*
10. Funds received under this grant program will be used to supplement, not supplant, non-federal funds.
 11. Funds will not duplicate the efforts of the California Department of Education and local educational agencies with regard to provision of school-based drug and violence prevention activities.
 12. Applicant will comply with all requirements imposed by the Department of Alcohol and Drug Programs concerning special requirements of law, program requirements, and other administrative requirements.
 13. The program will be administered in accordance with all applicable statutes, regulations, program plans, and applications (20 USC § 7846 (a)(4) and 34 CFR §76.700). The applicant will comply with all applicable requirements of all other federal laws, executive orders, regulations, and policies governing this program.
 14. Applicant will cooperate in carrying out evaluations of the program by or for the Secretary of the Department of Education or other federal officials (20 USC §7846 (a)(4) and 34 CFR §76.591).
 15. Applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, funds paid to the applicant under the program (34 CFR 76.702).
 16. Applicant will submit such reports and will maintain such records as the Department of Alcohol and Drug Programs may require, including the amount of funds under the grant, how the funds are used, the total cost of the project, the share of that cost provided from other sources, and any other records that demonstrate compliance with the program requirements (34 CFR Section 76.730.)
 17. Applicant afforded a reasonable opportunity for public comment on the application and considered such comments (20 USC Section 7846 (a)(7)).
 18. Applicant will give the United States Department of Education, the Comptroller General of the United States, the Department of Alcohol and Drug Programs, and if appropriate, the state auditor, through any authorized representative, access to and right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directive.
 19. Applicant will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or

organizational conflict of interest, or personal gain.

20. Applicant will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
21. Applicant will comply with all state requirements relating to nondiscrimination: During the performance of this agreement, grantee and any subawardees shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (cancer), age (over 40), marital status, and denial of family care leave. Grantee and subawardees shall ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Grantee and subawardees shall comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12990 (a-f) et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 1, Section 7285 et seq.). The applicable regulations of the Fair Employment Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part hereof, as if set forth in full. Grantee and its subawardees shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.

Applicant will comply with all federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title IV of the Civil Rights Act of 1964 (P.L. 88-352), which prohibits discrimination on the basis of race, color or national origin; (b) Title (X) of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age, (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to non-discrimination in the sale, rental, or financing of housing; (i) any other nondiscrimination provision in the specific statute(s) under which application for federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to this application.

Applicant shall include the nondiscrimination and compliance provisions of this clause in all subawards to provide services or perform work under this Agreement.

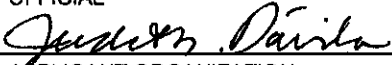
Applicant will post, and further will require its subawardees to post, in conspicuous places, notices available to all employees and applicants for employment setting forth the provisions of the Equal Opportunity Act [42 USC 2000(e)] in conformance with Federal Executive Order No. 11246.

Under the laws of the State of California that Applicant and its subawardees shall not unlawfully discriminate in the provision of services because of race, color, creed,

national origin, sex, age, or physical or mental disability as provided by state and federal law and in accordance with Title VI of the Civil Rights Act of 1964 [42 USC 2000(d)]; Age Discrimination Act of 1975 (42 USC 6101); Rehabilitation Act of 1973 (29 USC 794); Education Amendments of 1972 (20 USC 1681); Americans with Disabilities Act of 1990 (42 USC 12132); Title 45, CFR, Part 84; provisions of the Fair Employment and Housing Act (Government Code Section 12900 et seq.); and regulations promulgated thereunder (Title 2, CCR, Section 7285.0 et seq.); Title 2, Division 3, Article 9.5 of the Government Code, commencing with Section 11135; and Title 9, Division 4, Chapter 6 of the CCR, commencing with Section 10800.

Applicant shall include nondiscrimination and compliance provisions in all subawards. Applicant shall establish written procedures under which service participants are informed of their rights including their right to file a complaint alleging discrimination or a violation of their civil rights. Participants in programs funded hereunder shall be provided a copy of their rights that shall include the right of appeal and the right to be free from sexual harassment and sexual contact by members of the treatment, recovery, advisory, or consultant staff.

22. Applicant will comply with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds.
23. Applicant will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO11738; (c) protection to wetland pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.) (f) conformity of Federal action to State (Clean Air) Implementation Plans under Section 176 (c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
24. Applicant will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
25. Applicant will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Alcohol and Drug Services Administrator
APPLICANT ORGANIZATION County of San Mateo Alcohol and Other Drug Services	DATE SUBMITTED July 12, 2007

Certifications

Certification — Debarment, Suspension, and Other Responsibility Matters

The applicant and subrecipients must not make any award or permit any award (subgrant or contract) at any tier to any party which is debarred or suspended or is otherwise excluded from or ineligible for participation in federal assistance programs (34 CFR §85, App. B).

- A. As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that neither the applicant nor its principals:
- is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.
 - has, within a three-year period preceding this application, been convicted of, or had an adverse civil judgment entered in connection with, fraud or other criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
 - is presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated above, and
 - has, within a three-year period preceding this application, had one or more public transactions (federal, state or local) terminated for cause or default;
- B. If you are unable to certify to any of the statements in this certification, you must attach an explanation to this application.
- C. The applicant agrees by submitting this proposal that it will include, without modification, the clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions" in all lower tier covered transaction (i.e., subcontracts for financial assistance and subcontracts for goods and services) in accordance with 34 CFR §85 App. B. That clause reads: "(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal."

Certification—Drug -Free Workplace

This certification is required under the laws of the State of California implementing the Drug-Free Workplace Act of 1990 (California Government Code Section 8350 et seq.). The regulations require certification by grantees, prior to award, that they will maintain a

drug-free workplace.

As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that the applicant will provide a drug-free workplace by:

- A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- B. Establishing a drug-free awareness program to inform employees about—
 - the dangers of drug abuse in the workplace,
 - the grantee's policy of maintaining a drug-free workplace,
 - any available drug counseling, rehabilitation, and employee assistance programs, and
 - the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- C. Making it a requirement that each employee to be engaged in the performance of the grant will—
 - receive a copy of the agency's drug-free workplace policy statement; and
 - agree to abide by the terms of the statement as a condition of employment under the grant.

Failure to comply with these requirements may result in the suspension of payments under the agreement or termination of the agreement, or both, and grantee, subcontractor, or subcontractor may be ineligible for award of any future state agreements if the Department of Alcohol and Drug Programs determines that the grantee or subawardee has made a false certification, or violated the certification by failing to carry out the requirements as noted above.

Certification –Lobbying Activities

As required by 34 CFR Part 83, as the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that:

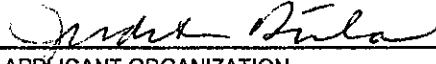
- A. No federal appropriated funds have been paid or will be paid, by or on behalf of the applicant, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress in connection with the awarding of any federal contract, the making of any federal loan, the entering into of any cooperative agreement, or modification of any federal contract, grant, loan, or cooperative agreement;
- B. If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the applicant will submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in

accordance with its instructions;

- C. The applicant will require that the language of this certification be included in the award documents for all subcontracts at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all subrecipients will certify and disclose accordingly.

Certification –General Terms and Conditions

It is understood and agreed by the Project Director and the Authorizing Official that any grant received as a result of this application is subject to the Safe and Drug Free Schools and Communities County Grant Program General Terms and Conditions, incorporated here by reference, and available on-line at <http://www.adp.ca.gov/Prevention/sdfsc.shtml>.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Alcohol and Drug Services Administrator
APPLICANT ORGANIZATION County of San Mateo Alcohol and Other Drug Services	DATE SUBMITTED July 12, 2007

Attachments

Attachment A: Organizational Chart

Attachment B: Logic Model Graphic

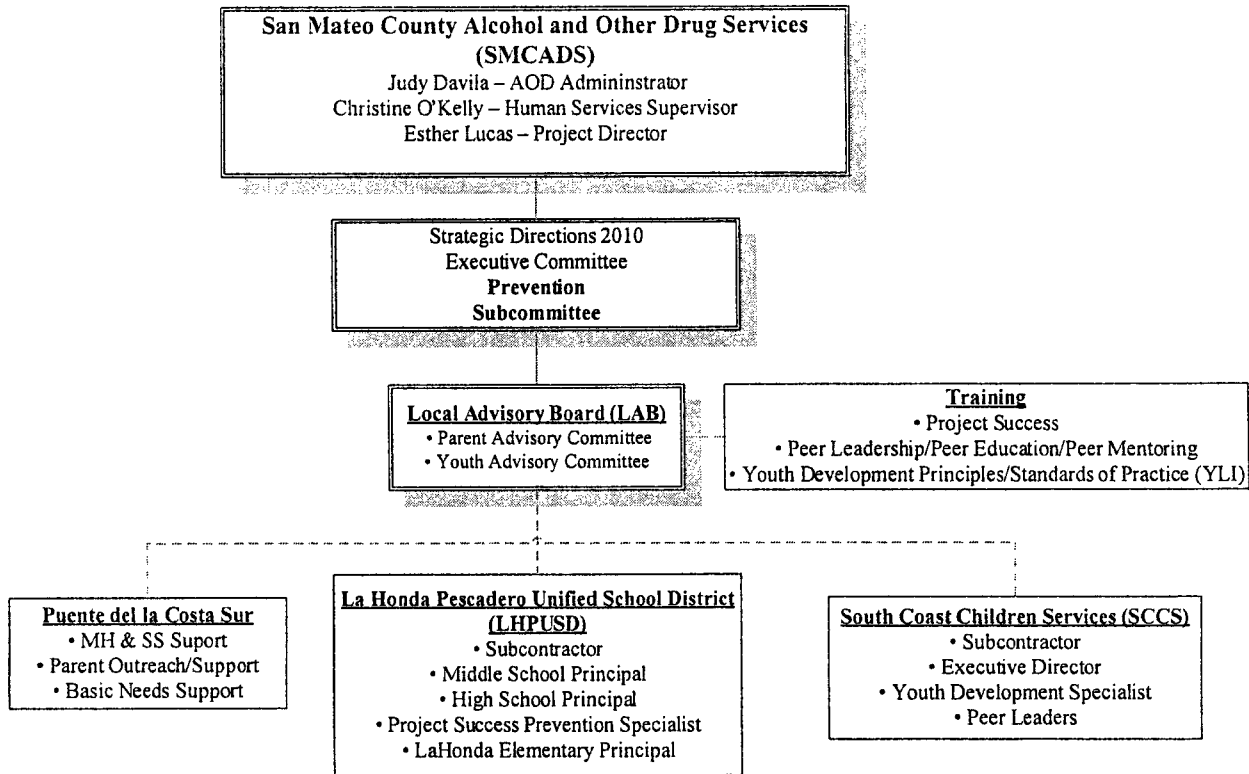
Attachment C: Work Plan

Attachment D: Preliminary Evaluation Plan

Attachment E: Collaboration Letters

Attachment A: Organizational Chart

THE SOUTH COAST PROJECT



Attachment B: Logic Model Graphic

Logic Model

The Logic Model provides a visual representation of the overall theory of change and predicted short-term, intermediate, and long-term outcome measures.

Safe and Drug-Free Schools and Communities

<p>Identified Problem or Need (supported by data) High risk use and binge drinking among youth in an isolated coastal community.</p>	<p>Contributing Factors</p> <ol style="list-style-type: none"> 1. Community Culture That Supports AOD Use & Abuse 2. Rural Isolation Limits Healthy Social Opportunities & Activities 3. Gaps in Continuum of Prevention, Intervention, Treatment and Recovery
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GOALS	RESOURCES	STRATEGIES	EXPECTED OUTCOMES			MEASUREMENT INDICATORS (How will we know what happened?)
			SHORT- TERM End of 1 st Year	INTERMEDIATE End of 3 rd Year	LONG-TERM End of Project/Beyond	
Goal 1: To reduce peer pressure to engage in high-risk use and binge drinking						
	<p>Pre-existing collaboration and support for this project of LEA, CBOs, SMCADS</p> <p>Community support and capacity for youth development strategies</p> <p>School administration and staff support to host and oversee prevention programs on district campuses. Capacity for incorporating Project</p>	<p>Implement peer leadership strategies</p>	<p>School staff trained on youth development</p> <p>CHKS implemented; local assessment measures developed and baseline established.</p> <p>Peer Leaders recruited and trained; Small Group Mentoring Implemented with Transition Group Youth (5th to 6th and 8th to 9th graders.</p> <p>Peer Leaders Implement</p>	<p>All peer leadership program components implemented annually. (Peer Leaders begin to conduct health education for 6th and 8th grade students in year 2).</p> <p>CHKS and local data collection is fully implemented and continuous quality improvement is based on data analysis.</p> <p>Increase in</p>	<p>CHKS and local data collection process continues and is part of school year routine.</p> <p>Peer leadership program components are embedded in and integral to school & community culture.</p> <p>Increase in protective factors reflected in CHKS, focus group and local survey data.</p> <p>Perception that alcohol</p>	<p>Process data on training and program implementation efforts (completion)</p> <p>Participant sign-in sheets for events and activities (dosage)</p> <p>CHKS and Local Survey data baseline and comparison analysis for perception of harm, resilience (assets, skills and knowledge), onset of use and 30 day use measures; youth-led focus groups will be utilized with sixth grade participants.</p>

	<p>SUCCESS model into district schools.</p> <p>Athletics program provides positive opportunities for youth and community.</p>		<p>School-wide Activities</p>	<p>connectedness & positive relationships.</p> <p>Increase in participants' knowledge of where to go for help.</p> <p>Increase in knowledge of health-related information.</p>	<p>is harmful to increase 10% in indicated population and 5% in selected population.</p> <p>Onset of first use is delayed.</p> <p>Increase in self-referrals to Project SUCCESS services.</p>	
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Goal 2: To reduce high-risk use and binge drinking among targeted youth.

<p>Collaboration of LEA, CBOs, SMCADS</p> <p>Prior youth-led strategies have generated youth concern for their peers who use AOD</p> <p>School administration and staff recognize need for and support development and implementation of proposed program design</p> <p>Community awareness of need for local treatment options</p> <p>Sheriff's Diversion Program (9 mos.)</p>	<p>Implement Project SUCCESS Student Assistance Program Model.</p>	<p>Local Advisory Board, with youth and parent sub-committee members recruited and convened.</p> <p>Project SUCCESS Prevention Specialist hired; Project SUCCESS Training completed.</p> <p>CHKS implemented; local assessment measures developed and baseline established.</p> <p>Project SUCCESS service implementation begun according to year 1 timeline.</p>	<p>Project Success (all components) in full operation annually.</p> <p>School and district policies are clearly stated and in alignment with goals and objectives of project.</p> <p>CHKS and local data collection is fully implemented and continuous quality improvement is based on data analysis.</p> <p>Local Advisory Board, Youth and Parent Advisory Committees actively provide project oversight and recruit new membership.</p> <p>Self referrals to Project SUCCESS services increase.</p> <p>Parent workshops</p>	<p>Project Success is embedded in the school district as valuable and integral to school culture.</p> <p>Self-reported 30 day alcohol and other drug use to decrease 10% in indicated and 5% in selected population.</p> <p>Self-reported binge drinking and high risk use indicators decrease 10% for indicated and 5% for selected population</p> <p>Local Advisory Board, based on local assessment, initiates or supports community and/or County generated norm-change efforts.</p>	<p>Process data on training and program implementation efforts (completion)</p> <p>Participant sign-in sheets for events and activities (dosage)</p> <p>CHKS and Local Survey data baseline and comparison analysis for self-reported use; binge drinking/high risk use indicators.</p> <p>Community capacity and readiness measured through consistent Local Advisory Board youth and other stakeholder group participation progress on involving key segments of the community; efforts (or progress toward) to change community norms around alcohol use (e.g. at fundraising events; social host policies, etc.); connection to countywide efforts.</p>
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				increase attendance; generate parent involvement in Local Advisory Board.		
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Attachment C: Work Plan

SDFSC Work Plan Format
Years 1 through 5
County Name: San Mateo County

The South Coast Project
Year 1 (October 1, 2007-September 30, 2008)

Complete Program Preparation Activities (Pre-Goal year 1 only)			
Objective: Complete subcontracting			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Meet with subcontractors to review scope of work	SMCADS	October 1, 2007	December 31, 2007
Create contracts	SMCADS	October 1, 2007	December 31, 2007
Approve and sign contracts in accordance with board policies	South Coast Children's Services (SCCS) and La Honda-Pescadero USD (LHPUSD)	October 1, 2007	December 31, 2007
Objective: Recruit and Hire Program Staff			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Determine job qualifications and develop job descriptions for program staff positions	SMCADS	October 1, 2007	December 31, 2007
Recruit for positions	SMCADS, SCCS and LHPUSD	October 1, 2007	December 31, 2007
Hire qualified personnel in accordance with hiring practices of subcontractors	SMCADS, SCCS and LHPUSD	October 1, 2007	December 31, 2007

Objective: Identify Peer Leadership Group			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Develop roles and responsibilities of Youth Advisory Committee	SCCS	October 1, 2007	December 31, 2007
Identify and recruit Youth Advisory Committee Members	SCCS	October 1, 2007	December 31, 2007
Objective: Review School Policies			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Review and align middle school policies around drug and alcohol use	PHS and PMS Principals	October 1, 2007	December 31, 2007
Review LHPUSD Board policies around drug and alcohol use	PHS Principal and LHPUSD Supt	October 1, 2007	December 31, 2007
Recommend changes to handbooks or board policies to LHPUSD Board of Trustees and Parent Advisory Board	PHS Principal and LHPUSD Supt	October 1, 2007	December 31, 2007
Objective: Convene Local Advisory Board			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Identify parents for Parent Advisory Committee	PHS Principal and Prevention Specialist	October 1, 2007	December 31, 2007
Hold initial meeting of the Local Advisory Board	Prevention Specialist	January 1, 2008	January 31, 2008
Determine meeting schedule and yearly goals	LAB and PS	January 1, 2008	January 31, 2008
Review Evaluation Plan	LAB	March 1, 2008	June 30, 2008
Objective: Provide Youth Development Training (Orientation) for the Staff			

Activities to meet Objectives	Responsible Party	Start Date	End Date
Contract with Youth Leadership Institute to conduct training for all staff during staff development days	SMCADS	December 31, 2007	March 1, 2008
Schedule training with high school and middle school staff	SMCADS and PHS and PMS Principals	December 31, 2007	March 1, 2008
Conduct follow up with staff to determine future needs	SMCADS and PHS and PMS Principals	December 31, 2007	March 1, 2008
Objective: Provide Project SUCCESS Training (all staff first day, key staff days 2-3)			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Contract with Project Success trainers to conduct local 3-day training for all staff (first day only) and key program staff (all 3 days).	SMCADS	October 1, 2007	December 31, 2007
Schedule training with high school and middle school staff.	SMCADS and PHS and PMS Principals	October 1, 2007	December 31, 2007
Secure substitute teachers as needed	PHS and PMS Principals	October 1, 2007	December 31, 2007
Conduct training	Project SUCCESS	January 31, 2008	March 1, 2008
Conduct follow up session with staff to determine future needs	PS	March 1, 2008	June 1, 2008
Objective: Implement Peer Leadership/Mentor Training			

Activities to meet Objectives	Responsible Party	Start Date	End Date
Contract with peer leadership trainers from Peer Resource Training of San Francisco Conduct training for Peer Leaders Conduct follow up session with Peer Leaders to determine future training needs	SMCADS SMCADS SCCS and PHS Principal	December 31 2007 December 31 2007 December 31 2007	March 1, 2008 March 1, 2008 March 1, 2008
Goal 1: Reduce Negative Peer Pressure to Engage in High Risk Use and Binge Drinking			
Objective 1.1: Peer Leaders Establish Baseline for Pre- and Post-Test (Spring)			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Review and select assessment instrument for measuring school connectedness and factors of resiliency to peer pressure Implement CHKS in 5 th , 7 th , 9 th and 11 th grade Develop assessment calendar for pre and post test of school connectedness/resiliency measure Implement baseline testing for school connectedness/resiliency	Youth Advisory Committee (YAC) Youth Development Specialist (YDS) YAC YAC and SCCS	March 1, 2008 October 1, 2007 March 1, 2008 March 1, 2008	June 15, 2008 December 31, 2007 June 15, 2008 June 15, 2008
Objective 1.2: Peer Leaders Implement a School-wide Activity (e.g.) Youth Development Week			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Select event Develop event timeline	YAC, Youth Development Specialist (YDS)	March 1, 2008 March 1,	June 15, 2008 June 15,

Develop event budget	YAC, YDS	2008 March 1, 2008	2008 June 15, 2008
Plan and implement event	YAC, YDS	March 1, 2008	June 15, 2008
Self-assess and document success and challenges of events	YAC, YDS	March 1, 2008	June 15, 2008
Objective 1.3: Peer Leaders Offer Small Group Mentoring for Transition Group Youth (5th to 6th graders and 8th to 9th Graders). Spring and Fall Semesters			
Identify and recruit peer mentors	YAC, YDS	January 1, 2008	January 31, 2008
Train peer mentors in mentoring techniques	YDS	February 1, 2008	March 1, 2008
Assess individual needs of transition group youth to best match mentors with mentees	YDS, PHS Principal, PES/PMS Principal	March 1, 2008	April 1, 2008
Determine groupings and mentor assignment	YDS	March 1, 2008	April 1, 2008
Conduct small group mentoring for transition youth	Peer mentors, YDS	May 1, 2008	October 1, 2008
Goal 2: Reduce High Risk Drug Use and Binge Drinking			
Objective 2.1: Commence Project SUCCESS Components: Ninth Grade Prevention Education (3 groups, 8 sessions of 10-12 students)			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Purchase Project Success curriculum	Prevention Specialist (PS)	October 1, 2007	December 31, 2007
Develop implementation schedule	PS	February 1, 2008	February 28, 2008
Conduct 3 groups of Prevention Education for 8 sessions each (pull out from State Requirement Course)	PS	March 1, 2008	June 15, 2008

Objective 2.2: Commence Parent Workshops (Four including the Kickoff)			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Solicit input from Parent Advisory Committee (PAC)	PES and PHS Principal	October 1, 2007	January 31, 2008
Plan and implement kickoff parent event	PS, PAC	October 1, 2007	January 31, 2008
Select locations and set schedule for three parent workshops	PS, PAC	January 31, 2008	February 1, 2008
Promote parent workshop series	PAC	February 1, 2008	March 1, 2008
Hold Parent Workshop #1	PS, PAC	March 1, 2008	March 31, 2008
Hold Parent Workshop #2	PS, PAC	April 1, 2008	April 30, 2008
Hold Parent Workshop #3	PS, PAC	May 1, 2008	May 31, 2008
Solicit feedback from parent	PS, PAC	March 1, 2008	May 31, 2008
Generate list of successful factors to guide future Parent Workshops	PS, PAC	May 31, 2008	June 30, 2008
Objective 2.3: Assess 11th, 10th, and 9th graders, with priority for indicated students and Small Group Follow-up			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Individually assess 11 th grade students using Project Success Assessment (45 minutes/student @39 students is 28.5 hours)	PS	March 1, 2008	March 31, 2008
Individually assess 10 th grade students using Project SUCCESS Assessment (22 hours)	PS	April 1, 2008	April 30, 2008

Individually assess 9 th grade students (18 hours) Initiate small group sessions as indicated	PS PS	May 1, 2008 May 1, 2008	May 31, 2008 October 1, 2008
Objective 2.4: Commence Individual and Small Group Sessions for indicated middle school students			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Attend weekly CARE (Local Student Study Team) Meetings of middle school staff	PS	January 31, 2008	October 1, 2008
Individually Assess middle school students as indicated through the CARE Team process	PS	March 31, 2008	September 30, 2008
Commence Individual and Small Group Sessions for indicated students	PS	March 31, 2008	September 30, 2008
Objective 2.5: Orient Project SUCCESS Prevention Specialist (PS) to local and countywide resources (e.g., mental health, social services, and AOD treatment)			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Establish weekly office hours for Prevention Specialist to work in Puente de la Costa de Sur offices to learn about local resources offered and network with community workers and mental health counselors	Puente, PS, PHS Principal	January 1, 2008	September 30, 2008
Attend local and county meetings to network with wider community of prevention and intervention providers	PS and Youth Development Specialist	January 1, 2008	October 1, 2008

Year 2 (October 1, 2008-September 30, 2009)

Goal 1: Reduce Negative Peer Pressure to Engage in High Risk Use and Binge Drinking			
Objective 1.1: Peer Leaders conduct Pre and Post Testing for School Connectedness and Factors of Resiliency to Peer Pressure and CHKS			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Off-year CHKS conducted with limited questions to all students	YDS	October 2008	December 31, 2008
Conduct Pre-Test to measure school connectedness and factors of resiliency to peer pressure to indicated population	YAC	October 1, 2008	September 31, 2009
Conduct Post-Test to measure school connectedness/resiliency	YAC and YDS	October 1, 2008	September 31, 2009
Objective 1.2: Peer Leaders Implement Three School-wide Activities (e.g.) Youth Development Week			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Select events	YAC, Youth Development Specialist (YDS)	October 1, 2008	December 31, 2008
Develop events timeline	YAC, YDS	October 1, 2008	December 31, 2008
Develop events budget	YAC, YDS	October 1, 2008	December 31, 2008
Plan and implement events	YAC, YDS	Dependent on timeline	Dependent on timeline
Self-assess and document success and challenges of events	YAC, YDS	Following each event	Following each event
Objective 1.3: Peer Leaders Offer Small Group Mentoring for Transition Group Youth (5th to 6th graders and 8th to 9th Graders). Spring and Fall Semesters			

Identify and recruit peer mentors for Spring Mentoring	YAC, YDS	October 1, 2008	January 31, 2009
Train peer mentors in mentoring techniques	YDS	February 1, 2009	March 1, 2009
Assess individual needs of transition group youth to best match mentors with mentees	YDS, PHS Principal, PES/PMS Principal	March 1, 2009	April 1, 2009
Determine groupings and mentor assignment	YDS	March 1, 2009	October 1, 2009
Conduct a minimum of three small group mentoring sessions for transition youth	Peer mentors, YDS	May 1, 2009	
Objective 1.4 Peer Leaders conduct Health Education for 6th and 8th grade students			
Research health education curriculum	YAC and middle school staff	October 1, 2008	December 31, 2008
Meet with Middle School Staff	Peer leaders, YDS and Principal	January 1, 2009	January 31, 2009
Develop Schedule	Peer leaders, YDS and MS Staff	January 1, 2009	January 31, 2009
Deliver Curriculum	Peer Leaders	January 31, 2009	April 30, 2009
Conduct Focus Group Post Assessment	Peer Leaders and YDS	May 1, 2009	May 31, 2009
Objective 1.5 Peer Mentors recruit and train Youth Advisory Council members			
Determine number of vacancies for following year	YAC	October 1, 2008	October 31, 2008
Recruit 10 th grade students for YAC	YAC	November 1, 2008	December 31, 2008
Mentor training for new 10 th grade Peer Leaders	YDS	January 1, 2009	March 31, 2009
Mentor 5 th grade transition students	10 th grade Peer Leaders	April 1, 2009	September 30, 2009
Shadow Peer Leaders during Health Education to 6 th and 8 th grade	10 th grade Peer Leaders	January 31, 2009	April 30, 2009
Shadow Peer Leaders during Focus Group Post-Assessment	10 th grade Peer Leaders	May 1, 2009	May 31, 2009

	10 th grade Peer Leaders		
Objective 1.6: Recruit Parent Advisory Council			
Determine number of vacancies for the following year	Local Advisory Board (LAB)	October 1, 2008	October 31, 2008
Advertise positions	Prevention Specialist	November 1, 2008	November 31, 2008
Select new members	Parent Advisory Council	December 1, 2008	December 31, 2008
Goal 2: Reduce High Risk Drug Use and Binge Drinking			
Objective 2.1: Implement Project SUCCESS Components			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Conduct 3 groups of Prevention Education for 8 sessions each (pull out from State Requirement Course)	PS	Fall 2008 or Spring 2009 dependent on Master Schedule	
Individually Assess all 9 th graders	PS	October 1, 2008	October 31, 2008
Individually Assess students who self refer, are referred by staff, parents or peers	PS	As referred	As referred
Conduct Small Group and Individual Sessions for indicated high school youth as determined by the Individual Assessment	PS	October 1, 2008	September 30, 2009
Individually Assess and conduct Small Group and Individual Sessions for indicated middle school students	PS	October 1, 2008	September 30, 2009
Refer youth requiring additional counseling and treatment to outside treatment agencies	PS	As referred	As referred

Objective 2.2: Conduct Four Parent Workshops

Activities to meet Objectives	Responsible Party	Start Date	End Date
Solicit input from Parent Advisory Committee (PAC)	PES and PHS Principal	October 1, 2008	January 31, 2009
Plan and implement kickoff parent event	PS, PAC	October 1, 2008	January 31, 2009
Select locations and set schedule for three parent workshops	PS, PAC	January 31, 2009	February 1, 2009
Promote parent workshop series	PAC	February 1, 2009	March 1, 2009
Hold Parent Workshop #1	PS, PAC	March 1, 2009	March 31, 2009
Hold Parent Workshop #2	PS, PAC	April 1, 2009	April 30, 2009
Hold Parent Workshop #3	PS, PAC	May 1, 2009	May 31, 2009
Solicit feedback from parent	PS, PAC	March 1, 2009	June 30, 2009
Generate list of successful factors to guide future Parent Workshops	PS, PAC	May 31, 2009	

Objective 2.3: Increase awareness of LHPUSD Project Success in local community and wider San Mateo County community

Activities to meet Objectives	Responsible Party	Start Date	End Date
Establish and hold weekly office hours for Prevention Specialist to work in Puente de la Costa de Sur offices to learn about local resources offered and network with community workers and mental health counselors	Puente, PS, PHS Principal	October 1, 2008	September 30, 2009
Attend local and county meetings to network with wider community of prevention and intervention providers	PS and Youth Development Specialist	Monthly	Monthly

Promote student prevention activities in community	PS and Youth Development Specialist	Before each event	
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Year Three (October 1, 2009- September 30, 2010)

Goal 1: Reduce Negative Peer Pressure to Engage in High Risk Use and Binge Drinking			
Objective 1.1: Peer Leaders Conduct Pre and Post Testing for School Connectedness and Factors of Resiliency to Peer Pressure and CHKS			
Activities to meet Objectives	Responsible Party	Start Date	End Date
CHKS given to all students	YDS	October 2009	December 31, 2009
Conduct Pre-Test to measure school connectedness and factors of resiliency to peer pressure to indicated population	YAC	October 1, 2009	September 31, 2010
Conduct Post-Test to measure school connectedness/resiliency	YAC and YDS	October 1, 2009	September 31, 2010
Objective 1.2: Peer Leaders Implement Three School-wide Activities (e.g.) Youth Development Week			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Select events	YAC, Youth Development Specialist (YDS)	October 1, 2009	December 31, 2009
Develop events timeline	YAC, YDS	October 1, 2009	December 31, 2009
Develop events budget	YAC, YDS	October 1, 2009	December 31, 2009
Plan and implement events	YAC, YDS	Dependent on timeline	Dependent on timeline
Self-assess and document success and challenges of events		Following each event	Following each event

Objective 1.3: Peer Leaders mentor and educate transition students in 5th, 6th, 8th and 9th grades			
Identify and recruit peer mentors for Spring Mentoring	YAC, YDS	October 1, 2009	January 31, 2010
Conduct a minimum of three small-group mentoring sessions	Peer Leaders and YDS	May 1, 2010	October 1, 2010
Meet with Middle School Staff	Peer Leaders and YDS	January 1, 2010	January 31, 2010
Develop Peer Health Education Schedule	Peer Leaders and YDS	January 1, 2010	January 31, 2010
Deliver Curriculum	YDS and Middle School Principal	January 31, 2010	April 30, 2010
Conduct Focus Group Post Assessment	Peer Leaders	May 1, 2010	May 31, 2010
Objective 1.4 Peer Mentors recruit and train Youth Advisory Council members			
Determine number of vacancies for following year	YAC	October 1, 2009	October 31, 2010
Recruit 10 th grade students for YAC	YAC	November 1, 2009	December 31, 2009
Mentor training for new 10 th grade Peer Leaders	YDS	January 1, 2010	March 31, 2010
Mentor 5 th grade transition students	10 th grade Peer Leaders	April 1, 2010	September 30, 2010
Shadow Peer Leaders during Health Education to 6 th and 8 th grade	10 th grade Peer Leaders	January 31, 2010	April 30, 2010
Shadow Peer Leaders during Focus Group Post-Assessment	10 th grade Peer Leaders	May 1, 2010	May 31, 2010
Objective 1.5: Recruit Parent Advisory Council			
Determine number of vacancies for the following year	Local Advisory Board	October 1,	October 31,

Advertise positions	(LAB) Prevention Specialist	2009 November 1, 2009	2009 November 31, 2009
Select new members	Parent Advisory Council	December 1, 2009	December 31, 2009
Goal 2: Reduce High Risk Drug Use and Binge Drinking			
Objective 2.1: Implement Project SUCCESS Components			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Conduct 3 groups of Prevention Education for 8 sessions each (pull out from State Requirement Course)	PS	Fall 2009 or Spring 2010 dependent on Master Schedule	
Individually Assess all 9 th graders	PS	October 1, 2009	October 31, 2009
Individually Assess students who self refer, are referred by staff, parents or peers	PS	As referred	As referred
Conduct Small Group and Individual Sessions for indicated high school youth as determined by the Individual Assessment	PS	October 1, 2009	September 30, 2010
Individually Assess and conduct Small Group and Individual Sessions for indicated middle school students	PS	October 1, 2009	September 30, 2010
Refer youth requiring additional counseling and treatment to outside treatment agencies	PS	As referred	As referred
Objective 2.2: Conduct Four Parent Workshops			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Solicit input from Parent Advisory Committee (PAC)	PES and PHS Principal	October 1, 2009	January 31, 2010
Plan and implement kickoff parent event		October 1,	31, 2010

Select locations and set schedule for three parent workshops	PS, PAC	2009 January 31, 2010	February 1, 2010
Promote parent workshop series	PS, PAC	February 1, 2010	March 1, 2010
Hold Parent Workshops	PAC	March 1, 2010	May 31, 2010
Solicit feedback from parent	PS, PAC	May 31, 2010	June 30, 2010
Generate list of successful factors to guide future Parent Workshops	PS, PAC	May 31, 2010	June 30, 2010

Objective 2.3: Increase awareness of LHPUSD Project Success in local community and wider San Mateo County community

Activities to meet Objectives	Responsible Party	Start Date	End Date
Establish and hold weekly office hours for Prevention Specialist to work in Puente de la Costa de Sur offices to learn about local resources offered and network with community workers and mental health counselors	Puente, PS, PHS Principal	October 1, 2009	September 30, 2010
Attend local and county meetings to network with wider community of prevention and intervention providers	PS and Youth Development Specialist	Monthly	Monthly
Promote student prevention activities in community	PS and Youth Development Specialist	Before each event	

Year Four (October 1, 2010- September 30, 2011)

Goal 1: Reduce Negative Peer Pressure to Engage in High Risk Use and Binge Drinking

Objective 1.1: Peer Leaders Conduct Pre and Post Testing for School Connectedness and Factors of Resiliency to Peer Pressure and CHKS

Activities to meet Objectives	Responsible Party	Start Date	End Date
Off-year CHKS given to all students with limited questions Conduct Pre-Test to measure school connectedness and factors of resiliency to peer pressure to indicated population Conduct Post-Test to measure school connectedness/resiliency	YDS YAC YAC and YDS	October 2010 October 1, 2010 October 1, 2010	December 31, 2010 September 31, 2011 September 31, 2011
Objective 1.2: Peer Leaders Implement Three School-wide Activities (e.g.) Youth Development Week			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Select events Develop events timeline Develop events budget Plan and implement events Self-assess and document success and challenges of events	YAC, Youth Development Specialist (YDS) YAC, YDS YAC, YDS YAC, YDS	October 1, 2010 October 1, 2010 October 1, 2010 Dependent on timeline Following each event	December 31, 2010 December 31, 2010 December 31, 2010 Dependent on timeline Following each event
Objective 1.3: Peer Leaders mentor and educate transition students in 5th, 6th, 8th and 9th grades			
Identify and recruit peer mentors for Spring Mentoring Conduct a minimum of three small-group mentoring sessions Meet with Middle School Staff Develop Peer Health Education Schedule	YAC, YDS Peer Leaders and YDS Peer Leaders and YDS	October 1, 2010 May 1, 2011 January 1, 2011 January 1, 2011	January 31, 2011 October 1, 2010 January 31, 2011 January 31, 2011

Deliver Curriculum Conduct Focus Group Post Assessment	YDS and Middle School Principal Peer Leaders Peer Leaders	January 31, 2011 May 1, 2011	April 30, 2011 May 31, 2011
Objective 1.4 Peer Mentors recruit and train Youth Advisory Council members			
Determine number of vacancies for following year Recruit 10 th grade students for YAC Mentor training for new 10 th grade Peer Leaders Youth development training for Youth Advisory Council Mentor 5 th grade transition students Shadow Peer Leaders during Health Education to 6 th and 8 th grade Shadow Peer Leaders during Focus Group Post-Assessment	YAC YAC YDS YDS 10 th grade Peer Leaders 10 th grade Peer Leaders 10 th grade Peer Leaders	October 1, 2010 November 1, 2010 January 1, 2011 Fall 2010 April 1, 2011 January 31, 2011 May 1, 2011	October 31, 2010 December 31, 2010 March 31, 2011 September 30, 2011 April 30, 2011 May 31, 2011
Objective 1.5: Recruit for Parent Advisory Council			
Determine number of vacancies for the following year Advertise positions Select new members	Local Advisory Board (LAB) Prevention Specialist Parent Advisory Council	October 1, 2010 November 1, 2010 December 1, 2010	October 31, 2010 November 31, 2010 December 31, 2010
Goal 2: Reduce High Risk Drug Use and Binge Drinking			

Objective 2.1: Implement Project SUCCESS Components			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Conduct 3 groups of Prevention Education for 8 sessions each (pull out from State Requirement Course)	PS	Fall 2010 or Spring 2011 dependent on Master Schedule	
Individually Assess all 9 th graders	PS	October 1, 2010	October 31, 2010
Individually Assess students who self refer, are referred by staff, parents or peers	PS	As referred	As referred
Conduct Small Group and Individual Sessions for indicated high school youth as determined by the Individual Assessment	PS	October 1, 2010	September 30, 2011
Individually Assess and conduct Small Group and Individual Sessions for indicated middle school students	PS	October 1, 2010	September 30, 2011
Refer youth requiring additional counseling and treatment to outside treatment agencies	PS	As referred	As referred
Objective 2.2: Conduct Four Parent Workshops			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Solicit input from Parent Advisory Committee (PAC)	PES and PHS Principal	October 1, 2010	January 31, 2011
Plan and implement kickoff parent event	PS, PAC	October 1, 2010	January 31, 2011
Select locations and set schedule for three parent workshops	PS, PAC	January 31, 2011	February 1, 2011
Promote parent workshop series	PAC	February 1, 2011	March 1, 2011
Hold Parent Workshops	PS, PAC	March 1, 2011	May 31, 2011
Solicit feedback from parent		May 31, 2011	June 30, 2011

Generate list of successful factors to guide future Parent Workshops	PS, PAC PS, PAC	2011 May 31, 2011	2011
Objective 2.3: Increase awareness of LHPUSD Project Success in local community and wider San Mateo County community			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Establish and hold weekly office hours for Prevention Specialist to work in Puente de la Costa de Sur offices to learn about local resources offered and network with community workers and mental health counselors	Puente, PS, PHS Principal	October 1, 2010	September 30, 2011
Attend local and county meetings to network with wider community of prevention and intervention providers	PS and Youth Development Specialist	Monthly	Monthly
Promote student prevention activities in community	PS and Youth Development Specialist	Before each event	

Year Five (October 1, 2011- September 30, 2012)

Goal 1: Reduce Negative Peer Pressure to Engage in High Risk Use and Binge Drinking			
Objective 1.1: Peer Leaders Conduct Pre and Post Testing for School Connectedness and Factors of Resiliency to Peer Pressure and CHKS			
Activities to meet Objectives	Responsible Party	Start Date	End Date
CHKS given to all students	YDS	October 2011	December 31, 2011
Conduct Pre-Test to measure school connectedness and factors of resiliency to peer pressure to indicated population	YAC	October 1, 2011	September 31, 2012
Conduct Post-Test to measure school connectedness/resiliency	YAC and YDS		September

		October 1, 2011	31, 2012
Objective 1.2: Peer Leaders Implement Three School-wide Activities (e.g.) Youth Development Week			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Select events	YAC, Youth Development Specialist (YDS)	October 1, 2011	December 31, 2011
Develop events timeline	YAC, YDS	October 1, 2011	December 31, 2011
Develop events budget	YAC, YDS	October 1, 2011	December 31, 2011
Plan and implement events	YAC, YDS	Dependent on timeline	Dependent on timeline
Self-assess and document success and challenges of events		Following each event	Following each event
Objective 1.3: Peer Leaders mentor and educate transition students in 5th, 6th, 8th and 9th grades			
Identify and recruit peer mentors for Spring Mentoring	YAC, YDS	October 1, 2011	January 31, 2012
Conduct a minimum of three small-group mentoring sessions	Peer Leaders and YDS	May 1, 2012	October 1, 2011
Meet with Middle School Staff	Peer Leaders and YDS	January 1, 2012	January 31, 2012
Develop Peer Health Education Schedule	YDS and Middle School Principal	January 1, 2012	January 31, 2012
Deliver Curriculum	Peer Leaders	January 31, 2012	April 30, 2012
Conduct Focus Group Post Assessment		May 1, 2012	May 31, 2012
Objective 1.4 Peer Mentors recruit and train Youth Advisory Council members			

Determine number of vacancies for following year	YAC	October 1, 2011	October 31, 2011
Recruit 10 th grade students for YAC	YAC	November 1, 2011	December 31, 2011
Mentor training for new 10 th grade Peer Leaders	YDS	January 1, 2012	March 31, 2012
Mentor 5 th grade transition students	10 th grade Peer Leaders	April 1, 2012	September 30, 2012
Shadow Peer Leaders during Health Education to 6 th and 8 th grade	10 th grade Peer Leaders	January 31, 2012	April 30, 2012
Shadow Peer Leaders during Focus Group Post-Assessment	10 th grade Peer Leaders	May 1, 2012	May 31, 2012
Objective 1.5: Recruit for Parent Advisory Council			
Determine number of vacancies for the following year	Local Advisory Board (LAB) Prevention Specialist	October 1, 2011	October 31, 2011
Advertise positions		November 1, 2011	November 31, 2011
Select new members	Parent Advisory Council	December 1, 2011	December 31, 2011
Goal 2: Reduce High Risk Drug Use and Binge Drinking			
Objective 2.1: Implement Project SUCCESS Components			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Conduct 3 groups of Prevention Education for 8 sessions each (pull out from State Requirement Course)	PS	Fall 2011 or Spring 2012 dependent on Master	

Individually Assess all 9 th graders	PS	Schedule October 1, 2011	October 31, 2011
Individually Assess students who self refer, are referred by staff, parents or peers	PS	As referred	As referred
Conduct Small Group and Individual Sessions for indicated high school youth as determined by the Individual Assessment	PS	October 1, 2011	September 30, 2012
Individually Assess and conduct Small Group and Individual Sessions for indicated middle school students	PS	October 1, 2011	September 30, 2012
Refer youth requiring additional counseling and treatment to outside treatment agencies	PS	As referred	As referred
Objective 2.2: Conduct Four Parent Workshops			
Activities to meet Objectives	Responsible Party	Start Date	End Date
Solicit input from Parent Advisory Committee (PAC)	PES and PHS Principal	October 1, 2011	January 31, 2012
Plan and implement kickoff parent event	PS, PAC	October 1, 2011	January 31, 2012
Select locations and set schedule for three parent workshops	PS, PAC	February 1, 2012	February 1, 2012
Promote parent workshop series	PAC	January 31, 2012	March 1, 2012
Hold Parent Workshops	PS, PAC	February 1, 2012	May 31, 2012
Solicit feedback from parent	PS, PAC	March 1, 2012	June 30, 2012
Generate list of successful factors to guide future Parent Workshops	PS, PAC	May 31, 2012	June 30, 2012
Objective 2.3: Increase awareness of LHPUSD Project Success in local community and wider San Mateo County community			
Activities to meet Objectives	Responsible Party	Start Date	End Date

<p>Establish and hold weekly office hours for Prevention Specialist to work in Puente de la Costa Sur offices to learn about local resources offered and network with community workers and mental health counselors</p>	<p>Puente, PS, PHS Principal</p>	<p>October 1, 2011</p>	<p>September 30, 2012</p>
<p>Attend local and county meetings to network with wider community of prevention and intervention providers</p>	<p>PS and Youth Development Specialist</p>	<p>Monthly</p>	<p>Monthly</p>
<p>Promote student prevention activities in community</p>	<p>PS and Youth Development Specialist</p>	<p>Before each event</p>	

Attachment D: Preliminary Evaluation Plan

Preliminary Evaluation Plan

County: County of San Mateo

Project Name: The South Coast Project

Overview: The evaluation will collect both qualitative and quantitative data to measure process and outcome objectives related to the two major goals. In general, the workplan serves as a formative evaluation tool for process outcomes (e.g., number of groups provided and youth involved by specified date). Regular review of the workplan by the LAB with reports from those implementing activities is the method for monitoring progress toward process objectives and providing feedback to improve program component effectiveness. Targeted focus groups with participants for selected activities (e.g. parent workshops, pilot peer leadership activities) will supplement the annual self assessments conducted by the PAC and YAC. Both will generate lists of successful factors to guide future activities, and will be shared with the LAB. In addition, the targeted focus groups will provide qualitative data on outcomes that will be shared with respective advisory groups and staff/youth implementing these efforts.

While the logic model serves as a tool for the evaluation overall, it is the primary tool for summative outcomes. In the following two tables, the summative evaluation plan with outcome indicators related to the two major goals and activities – Peer Leadership Activities and Project Success – are shown. The evaluation plan will be reviewed and refined in the first year by the LAB (after sub-committees are operational).

Goal 1: Reduce peer pressure to engage in high-risk use and binge drinking.	
OBJECTIVE/ACTIVITY TO BE MEASURED Major Objective: Implement Peer Leadership strategies	<ul style="list-style-type: none"> 1.1 Increase in connectedness & positive relationships. 1.2 Increase in participant knowledge of where to go for help. 1.3 Increase in knowledge of health-related information. 1.4 Perception that alcohol is harmful increases. 1.5 Onset of first use is delayed. 1.6 Increase in protective factors. 1.7 Increase in self-referrals to Project Success services. 1.8 CHKS and local data collection process continues and becomes part of school routine. 1.9 Peer leadership components embedded in, and integral to, school & community culture.
MEASUREMENT INDICATORS How will we know if things have changed?	<ul style="list-style-type: none"> 1.1 Peer leaders and participants report increased connectedness and positive relationships. 1.2 Percentage of students who know where to go for help increases at post/next measure (year 2 and beyond). 1.3 Percentage of students who know strategies to address peer pressure to drink increases at post/next measure (year 2 and beyond) 1.4 Percentage of students who believe that alcohol abuse is harmful to their health increases. 1.5 Percentage of students whose age at first AOD use increases. 1.6 Percentage of students who have high levels of school

	<p>connectedness and external assets increases.</p> <p>1.7 Percentage of participants who self-refer to Project Success services increases.</p> <p>1.8 District pays for CHKS; plans established to continue CHKS and local data collection process beyond year 5:</p> <p>1.9 Plans to continue peer leadership strategies beyond year 5; perception that peer leadership strategies valuable.</p>
<p>SUCCESS CRITERIA How much must things change for the program to be considered a success?</p>	<p>1.1-6 Expect increases of 10% for indicated population and 5% for selected population on indicators measured by surveys.</p> <p>1.7 Expect 10% more self referrals between year 1 and year 5. 1.8-9, school administrators report plans to continue.</p> <p>1.9 At least 50% of students aware of Peer Leader activities and report they are valuable.</p>
<p>METHOD OF MEASUREMENT Data collection tools.</p>	<p>1.1 Focus group</p> <p>1.2-6 Survey (CHKS and locally developed)</p> <p>1.7-9 Review of secondary data</p> <p>1.9 Survey</p>
<p>DATA SOURCES Where will you get your data?</p>	<p>1.1 Selected participants and peer leaders.</p> <p>1.2-6 CHKS/CHKS Lite – Core and RYDM modules (administered annually) and youth developed pre/post</p> <p>1.7 Prevention specialist records, intake assessments.</p> <p>1.8-9 YAC agenda & meeting notes</p> <p>1.9 CHKS, Module G</p>
<p>REPORTING How will you analyze your data? How often will data analysis occur?</p>	<p>1.1 Qualitative focus group data will be analyzed for themes, and where appropriate, categorized and coded.</p> <p>1.2-6 Selected items from CHKS core and RYDM modules will be analyzed by grade and school annually. Where there is sufficient data or other evidence suggest possible issues, data will be analyzed for sub-group (e.g. females vs. males) on a selected basis. In addition to review of peer leader analysis of data, additional analyses will depend upon the type of survey youth develop (e.g. open versus close end items). Evaluator will pool data and analyze on an annual (school year) basis after year 2.</p> <p>1.7 Referrals will be analyzed/tracked annually year 2 and beyond.</p> <p>1.8-9 Sustainability discussions will be analyzed/tracked annually year 2 and beyond.</p>
<p>DISSEMINATION How will information from the evaluation be provided as feedback and used to improve the program?</p>	<p>In addition to information for process outcomes (see overview above) that feedback to LAB and groups implementing activities, YAC will report its findings on pre/post measures to LAB. The evaluator will share CHKS indicator data and other measures with LAB. A brief key findings document summarizing baseline data, and later comparisons over time for selected indicators will be developed for dissemination to broader school-community.</p>

<p>Goal 2: Reduce high-risk use and binge drinking among targeted youth.</p>	
<p>OBJECTIVE/ACTIVITY TO BE MEASURED</p> <p>Major objective: Implement Project Success Model</p>	<p>2.1 School and district policies aligned with project goals and objectives. 2.2 LAC, YAC, and PAC actively provide project oversight and recruit new membership. 2.3 Increase in self-referrals to Project Success services. 2.4 Parent workshop attendance increases; 2.5 Parent workshops generate parent involvement on LAB. 2.6 Project Success is embedded in school district; viewed as valuable and integral to school culture. 2.7 Self-reported 30-day AOD use decreases. 2.8 Self-reported binge drinking and other high risk AOD use decreases. 2.9 LAB initiates or supports community and/or County generated norm change efforts.</p>
<p>MEASUREMENT INDICATORS</p> <p>How will we know if things have changed?</p>	<p>2.1 School and district policies are revised. 2.2. Consistent LAB, YAC, and PAC member participation; able to recruit new members. 2.3. Percentage of students who self-refer increases. 2.4 Percentage of parents who attend parent workshop increases; 2.5 Some parent workshop attendees become LAB members and/or attend LAB meetings. 2.6 Plans to continue SAP process beyond year 5; students are aware of Project Success and view as valuable. 2.7 Percentage of students who report 10 or more days of AOD use in past 30-days decreases. 2.8 Percentage of students who report binge drinking in past 30 days decreases. Percentage of students who report drinking while driving decreases. 2.9 LAB initiates own, or supports County, community norm-change efforts such as social host policies, etc.</p>
<p>SUCCESS CRITERIA</p> <p>How much must things change for the program to be considered a success?</p>	<p>2.1 School Policies reference SAP 2.2 At least 50% of members attend each LAB, YAC, and PAC meeting 2.3 Expect 10% more self referrals between year 1 and year 5. 2.4 Expect 10% more parents to attend workshops between year 1 and year 3. 2.5 At least two parent workshop attendees become LAB members; At least four parent workshop attendees participate in LAB meetings. 2.6 School administration report plans to continue SAP process. 2.7-8 Expect increases of 10% for indicated population and 5% for selected population on indicators measured by surveys. 2.9 LAB initiates or supports alcohol-free fund-raising or other community event.</p>
<p>METHOD OF MEASUREMENT</p> <p>Data collection tools.</p>	<p>2.1 Review policy. 2.2-6 Review of secondary data 2.7-8 Survey 2.9 Review of secondary data</p>

<p>DATA SOURCES Where will you get your data?</p>	<p>2.1 School and district policy 2.2 Attendance records; LAB and PAC meeting notes. 2.3 Prevention specialist records, intake assessments. 2.4 Workshop sign-in sheets. 2.5 LAB members and recruitees. 2.6 YAC agenda and meeting notes. 2.7-8 CHKS/CHKS Lite -- Core (administered annually) and pre/post surveys (with CHKS items) for indicated groups. 2.9 YAC agenda & meeting notes</p>
<p>REPORTING How will you analyze your data? How often will data analysis occur?</p>	<p>ANNUAL. 2.1 Policies reviewed annually. 2.2 Attendance records for LAB, YAC and PAC reviewed and tallied every 6 months; filling of vacant position reviewed annually or as term ends (e.g. PAC is 2 year term). 2.3 Referrals analyzed annually year 2 and beyond. 2.4 Sign-in sheets tallied and analyzed annually. 2.5 Records reviewed annually. 2.6 Sustainability discussions analyzed/tracked annually year 2 and beyond. 2.7-8 Selected items from CHKS core will be analyzed by grade and school annually. Where there is sufficient data or other evidence suggest possible issues, data will be analyzed for sub-group (e.g. females vs. males) on a selected basis. Pre/post survey data will be pooled (to maintain confidentiality) for equivalent groups and analyzed annually year 2 and beyond. 2.9 Records reviewed annually.</p>
<p>DISSEMINATION How will information from the evaluation be provided as feedback and used to improve the program?</p>	<p>In addition to information for process outcomes (see overview above) that feedback to LAB and groups implementing activities, the evaluator will share CHKS indicator data and pre/post survey data with LAB. A brief key findings document summarizing baseline data, and later comparisons over time for selected indicators will be developed for dissemination to broader school-community.</p>

Attachment E: Collaboration Letters

- Honorable Richard Gordon, Supervisor, 3rd District, San Mateo, California
- La Honda Pescadero Unified School District
- Project Horizons Youth Council
- Puente de la Costa Sur
- South Coast Children's Services
- Student Assistance Services Corp.
- WestEd
- Youth Leadership Institute

RICHARD GORDON

Board of Supervisors
County of San Mateo

July 9, 2007

Re: La Honda-Pescadero Unified School District Application for California Safe and Drug-Free Schools and Communities Grant

To Whom It May Concern,

I write in support of the Safe and Drug-Free Schools and Communities Grant application of the La Honda-Pescadero Unified School District.

I represent the Third District of San Mateo County, which stretches from Pacifica to Pescadero. The unincorporated communities of La Honda and Pescadero are some of the neediest communities in this County and in this State.

The majority of San Mateo County's population lives in incorporated cities and it is difficult for the County to provide the same level of support service in rural areas as we do in the urban ones. In addition, the geographic isolation of the communities of La Honda and Pescadero leaves much of the young population with little to do in their spare time.

This proposal would make significant progress towards eliminating the "drinking culture" that threatens these youths' futures.

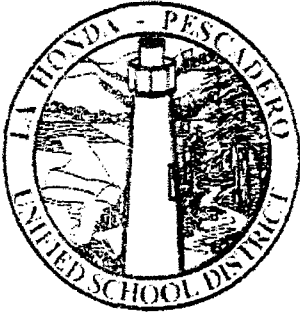
I thank you for your consideration of this letter and urge you to support this application.

Sincerely,



Richard S. Gordon





LA HONDA-PESCADERO UNIFIED SCHOOL DISTRICT
P.O. Box 189 • 620 North Street, Pescadero, CA 94060
650-879-0286 • FAX 650-879-0816

Timothy A. Beard, Superintendent

July 10, 2007

To Whom It May Concern,

As Superintendent of the La Honda-Pescadero Unified School District, I recognize that high risk drug use and binge drinking have a corrosive effect on our schools and our community. Our district is committed to working together with our local agencies to reduce this negative impact on our youth. I am in strong support of the proposal for Project SUCCESS under the California Safe and Drug-Free Schools and Communities Grant.

We have actively collaborated with the San Mateo County Office of Alcohol and Drug Prevention and local community-based organizations in the South Coast of San Mateo County in the planning and design of this project. And district staff will play a key role in the implementation and evaluation of Project SUCCESS.

My staff and I fully understand what it will take to implement Project SUCCESS at the school-site level, and I will work with the principals to see that they are prepared to host and oversee this prevention and intervention model on our campuses. I also intend to work with the evaluator and utilize our existing data collection system to streamline the process of data collection to meet the grant reporting requirements.

Our community is remote from major County services and lacks the infrastructure to effectively address the critical needs of our youth and families. I am proud of our history of collaboration with South Coast Children's Services, Puente de la Costa de Sur and other agencies that serve the south coast. I look forward to the opportunity to partner with San Mateo County and our local organizations to provide a systemic model for the prevention and intervention of high risk drug use and binge drinking in our youth. Together we can leverage the community value of youth development to enhance our program and provide opportunities for youth to grow as leaders, models and mentors.

I fully support the design and goals of Project SUCCESS and urge your serious consideration of this proposal for funding under the California Safe and Drug-Free Schools and Communities Grant.

Very truly yours,

A handwritten signature in black ink, appearing to read "Timothy A. Beard".

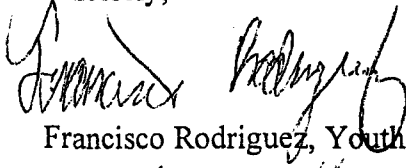
Timothy A. Beard,
District Superintendent

South Coast Children's Services Project Horizons

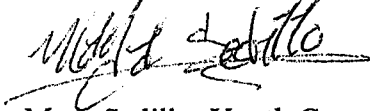
To Whom It May Concern:

South Coast Children's Services Project Horizons supports the request for proposal on the Safe and Drug Free School and Communities grant request. As youth in the Project Horizons Youth Council, we look forward to becoming active participants should the program become successfully funded.

Sincerely,



Francisco Rodriguez, Youth Council President



Maya Sedillo, Youth Council Vice-President



P.O. Box 554 ♦ Pescadero, C.A. 94060 ♦ www.puentedelacostasur.org

July 9, 2007

Amy Wooliever
Pescadero High School
Pescadero, CA 94060

Dear Amy:

Puente de la Costa Sur enthusiastically supports our community's efforts to create and fund a "Safe and Drug Free" schools initiative.

As you know, Puente provides integrated school-based mental health services to to students and families within the La Honda-Pescadero Unified School District. We also provide pre-school mental health services so that children and families will have the support necessary for family health, wellness and academic productivity. We offer regular classroom mental health consultation for teaching staff so that early intervention measures can be implemented and we help school teams conduct multi-disciplinary mental-health CARE teams. Puente provides "one stop" for all residents offering men, women, and children a single point of access to safety net and health and wellness services, educational programs and leadership development and community building opportunities.

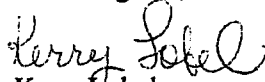
As your partner in all this work, we have seen first hand the critical need for specialized drug and alcohol prevention and education.

It would be our great pleasure to support our community's efforts to create Safe and Drug Free schools by:

- Providing after-hours (3:00 pm on) work space for the Prevention Specialist to work with parents, students or community members.
- Providing a collegial and supportive environment for the Prevention Specialist by creating opportunities to work closely with Puente's mental health counselors as well as other Puente staff members.
- Providing access to food, clothing, medical care, and other safety net services, as needed, for students and their families.

Please do not hesitate to contact me if I can provide any further support for the effort.

Warm regards,


Kerry Sobel
Executive Director

South Coast Children's Services

Creating Opportunities since 1977

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Program Director*

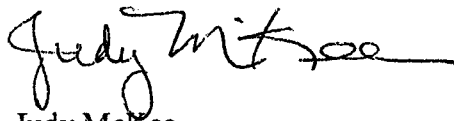
Sarah Berkowitz
Wildcats Director

Margaret Sedillo
Project Horizons Director

July 6, 2007

South Coast Children's Services (SCCS) is a collaborating partner with the County of San Mateo Alcohol and Drug Services, La Honda Pescadero Unified School District, and Puente de la Costa Sur. SCCS supports and will be actively involved in the implementation of the California Department of Alcohol and Drug Programs (ADP) California Safe and Drug-Free Schools and Communities (SDFSC) Grant.

Sincerely,



Judy McKee
Executive Director

PO Box 525, Pescadero, CA 94060
Tel: 650 879-0013 Fax: 650 879-0708
www.southcoastchildren.org

STUDENT ASSISTANCE SERVICES CORP.

An Alcohol and Drug Abuse Prevention Agency
650 White Plains Road Tarrytown, New York 10591

Ellen R. Morehouse, LCSW, CASAC, CPP
Executive Director

(914) 332-1300
FAX: (914) 366-8826
E-mail: SASCORP@AOL.COM

July 12, 2007

Esther Lucas
Prevention Services Coordinator
San Mateo County Alcohol and Other Drug Services
400 Harbor Boulevard, Building C
Belmont, CA 94002

Dear Ms. Lucas:

I appreciate your interest in implementing Project SUCCESS with fidelity in your project design for services in the South Coast region of San Mateo County. Project SUCCESS is appropriate to the needs and project design that we discussed. The additional Peer Leadership strategy you are proposing, to provide peer education and mentoring to younger students in transition from elementary to middle and middle to high school is a good fit for implementation in partnership with Project SUCCESS. Student Assistance Services Corporation will be able to provide the Project SUCCESS training and materials as we discussed. Please feel free to contact me with any additional questions.

Yours truly,



Ellen Morehouse

Westchester
gov.com

SAS is a contract agency of the
Westchester County Dept. of
Community Mental Health, and STOP
DWI Program



AN AFFILIATE OF
NACADD
NATIONAL COUNCIL ON ALCOHOLISM
AND DRUG DEPENDENCE, INC.



July 11, 2007

Dear Grant Reviewers,

On behalf of WestEd's Department of Health and Human Development Program, I offer this letter in support of the County of San Mateo's Safe and Drug Free Schools and Communities Grant Application. As the evaluation partner with the County on previous SDFSC and other projects, we look forward to the opportunity to continue our partnership in this project's efforts to address binge drinking and high risk drug use among youth in San Mateo County's South Coast communities.

In a time of limited resources, this grant provides an important opportunity to implement much-needed services that will address key substance-use problems that have been identified and contribute to improving student health and development.

I fully support the goals of this grant proposal. WestEd knows from experience that the County of San Mateo Alcohol and Other Drug Programs and their partners have the ability and vision to manage and implement this important project for the students on San Mateo County's South Coast.

Sincerely,

Gregory Austin, PhD
Director, Health and Human Development Program



July 10th, 2007

California Department of Education
Safe and Drug Free Schools
1430 N Street
Sacramento, CA 95814-5901

To Whom It May Concern,

It is with great pleasure that I submit this letter in support of the **San Mateo County Alcohol and Other Drug Services collaborative application** for the Safe and Drug Free Schools and Communities Grants in Pescadero and San Mateo County South Coast region in California.

Youth Leadership Institute (YLI) has partnered closely with South Coast Children's Services (SCCS) and the County of San Mateo to collaborate on vital prevention services and strategies on the South Coast in previous years. Our history of collaborative work, partnerships, and mutual respect demonstrates a continued commitment to the young people, agencies and community in that region. SCCS truly exemplifies a youth development model in all aspects of their programming and continues to meaningfully engage young people in prevention strategies to address the impacts of alcohol, tobacco and other drugs. The support from this grant will draw on SCCS' experience and expertise and will involve the La Honda Pescadero Unified School District as an active and collaborative partner, and address the needs of selective and indicated youth, their families and the community related to high risk use and binge drinking which is a community norm in the South Coast.

As a national trainer with local community-based programs, YLI is well-positioned, committed, and eager to: 1) Provide networking and skill-building opportunities through the Friday Night Live Network including mini-grant applications and the Youth Development Survey; youth-led project technical assistance as identified; and youth development trainings for adults and youth as described in the application. Thank you.

Sincerely,

Carlos Mejia
Vice President of Community Based Programs
Youth Leadership Institute