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Ellensburg Drug Prevention Project

Larry E. Almberg

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ELLENSBURG DRUG PREVENTION PROJECT

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Larry E. Almberg
July, 1988

ACKNOWLEDGEMENTS

I wish to thank Ken Briggs and Cindy Bush for their expressed confidence in my ability to carry out this task, and the many Ellensburg community leaders who expressed their support once the task was done.

To my wife, Judy, I wish to express the deepest appreciation for her willingness to be two parents during the months that I worked to complete this work.

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July, 1988

There is a need in many communities for materials and management guidelines for developing community-wide drug abuse prevention efforts that have a clear focus of intent. This project plans to fill that need by producing a sequence of video tape lessons with accompanying workbooks that will direct fifth graders and their families in learning experiences to reduce the drug abuse risk.

A management guide will be developed to assist interested individuals (lay or professional) in organizing the community resources for successful implementation of the programs.

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CHAPTER 1
Introduction

Since the mid sixties there seems to have been ever increasing concern about adolescent drug use and abuse. Adults, responding to bazaar teenage behavior, and their loss of motivation, mental capacity, and life, have made many well-intentioned efforts to stop drug use. Time has shown that many efforts have failed or even increased the problem. However, there have been numerous successful efforts, and from these an increasing theoretical base for successful drug prevention programs is emerging. It is important that the efforts to develop effective programs continue. The costs of drug abuse to this nation are staggering in terms of dollars, and unbelievably pitiful in terms of human suffering.

The growing body of knowledge regarding effective drug abuse prevention programs seems to support two paramount components. One of these is the need for community wide involvement. Although the family, the business community, law enforcement, and schools have some individual impact, combining resources and coordinating areas of expertise creates a whole that exceeds the sum of the parts.

The second component is the age of the individuals being targeted with the program treatment. Between the ages of ten and 13 youth seem to go from family oriented, adult respecting, drug shunning individuals to more peer oriented, skeptical experimentors. Drug abuse prevention efforts are enhanced if effective steps are taken to help pre-teens develop strong adult ties, communication skills, and reasoning ability before the social and attitude changes occur. Such steps delay the onset of experimentation which, in effect, reduces the degree and frequency of abuse.

Even as knowledge of effective prevention program development and management grows, there are major hurdles that must be negotiated. Some of these are reflected in the nature of our families and their typical responses to drug use, competition among provider agencies, and delivery of services to those in need.

Drug use within families is often dealt with very subjectively. Parents often verbalize their fears about the possibility of drug use by their children when they are young. Yet, when the reality of use by teens does develop the typical responses are either to deny its existence, or utter parental outrage with accompanying threats and moralizing. Neither response prevents or reduces the problem. Both may actually confound the problem.

Help for families is available from a multitude of sources. The federal and state governments officially

recognize and fund public education, traffic safety and a variety of social services. In addition, numerous groups spring up from time to time in response to some perceived need. Examples of these are Mothers Against Drunk Drivers (MADD), Students Against Driving Drunk (SADD), and Chemical People Projects.

Each organization or agency has an interest in preventing drug abuse while also justifying its own existence. Without clear cut mandates and an agency coordination, prevention efforts tend to duplicate and leave major gaps in the total service effort.

Recent guidelines for use of the federal governments funds for efforts against drug abuse require that states coordinate the efforts of traffic safety, public education and social and human services. This requirement is a step in the right direction and may have a greater impact on the drug abuse prevention effort than the monies being provided.

The Problem

This project proposes the production of a sequence of video tape programs with accompanying workbook materials which target fifth grade youth and their families. The treatment shall consist of cognitive/behavioral activities designed to reduce and/or delay experimentation with drugs.

Production of the materials will be done at Central Washington University using the media production expertise

and equipment available. As much as possible, existing lessons and materials consistent with the focus of the project, that have been produced by the Washington State Department of Education and the Department of Traffic Safety and Social and Human Services will be incorporated into the programs and lessons.

Once developed, the materials will be made available to the public at minimum cost from Central Washington University.

The video tape format allows the consolidation of expertise and available materials from a wide range of resources. It is also a very flexible delivery system which will enable local organizations to deliver the programs at their convenience.

After completion, the video tapes can be revised as needed to adjust to changing information relating to drug abuse prevention, or to meet special needs of viewers (e.g., hearing impaired audiences).

Limitations of the Study

There are a variety of limits with this format. All fifth graders are not the same developmentally nor are they at equal risk due to a considerable range in family environment.

The sterileness of a "canned" format is a limitation since participants would not have the opportunity to

interact with the presenters. Hopefully, individuals who arrange for the programs to be delivered within communities will have the knowledge and personal touch needed to overcome this problem and make the programs more personal and sensitive to individual needs.

A potential limitation is the lack of knowing the degree to which families actually participate in the activities. Once again, the role of presenters as sources of expertise and sensitivity will be a major determining factor in the success of the program.

The development of this project has occurred with assistance from a variety of sources. The general idea evolved from meetings with two drug education experts, a program director and several technical advisors from Central Washington University. The Director of Health Education, and the Supervisor of Substance Abuse Education from the Office of the Superintendent of Public Instruction provided suggestions for the focus of the project and promises of future assistance. The Substance Abuse Education Coordinator from Educational Service District 105 in Yakima, Washington offered suggestions for the format used in writing the actual grant proposal.

The majority of the factual information has been the result of library research which focused on current trends in drug prevention education, development, implementation, and evaluation.

I have relied on my personal knowledge that has grown out of participation in substance abuse courses and workshops, and 19 years as a health teacher of secondary students in public schools. My experience as a teacher has been helpful in assessing the need and being able to visualize the entire project.

Theoretical Framework

An improved understanding of the necessary components of an effective drug prevention effort currently exists. It is now possible to identify the specific drugs, the individuals, and the settings which are highly implicated in the development of substance abuse. It is also possible to describe the scope of a prevention effort that is most likely to encourage the desired changes.

The drugs most likely to be used in early experimentation are legal and commonly found in American homes: beer, wine, and tobacco. These are sometimes called gateway drugs as they are almost always antecedents to marijuana and hard liquor use which, in turn, are common predecessors to a host of illegal drugs. If use of gateway drugs is reduced or delayed there is a corresponding qualitative and quantitative reduction in the use of other drugs.

As all drugs are not equally implicated, neither are all individuals. A number of researchers have noted that

there is an identifiable "at risk" population (i.e., individuals most likely to develop drug abuse problems). Also noted is that there are specific ages at which various stages of use and abuse are likely to develop, and that there are specific settings in which the pressures to use are the greatest. This project takes these various factors into account and specifically addresses these risk issues with the assumption that families can and will alter patterns of behavior when informed of the types of risks they have or may be fostering.

It has become apparent that effective prevention requires a coordinated, community-wide effort. The community effort must be one in which specific changes in family behavior are encouraged and supported. Relying on the separate efforts of schools, or social services, or law enforcement for a solution will almost guarantee failure.

Definition of Terms

Formative evaluation. On-going periodic evaluation the intent of which is to evaluate the quality of a program and, thus, provide information for improvement.

Gateway drugs. Specific forms of drugs most often used in the initial (experimental) phase of drug use. Included are beer, wine, and tobacco products.

High risk individuals/groups. Those who display specific behaviors or experience a variety of conditions

which tend to be associated with eventual drug abuse. These include but are not limited to:

- a. early experimentation with drugs.
- b. association with individuals who believe drug use is acceptable.
- c. having a family member who abuses one or more drugs.
- d. not knowing parental values regarding drug use.

High risk situation. Times and locations where adolescent drug use is most likely to occur. These include:

- a. evenings.
- b. unsupervised activities (e.g., "crusing").
- c. at another's home without parents home.
- d. with older peers.

Intervention. Procedures for helping users who are likely to develop more serious drug abuse behavior.

Prevention. Steps taken to avoid substance abuse problems before they begin.

Spillover effect. Knowledge, attitudes, and behaviors that are transferred from one drug to another.

Substance. A common term used by drug abuse professionals for recreational drugs. It includes alcohol and nicotine as well as other forms of mood altering "drugs."

Sumative evaluation. Evaluation at the conclusion of any educational plan or activity to determine its effectiveness.

Target population. The specific group for which a treatment is directed. In the case of this project it is fifth graders and their peers.

Treatment. The variety of learning experiences provided to affect a desired outcome.

CHAPTER 2

Review of the Literature

In preparation for designing a drug abuse prevention program one must decide who is at risk, the settings for the greatest risk, developmental stages of abuse, and strategies for combating drug abuse.

American youth are growing up in a world of such complexity that it is reasonable to assume that they need more help from adults than did previous generations (Gomer, 1985, p. 433). However, the obvious changes in the American home structure with both parents working outside the home, or single parents becoming the norm, one can assume that in this age of the "latchkey kid" there is actually less adult contact. This lack of contact seems to aggravate the normal adolescent sense of isolation and alientation (Joyce, 1988). Feelings of isolation and alienation are commonly associated with a variety of devient, self destructive behaviors including drug abuse (Blachy, 1972, Svobodny, 1982).

Although the degree of drug abuse seems to have leveled off at about half the mid 1970's rate (Jones, 1986) it still remains intollerably high. Alcohol consumption is almost universal among high school seniors and 40 percent report

that they "party" regularly. Twenty percent claim to use marijuana daily (National Institute on Drug Abuse, 1984). It has become apparent that use by middle school ages children has become commonplace in urban (Hawkins, 1985), suburban (Reid, 1987), and rural (Sarvela, 1985) youth. Use among middle school youth has been shown to double between 7th and 8th grades for alcohol (25 to 49 percent) and marijuana (7 to 13 percent) (Sarvella, 1985, Hawkins, 1985).

Throughout the arena of concern about drug abuse are questions regarding primary causes of the substance abuse problem. The usual designees include schools, families, the underworld, popular music, etc., but it appears that two of the stronger influencing factors are families and peers. Families in which substance abuse occurs often quarrel over the influence that peers seem to have, but although this influence can be considerable it is inversely proportional to the strength and quality of the family ties. Children from families with unusually high amounts of internal conflict and/or lack a clear understanding of parental values are at greater risk for drug abuse (Hawkins, 1985). Authoritarian and permissive parents create greater risk for their children than do authoritative parents (Jones, 1986).

Parental behaviors are undeniably influential but have their greatest impact prior to adolescence (Glynn, 1981) at which time peer influence will become more significant (Reid, 1987, Sheppard, 1987).

For most teens peer influence becomes considerable during adolescence but appears to be a consequence of not only age, but the degree to which the young person feels connected to traditional family values. Normally, the nature of peer influence is that of limited duration focusing on immediate, rather than long-term issues (Glynn, 1981). However, as feelings of estrangement from one's family increases so does peer influence. If the peers one chooses use or approve of drug use the risk of use by the individual increases (Hawkins, 1985, Sheppard, 1987).

Often overlooked in attempts to predict risk of drug abuse are the various social settings that are available to teens and pre-teens. Some situations place youth at greater risk than others. The following is a list of descriptors of situations that increase the risk of drug use (Stetson, 1985).

- * Evening
- * At another home without parental supervision
- * Older peers present
- * Unstructured activity (e.g., party, "cruising")

Drug use is perceived as the norm by many teens and they will use the drugs even though they are aware of adverse affects (Botvin, 1986). However, parents have considerable impact. Their own drug use behavior and family

management practices are significant. It is important the parents remember that at no point is their child's behavior wholly influenced by them or the child's peers, and that acceptance of some of the peer values is not a rejection of parental values (Glynn, 1981).

Development of Abuse

The onset of drug use by an adolescent may come as a surprise to parents but there is considerable evidence supporting the notion that there are predisposing factors. Often the mind set and preliminary stages necessary for experimentation with drugs occur quite innocently. Family attitudes of seeing drugs as harmless and parental modeling begin impacting a child from infancy. Other family practices are more obviously linked to drug use. These include lighting cigarettes, serving drinks, and unsupervised taking of medicines (Jones, 1986).

From this initial stage substance use by adolescents tends to develop in predictable stages (Glynn, 1981, Jones, 1986). The second stage includes beer, wine, tobacco, and forms of drugs common in many households and generally considered quite legal in the eyes of adolescents, because of adult behaviors.

The third stage normally includes the use of hard liquor and/or marijuana. These substances require greater risk to the adolescent which, for some make them more

attractive, and probably has considerable bonding potential for members of groups who use them.

It is almost without exception that individuals who continue to advance to use of the more socially deplorable and obviously illegal drugs have proceeded through these stages. In another report of high school youth (Stetson, 1985) about 30 percent of the alcohol using students, but 0 percent of the nonalcohol using students used other illicit drugs.

Familiarity with drugs and specific identifiable family characteristics appear to lead to predictable patterns of drug use and abuse. It is logical, therefore, to assume that prevention efforts targeting the predisposing factors will be most effective in preventing subsequent stages of substance abuse (Kendel, 1978).

Strategies for Prevention

As drug abuse became a major concern in the late 1960's it was commonplace to identify schools as the source of the problem and the institution responsible for elimination of the problem. At that time there existed an assumption that presenting kids with a "show and tell" curriculum expounding the evils of drug use would be sufficient to prevent experimentation and the all too common tragic results of abuse. This strategy was woefully unsuccessful for what

have become obvious reasons (i.e., the attraction danger has for many adolescents, underlying causes of abuse, etc.).

Current belief is that drug abuse prevention is only going to be successful if there is a coordinated, community-wide effort to combat the problem (Kolbe, 1986, Johnson, 1986, Halpern, 1986, Perry, 1986, Pentz, 1986).

Strategies for combating drugs in a community-wide effort must include planning for the contributions of families, schools, law enforcement and social services through coordinated and well-planned delivery system. There must be the conviction that prevention is possible and preferable to treatment, and that drug use is a social behavior with underlying causes such as alienation, loneliness and lack of purpose that must be confronted and effectively removed if prevention is going to succeed (Perry, 1986).

In the community-wide approach, attempts to involve families in a program that will seek to make changes, care must be taken to imply that the family is solely to blame for problems which members may have or develop (Halpern, 1986). It must be recognized that families are in a particularly significant position to either support or sabotage prevention efforts. Any intrusion into the family should focus on specific, pre-identified attitudes and behaviors that have been shown to be significant in

increasing adolescent substance abuse that the program seeks to modify.

Efforts in schools must be consistent with the overall mission of schools as institutions for intellectual development, social development, and concern for the health and safety of youth. In each of these areas it is generally agreed that individualizing expectations leads to the most desirable results. Therefore, in carrying out its mission schools should take into account when planning curriculum that there are various drug use beliefs held by students. Three common positions held by students are (1) absolute disapproval of any use, (2) a somewhat ambivalent feeling about use even though one doesn't use, and (3) those who use and believe it is their right to do so.

Students who disapprove of drug use are at very low risk of abuse and will usually respond best if simply given the information about drugs. Attempts to develop an anti-drug mind set for them is not only a waste of time but considered something of an intrusion.

Students with ambivalent feelings about drug use are likely to experiment with drugs eventually unless they develop strong beliefs against the use. For these students discussion and interactive learning activities work best.

If a student has decided to use drugs they have usually dismissed many social rules. School efforts should be directed towards counseling efforts which attempt to

encourage greater acceptance of traditional values and skills for resisting peer pressure (Sheppard, 1986).

Other community institutions (e.g., law enforcement, social services, businesses, etc.) need to recognize their roles which provide the stage upon which families and schools act. It is important that they know what efforts families and schools are making and attempt to complement these efforts. For example, if schools and families make a concerted effort to reduce adolescent cigarette smoking, businesses could make the acquisition of cigarettes more difficult by refusing to sell to children and placing cigarette machines out of easy access.

The community can also look for and address underlying causes of substance abuse, involve the local media in anti-drug efforts, and provide the means for recording, measuring and reporting a variety of drug abuse indicators (Perry, 1986).

Having established the roles of families, schools and the community in a substance abuse prevention effort, it is important to consider a variety of details that apply to all three. First, consider the many adults who interact with children (e.g., teachers, coaches, parents, youth group directors, etc.) and provide them with training that will help them to be actively involved with the anti-drug effort concurrent with their other duties with children (Warden, 1987).

Secondly, utilize students teaching students efforts with role playing and interaction with older, non-using peers (Jones, 1986, Botvin, 1986, Ellickson, 1984) and have repeat (or booster) sessions to maintain skills and reemphasize the importance of remaining drug free.

In addition, all parties working with kids need to understand that adolescents are motivated by short-term needs relating to their immediate surroundings. It is important for drug prevention efforts to take into account needs for independence, appearing adult like and attracting others as assessment of early motivation is made and plans are developed for prevention. Teens and pre-teens need to be reached with information that drug use is serious, that there are alternatives, less destructive, ways to cope with the barriers that adults seem to create, and that there are, indeed, worthwhile benefits to resisting drugs (Ellickson, 1984).

As the home is undoubtedly the most influential force regarding the use of drugs (Perry, 1986) it is important that improving its effectiveness is a high priority in the overall prevention effort. However, since this requires intrusion into the family it is important that there be clearly defined goals. The goals selected be specific in helping to meet the developmental needs of the child in the family setting with a minimum of interference (Halpern, 1986).

A number of home-based intervention programs for a variety of social concerns have been reported (Caulley, 1983, Halpern, 1986), each with its own features and caveates. The concerns usually related to interference with the family, although the general positions seemed to be that home-based treatment has considerable potential since it requires individuals to actually make changes in the setting where different behavior is necessary. Home-based treatment is usually more cost effective as well.

CHAPTER 3

Procedures

~~Impetus for the Ellensburg Drug Prevention Project~~ resulted from a need for suitable prevention efforts, the potential availability of federal funds through the Drug Free Schools and Communities Act, and the expressed confidence of several substance abuse and administrative personnel in my ability to design and develop a worthwhile program. I decided to pursue the task upon seeing a promising design beginning to emerge from several brainstorming sessions attended by myself and several Central Washington University staff. These included a health professor, the assistant dean of graduate studies, and the off-campus programs director.

Chapter 1 of this project defines the problem, explains the theoretical framework, describes the developmental stages, and assesses some of the limitations.

A review of current literature relating to substance abuse and substance abuse prevention efforts is contained in Chapter 2.

The third chapter summarizes the types of information provided in this study and the order in which it occurs.

Chapter 4 is the actual proposal as it was submitted. It contains the cover page, a table of contents, the budget summary, an abstract, and a narrative which defines the problem, states the objectives, and describes operation and evaluation plans. Other items included in the proposal are the vitae for the project director and letters of support.

Chapter 5 is devoted to a summary of the study, conclusions regarding the practical application, and recommendations for further development.

CHAPTER 4

The Project

FEDERAL ASSISTANCE

APPLICANT'S APPLICATION IDENTIFIER

b. DATE Year month day
19

APPLICATION IDENTIFIER

NOTE TO BE ASSIGNED BY STATE

b. DATE ASSIGNED Year month day
19

1. TYPE OF SUBMISSION (Mark appropriate box)
 NOTICE OF INTENT (OPTIONAL)
 PREAPPLICATION
 APPLICATION

Leave Blank

4. LEGAL APPLICANT/RECIPIENT
 a. Applicant Name: Central Washington University
 b. Organization Unit:
 c. Street/P.O. Box:
 d. City: Ellensburg e. County: Kittitas
 f. State: WA g. ZIP Code: 98926
 h. Contact Person (Name & Telephone No.): Kent Richards

5. EMPLOYER IDENTIFICATION NUMBER (EIN): 91-6000-618
 6. PROGRAM (From CFDA):
 a. NUMBER: 8 4 * 1 8 4 B
 b. TITLE: DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM

7. TITLE OF APPLICANT'S PROJECT (Use section IV of this form to provide a summary description of the project):
 Ellensburg Drug Prevention Project

8. TYPE OF APPLICANT/RECIPIENT:
 A--State G--Special Purpose District
 B--Interstate H--Community Action Agency
 C--Substate I--Higher Educational Institution
 J--Indian Tribe
 D--County K--Other (Specify):
 E--City
 F--School District
 Enter appropriate letter: I

9. AREA OF PROJECT IMPACT (Names of cities, counties, states, etc.):
 Washington State

10. ESTIMATED NUMBER OF PERSONS BENEFITING:
 50 initially

11. TYPE OF ASSISTANCE:
 A--Basic Grant D--Insurance
 B--Supplemental Grant E--Other
 C--Loan
 Enter appropriate letter(s): A

12. PROPOSED FUNDING

a. FEDERAL	\$ 137,662 .00
b. APPLICANT	2,359 .00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. Total	\$ 140,021 .00

13. CONGRESSIONAL DISTRICTS OF:
 a. APPLICANT: 4th
 b. PROJECT: 4th
 15. PROJECT START DATE: 19 88 07 01
 16. PROJECT DURATION: 12 Months
 18. DATE DUE TO FEDERAL AGENCY: 19 88 02 26

14. TYPE OF APPLICATION:
 A--New C--Revision E--Augmentation
 B--Renewal D--Continuation
 Enter appropriate letter: A
 17. TYPE OF CHANGE (For 14c or 14e):
 A--Increase Dollars B--Decrease Dollars
 C--Increase Duration D--Decrease Duration
 E--Cancellation F--Other (Specify):
 N/A
 Enter appropriate letter(s):

19. FEDERAL AGENCY TO RECEIVE REQUEST: U.S. Department of Education
 a. ORGANIZATIONAL UNIT (IF APPROPRIATE): Application Control Center
 b. ADMINISTRATIVE CONTACT (IF KNOWN):
 c. ADDRESS: Washington, D.C. 20202

20. EXISTING FEDERAL GRANT IDENTIFICATION NUMBER:
 N/A
 21. REMARKS ADDED:
 Yes No

22. THE APPLICANT CERTIFIES THAT:
 To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.
 a. YES, THIS NOTICE OF INTENT/PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE _____
 b. NO, PROGRAM IS NOT COVERED BY E.O. 12372 OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

23. CERTIFYING REPRESENTATIVE:
 a. TYPED NAME AND TITLE: Dale R. Comstock, Dean of Graduate Studies and Research
 b. SIGNATURE: _____

24. APPLICATION RECEIVED: 19

25. FEDERAL APPLICATION IDENTIFICATION NUMBER:

26. FEDERAL GRANT IDENTIFICATION:

27. ACTION TAKEN:
 a. AWARDED
 b. REJECTED
 c. RETURNED FOR AMENDMENT
 d. RETURNED FOR E.O. 12372 SUBMISSION BY APPLICANT TO STATE
 e. DEFERRED
 f. WITHDRAWN

28. FUNDING

a. FEDERAL	\$.00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	\$.00

29. ACTION DATE: 19
 31. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number):

30. STARTING DATE: 19
 32. ENDING DATE: 19
 33. REMARKS ADDED:
 Yes No

SECTION I--APPLICANT/RECIPIENT DATA

SECTION II--CERTIFICATION

SECTION III--FEDERAL AGENCY ACTION

Please note: A telephone number and signature were redacted from this page due to privacy concerns.

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PART II -- Budget Data

SECTION A: Budget Summary

<u>OBJECT CLASS CATEGORIES</u>	<u>FEDERAL FUNDING AMOUNTS</u>
a. Personnel	41,250
b. Fringe Benefits	11,682
c. Travel	3,500
d. Equipment	----
e. Supplies	4,598
f. Contractual	2,250
g. Other	64,185
h. Total Direct Charges	127,465
i. Indirect Charges	10,197
j. Totals	137,662

Budget Detail

A. Personnel

1. Project Director (100% x 11 months @ \$3,450/mo. = \$37,950, based on current salary). See attached for duties - p. 10.
2. Secretary (25% x 11 months @ \$1,200/mo. = \$3,300)

B. Fringe Benefits

1. Project Director (28% x \$37,950 = \$10,626; calculated at current university rate for administrative exempt employee.)
2. Secretary (32% x 3,300 = \$1,056; calculated at current university rate for civil service employees.)

C. Travel

Visits to regional resource centers	-	\$1,000
Travel to consult with department and agency personnel	-	500
Travel to workshops	-	500
Consultant Travel	-	1,500

(Calculated on state approved rates of \$.21/mile and \$50/day for travel and per diem.)

E. Supplies

Workbooks (50)	-	\$2,205
Management guide (25)	-	1,623
Brochure (1,000)	-	770

F. Contractual

Consultants @ \$150/day x 15 days - \$2,250. Consultants will be hired for their expertise in specific content areas. They will be hired to complete a summative evaluation of the materials when all other aspects of the project are completed.

G. Other

Video Production Costs (see attached estimate)	-	\$58,685
Broadcast and Use Agreements	-	5,000
Telephone (long distance)	-	500

I. Indirect Charges

Calculated @ 8% total direct costs.

Central
Washington
University



IMC/TV
137 Bouillon
Ellensburg, Washington 98926
(509) 963-1223

JOB ESTIMATE AND BUDGET FORM

DATE: 2/17/88	JOB SPECIFICATIONS:
AGENCY: Central Washington University	Beta _____ 3/4" Video <input checked="" type="checkbox"/> 1" Video _____
ADDRESS: Education Department	Audio _____ Film _____ Other _____
TEL NO.: 925-9814 Home _____	Location <input checked="" type="checkbox"/> Studio <input checked="" type="checkbox"/> Set <input checked="" type="checkbox"/>
CLIENT: Larry Alberg	Shoot Days _____ Script _____
PRODUCT: TV Series on Drug Prevention	Pre-Prod. _____ Edit _____
ART DIRECTOR:	
ACCOUNT EXEC.:	
DESCRIPTION: A series of 10 - half hour videotape programs will be produced on drug prevention.	

SUMMARY OF ESTIMATED COSTS AND CHARGES

	ESTIMATE	ACTUAL
A. SCRIPT	\$20,000.00	
B. CASTING		
C. LOCATION SCOUTING	1,000.00	
D. LOCATION FEES		
E. LOCATION EXPENSES	150.00	
F. PROPS	500.00	
G. WARDROBE		
H. SET	2,100.00	
I. EQUIPMENT RENTAL AND PURCHASE	7,650.00	
J. STUDIO	2,300.00	
K. PRODUCTION LABOR	10,000.00	
L. TALENT		
M. AUDIO PRODUCTION	1,350.00	
N. VIDEO POST-PRODUCTION	8,100.00	
O. DUBS	200.00	
SUB TOTAL DIRECT COSTS	\$53,350.00	
BUSINESS FEE (_____ % of DIRECT COSTS)		
CONTINGENCY (10 % of DIRECT COSTS)	5,335.00	
GRAND TOTAL:	\$58,685.00	

CLIENT'S SIGNATURE: _____ DATE: _____

Please note: A telephone number and signature have been redacted from this page due to privacy concerns.

JOB ESTIMATE AND BUDGET FORM

		ESTIMATE		ACTUAL
A. SCRIPT				
Concept/Treatment		\$11000		
Script Writing		9000		
Storyboard Art				
SUB TOTAL A.		\$20000.00		

B. CASTING				
Film/Materials				
Facilities/Agent				
Labor (days X \$)		NA		
SUB TOTAL B.				

C. LOCATION SCOUTING				
Film/Materials - 35 mm		100.00		
Transportation		300.00		
Labor (2 days X \$ 200)		400.00		
Misc. (phone, tolls, etc.)		200.00		
SUB TOTAL C.		1000.00		

D. LOCATION FEES				
Permits				
Security		NA		
Insurance		NA		
SUB TOTAL D.				

E. LOCATION EXPENSES				
Auto Rentals				
Truck Rentals				
Camper/Dressing Room Rentals				
Limousine Service				
Air Fares (no. people X air fare)				
Per Diem (2 man days X rate \$75.00)		150.00		
Cabs				
Air Freight/Customs/Excess Baggage				
Catering				
Mileage				
Gratuities				
SUB TOTAL E.		150.00		

--

		ESTIMATE		ACTUAL
F. PROPS				
	Props/Set Dressing	\$ 400.00		
	Surfaces			
	Backdrops			
	Search/Return	100.00		
	SUB TOTAL F.	500.00		

G. WARDROBE				
	Costume Design			
	Purchase			
	Rental			
	SUB TOTAL G.			

H. SET				
	Set Design	300.00		
	Construction Labor (5 days X \$ 200)	1000.00		
	Strike Labor (days X \$)			
	Materials	800.00		
	Dresser (days X \$)			
	SUB TOTAL H.	2100.00		

I. EQUIPMENT RENTAL AND PURCHASE				
	Camera (s) (2)	2500.00	2 @ \$100 X 10	
	Video Recorder	2000.00		
	Betacam			
	Audio Recorder	250.00		
	Lights	800.00		
	Grip Package			
	Dolly/Crane	400.00		
	Microphones	400.00		
	Generator			
	Video Monitor/Scope	400.00		
	Grip Truck			
	Filters/Gels	100.00		
	Video Playback	400.00		
	Radios			
	Stock			
	Additional Lenses			
	Teleprompter	400.00		
	SUB TOTAL I.	7650.00		

--	--	--	--	--

JOB ESTIMATE AND BUDGET FORM

	ESTIMATE		ACTUAL
J. STUDIO	1500.00		
Rental (days X \$)	300.00		
Cyc. Prep.	500.00		
Lights			
Kitchen			
Catering			
SUB TOTAL J.	2300.00		

K. PRODUCTION LABOR			
Producer	2500.00		
Director	2500.00		
Production Manager			
Assistant Director			
Director of Photography			
Camera Operator	2000.00		
Camera Assistant	1000.00		
Gaffer			
Grip			
Grip			
Soundman	1000.00		
Boom Operator			
Prop Master			
Stylist/Make-Up			
Continuity Director			
Tape Operator			
Production Assistant	1000.00		
Production Assistant			
SUB TOTAL K.	10000.00		

L. TALENT			
Principles			
Background			
Narration			
Animals	NA		
Models			
SUB TOTAL L.			

M. AUDIO PRODUCTION			
Recording Studio	100.00		
Tape Stock			
Music Search	250.00		
Library Fees	1000.00		
Musicians			
Composer			
Labor (days X \$)			
SUB TOTAL M.	1350.00		

JOB ESTIMATE AND BUDGET FORM

		ESTIMATE		ACTUAL
N. VIDEO POST-PRODUCTION				
Work Dubs		100.00		
Off-Line (100 hr. X rate 25.00)		2500.00		
On-Line (40 hr. X rate 40)		1600.00		
Tape Stock		500.00		
Film to Tape Transfer				
Video Transfers				
Labor (20 days X \$ 100)		2000.00		
Computer Graphics		1500.00		
Audio Sweetening		500.00		
	SUB TOTAL N.	8100.00		

O. DUBS				
1/2 Inch	VHS - 2 copies each	200.00		
3/4 Inch				
1 Inch				
2 Inch				
	SUB TOTAL O.	200.00		

Duties of Project Director

The Project Director will be employed for twelve months. Duties of the director shall include, but not be limited to:

1. Organization and management of
 - A. Advisory Board activities and recommendations
 - B. Production managers' content materials and time schedule
 - C. Consultants' contributions
 - D. Evaluation; formative and summative
2. Data gathering
 - A. Review and compilation of relevant materials
 - B. Interviewing experts and ranking department directors
 - C. Production progress
 - D. Production quality
3. Reporting
 - A. Advisory Board decisions to the production managers
 - B. Production progress and quality to the Advisory Boards
 - C. Results of the final (summative) evaluation
4. Directing
 - A. Program content
 - B. Revisions of printed and televised lesson components
 - C. Management Guide content
 - D. Brochure content and dispersion

ABSTRACT

There is a need in many communities for materials and management guidelines for developing community-wide drug abuse prevention efforts that have a clear focus of intent. This project plans to fill that need by producing a sequence of video tape lessons with accompanying workbooks that will direct fifth graders and their families in learning experiences to reduce the drug abuse risk.

A management guide will be developed to assist interested individuals (lay or professional) in organizing the community resources for successful implementation of the programs.

ELLENSBURG DRUG PREVENTION PROJECT

NarrativeThe Problem

Ellensburg, Washington is a rural town of about 14,000 located in the center of the state, 100 miles east of Seattle. It is the county seat and site of Central Washington University; a regional state university of approximately 7,500 students. Like many small towns, Ellensburg does not afford its youth the many entertainment opportunities of a large city. Neither is it prone to the serious criminal behaviors of urban youth. Nevertheless, there are undeniable indications that we do have problems due to drug abuse. Law enforcement and court records, demands on our social and drug treatment facilities and a recently conducted survey of the county's youth (grades 6-12) substantiate this contention.

Ellensburg's experiences, like those of many communities, have been cycles of:

- (1) shock at finding out the degree to which our youth use drugs;
- (2) a flurry of meetings, workshops, public forums and celebrity speakers; and then
- (3) apathy (until the next shock!).

Time has shown that these efforts after a crisis do not solve the ongoing problems.

Reacting to drug abuse problems after they have had considerable time to develop seems only to lead to blame laying, feelings of impotence, giving up, denial and other signs of frustration. Communities need a more complete plan that is theoretically based, works in the homes, combines the efforts of many segments of the community and seeks to prevent abuse by dealing with the

precursors of abuse. And, it is one that can be implemented year after year, include a significant population and remain within the financial and personnel resources of the community.

Objectives

I. Need: Cooperative drug prevention efforts

1. Goal: Provide a model of drug abuse prevention cooperation among law enforcement, social and health services, schools and families.
 - a. Form an advisory board with representatives from law enforcement, social and health services, schools and families.
 - b. Develop guidelines for organizing multi-agency community organization.

II. Need: A clear focus of drug abuse prevention efforts.

1. Target fifth grade youth and their families in all lessons and activities.
2. Develop goals and objectives in the areas of
 - a. Family Management
 - b. Communication Skills
 - c. Gateway Drugs
 - d. Citizenship
 - e. Use of Social and Health Services

III. Need: Flexible, low cost, drug prevention materials.

1. Goal: Develop drug abuse prevention materials that communities can incorporate according to their specific conditions.
 - a. Produce ten (10) video tape programs to present objective based lessons.

- b. Produce a viewers' guide with information and activities to augment the video programs.
 - c. Format the video tape programs for easy alteration to suit a variety of broadcasting and learning capacities.
2. Goal: Create awareness of and easy access to the materials once they have been produced.
- a. Produce and distribute a brochure that describes the program and explains how one can acquire it.
 - b. Produce a Directors' Guide to assist in the implementation of the program.

Plan of Operation

The Project Director's initial task will be to set up an office and to confirm working ties with the Publication/Media Design Manager and Television Production Manager; each will be hired from the Media Production Department at Central Washington University. Notification and a description of the project will also be sent to state and regional offices of education, law enforcement, social and health services, and drug education personnel from CWU to inform them of our task and our interest in including them in the project.

Work on each goal will proceed as follows:

I. Cooperative Drug Prevention Efforts

The Project Director will organize an advisory board that will include at least one local employee from law enforcement, Social and Health Services, schools, parents and any other relevant department or agency. He will inform them of their task to act as liaison between their department and himself, and to review and approve all significant project

activities. In regularly scheduled meetings members of the advisory board will:

1. Provide input regarding sources of expertise and relevant materials for the director's review.
2. Review and monitor the progress in the development of materials as described in this proposal.

A record of the actions of this advisory board will be kept for the purpose of developing guidelines for organizing multi-agency drug abuse prevention efforts (III.2.b.).

II. Clear Focus of Effort

The target population for this project is fifth grade youth and their families. The lessons and the format used for the materials will reflect the physical, social and psychological needs and development of these individuals. The topic areas upon which the Project Director and Advisory Board will develop goals and objectives will include:

1. Family Management
2. Communication Skills
3. Gateway Drugs
4. Citizenship
5. Use of Social and Health Services

III. Development and Distribution of Materials

Using the media production skills and facilities of Central Washington University, at least ten (10) high quality lessons will be developed and produced. Each will consist of a video tape program and an accompanying lesson guide. The lesson guides will be bound and designed to provide both information and suggested family activities that will enhance the learning process.

To keep community implementation costs down, an attempt will be made to use public domain materials and original productions to meet the objectives of each lesson. If copyrighted materials are desired, the Project Director will negotiate with the holder of the copyright for a reasonably priced use plan.

The video tapes will be 28:30 each to allow for broadcasting over public television or public access television as well as viewing in public meetings. They will be formatted so that specific community details (e.g., local referral agencies) can be easily inserted. The video tapes could also be altered to accommodate hearing impaired or non-English speaking persons.

Once the program materials have been produced, the Publication/Media Design Manager will develop and print a brochure that describes the project and gives directions for gaining access to the materials. The Project Director will mail at least 1,000 of the brochures to community leaders, school administrators, departments of social and health services and drug abuse prevention organizations throughout the state of Washington. This marketing effort will be supported by a reasonable number of on-site visits and consultations with interested parties by the Project Director.

The Directors' Management Guide will be developed and produced to assist any interested individual or group to:

1. Understand the goals and scope of the program
2. Network within their community
3. Access funding sources
4. Determine the best method of broadcasting
5. Advertise and recruit successfully

6. Maintain participant commitment
 7. Assess their efforts
 8. Repeat their efforts
-

EVALUATION

Formative evaluation will be ongoing throughout the time span of this project. The Project Director will report progress and show evidence of product completion to the Advisory Board which will, in turn, assess the quality and the degree to which each objective has been completed. On the basis of their conclusions, they will advise the Director who will carry out their wishes.

The Director will meet as needed with each production manager for the purpose of reviewing and revising the television programs and the workbook. These items must be complementary and useful teaching tools. As an outside validity check, experts in the fields of education, drug abuse prevention and media productions will provide on-going evaluation.

While formative measures will be used during the course of the project to insure the development of highly effective teaching materials, a variety of summative measures will be used to evaluate the overall project with respect to feasibility, quality, and probable effectiveness. The summative aspect of the overall project evaluation will rely on input from three sources:

1. personnel from drug/alcohol abuse agencies
2. substance abuse education coordinators
3. experts in media design

VITAE

Lawrence Edward AlMBERG

Health Teacher
Ellensburg High School
1300 E. 3rd Street
Ellensburg, WA 98926

PERSONAL

Born : April 24, 1947
Health : Excellent
Height : 5' 11"
Weight : 150
Married : Two children ages 9 and 13

FORMAL EDUCATION

B.A. Washington State University

Fifth Year (Standard Teaching Certification) University of Washington

(In final stage of M.Ed. in Supervision and Curriculum Development from Central Washington University.)

TEACHING EXPERIENCE

Physical Education/Health, Seahurst Junior High, Seattle, Washington, September 1969-June 1976.

Science/Health, Evergreen High School, Seattle, Washington, September 1976-June 1977.

Health/Math, Ellensburg High School, September 1977-present (Concurrent elementary physical education assignment 1984-5, 1986-7, and 1987-8.).

LEADERSHIP POSITIONS

Co-Director of Kittitas County teacher training for Here's Looking at You Two (drug education curriculum), 1984.

Director of Natural Helpers (peer counseling workshop for high school students), 1986, 1987 and 1988.

Consultant with Comprehensive Health Education Foundation for revising Here's Looking at You Two, 1985.

WASHINGTON STATE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION COMMITTEES

Committee for Developing State Guidelines for Health Education, 1986-7.

Consortium Committee (for determining requirements for health teacher endorsement), 1986.

Substance Abuse Education Advisory Committee, 1987-8.

COMMUNITY INVOLVEMENT

Co-author of Kittitas County Youth Substance Abuse Survey, 1987.

Member of Chemical People Project

Kiwanis Club Vice President

Cancer Society Board

PROFESSIONAL ORGANIZATIONS

American Association for Supervision and Curriculum Development

American Association of Health, Physical Education, Recreation and Dance

Health Education Alliance (Washington State)

National Education Association

William S. Craig
Associate Professor of Instructional Media and
Television Producer/Director

William S. Craig, Associate Professor of Instructional Media is the Television Coordinator of the Instructional Media Center at Central Washington University. He has five years of public school teaching experience and twenty years of administrative teaching experience in television production. During these past 25 years, he has taught many instructional media courses and broadcast production courses in communications. He presently holds several elected and appointed telecommunication positions. These include, State Director of the Western Educational Society for Telecommunication and Central's advisory committee representative to the HEC Board on developing a plan to operate a Washington Higher Education Telecommunications System.

Recent productions that either he and/or other media producers of this department have produced are as follows:

Instructional Tapes

1. Television Instructional Tapes on Set-up & Operation of Equipment.
2. Child Abuse
3. Vega Engine
4. School Supervision
5. Business Orientation Series

Promotional Programs

1. Central Spirit
2. Senior Ventures
3. Zacklift
4. The Kittitas
5. Expo '86 Contributor

News Broadcasts/Public Affairs

1. Central Today - University Public Affairs on local NBC affiliate
2. Newswatch - Weekly Student News Program
3. Public Service Announcements
4. Labor Day News Coverage
5. Live coverage of Ellensburg City Council

Documentaries

1. First Creek Round-up
2. STEP'S
3. Body Fat Assessment Test
4. The Man in McManamy

Community Programming

1. Central and Community Sports
2. Ellensburg Rodeo Parade, Fair and Rodeo
3. CWU Commencement
4. Moments to Remember
5. Lipsync

WILLIAM D. SCHMIDT

Professor of Instructional Media
Central Washington University
Ellensburg, Washington

EDUCATION

B.S., History, University of Nebraska, 1958.
M.A., Audiovisual Education, San Diego State University, 1963
Ph.D., Curriculum and Media, Ohio State University, 1972.

EXPERIENCE

High school teacher, 4 years.
Building AV Coordinator, 2 years.
Graduate Assistant, School of Education, San Diego State University, 1962-1963.
Faculty, NDEA Institute in Educational Media, Oregon State University, summer, 1966.
Coordinator of Instructional Materials, Central Washington University, 1963-1970.
Acting Director, Instructional Media Center, Central Washington University, 1968-1969, 1982, 1985-1986.
Graduate Research Associate, Center for Curriculum Studies, Ohio State University, 1970-1971.
Coordinator of Media Development Services, Professor of Instructional Media, Associate Director of Instructional Media Center, Central Washington University, 1971-present.

PUBLICATIONS AND PRODUCTIONS

Books

Learning Resources Programs That Make A Difference: A Source of Ideas and Models from Exemplary Programs in the Field, published by Association for Educational Communications and Technology, 111 p.p., 1987
Producing the Film, published by Information Futures, 96 p.p., 1980.
Designing the Film, published by Information Futures, 70 p.p., 1978.

Journal Articles

"Outstanding Instructional Films," Sightlines, Fall 1983
Contributing Columnist, Educational Technology, "Innovative Uses of Instructional Media in Higher Education Teaching," 1982-83.
"Media at the Crossroads," The Medium, Fall, 1976
"Analyzing the Design of Outstanding Instructional Films," International Journal of Instructional Media, Summer, 1974.
"Local Production Program Components," Audiovisual Instruction, December, 1970.
"Production Facilities Within the IMC," Audiovisual Instruction, October, 1967.
"The Audiovisual in the Church School," distributed by Augsburg Publishing House of the American Lutheran Church, 1967, co-author.
"Causes and Results of World War I," curriculum unit in Using Audio-Visual Materials by James S. Kinder, 1965.

Media Productions

Exemplary Learning Resources Programs: Vignettes of Media Use, videocassette distributed by Iowa State University, 1986
Project HELDS, Higher Education for Learning Disabled Students, slide/tape production for national dissemination of information on CWU's Project HELDS, 1982.
Images of Business Week and The Business of Business Week, two multi-image productions for the Association for Washington Business, 1985 and 1982.
The Magic of Business Week, for Association for Washington Business, 1987.

- SSDS: People, Paper, Procedures, slide/tape production for Washington Department of Social and Health Services, 1977.
- A Whole New Way of Life, 16mm film produced for Phi Delta Kappa, 1975.
- Open Plan Schools, 16mm film distributed by Educational Media, Inc., 1974.
- Display and Presentation Boards, 16mm film distributed by International Film Bureau, 1971.
- Elementary Social Studies Series, ten 8mm films distributed by Doubleday, 1965, co-producer.

RESEARCH

- Research for book manuscript Learning Resources Programs That Make A Difference, (national surveys, interviews, case study method), CWU Faculty Research Grant and Sabbatical Leave, 1984-85.
- National survey of colleges and universities to identify "Innovative Uses of Instructional Media in Higher Education Teaching," CWU Faculty Research Grant, 1981-82.
- National surveys in 1972 and 1982 to determine the outstanding films used in instruction in U.S. schools.
- "Design Elements in Instructional Films: An Attempt to Derive Some Operational Generalizations Based on Research and on Producer Opinion," Ph.D. dissertation, Ohio State University, 1972.
- "A Proposed Inservice Education Strategy for Project EPIC and the Elyria, Ohio School System," Final Report, May, 1971. Member of four person research team from the Faculty of Curriculum and Foundations, Ohio State University.

PRESENTATIONS

International and National

- Presidential Session, Association for Educational Communications and Technology Convention, January, 1986, "Exemplary Instructional Media Centers: A Source of Ideas and Models from 27 Programs in the Field," Las Vegas, Nevada.
- General Session Speaker, International Association of School Librarianship, Bad Segeberg, West Germany, August, 1983, "The AECT National Student Media Festival (USA)."
- Speaker, Association for Educational Communications and Technology Convention, Dallas, Texas, May, 1982, "Project HELDS: Higher Education for Learning Disabled Students."
- Speaker, Association for Educational Communications and Technology Convention, April, 1981, "A College-Community Media Production Service," Denver, Colorado.
- Speaker, National Visual Literacy Conference, Portland, Oregon, April, 1975, "Motivating Students Through Photography and Film Making."
- Speaker, National Council for the Social Studies, 1987, Seattle, Washington, "8mm and Education."

Regional and State

- Speaker, AECT Region IX Conference, Portland, 1985, "Exemplary Learning Resources Programs."
- Speaker, AECT Region IX Conference, Portland, 1984, "Scriptwriting."
- Speaker, WLMA Conference, Ellensburg, 1982, "Project HELDS: Higher Education for Learning Disabled Students."
- General Session Speaker, Getting More From Media Conference (WLMA), Spokane, 1981, "Motivate Young Student Media Producers."
- Speaker, WAECT, 1977, "Producer's Showcase."
- Speaker, Oregon Educational Media Association, Portland, 1976, "Special Effects for Super 8mm Film Production."
- Speaker, Washington Department of Audiovisual Instruction, Seattle, 1974, "Producing 8mm Films in Education."
- Speaker, WAECT-OEMA Conference, Portland, 1973, "Washington State Student Media Festival."

OFFICES HELD**Major**

Chairman, AECT Program Evaluation & Consultation Services Committee, 1987
 Board of Directors, Division of Media Management, Association for Educational Communications and Technology, 1984-86
 Coordinator, Region IX of Association for Educational Communications and Technology, 1978-81.
 Chairman, National Student Media Festival, 1979-81.
 President, Washington Association for Educational Communications and Technology, 1976-77.
 President, Phi Delta Kappa, Central Washington University Chapter, 1975-76.
 Chairman, Washington State Student Film Contest and Festival, 1973-79.

Other

AECT Certification Committee, 1981-86; Chairman, AECT Student Produced Media Task Force, 1979-81; AECT Convention Planning Committee, 1978; Chairman of AECT Region IX Conferences, 1976, 1979, 1981; Treasurer, Washington Educational Media Coordinating Council, 1975-76; Chairman of WAECT Fall Conference, 1978; Washington Delegate to Okoboji Educational Media Leadership Conference, Okoboji, Iowa, 1974; AECT Leadership Development Committee, 1976-78; Production Specialization Director, WDAVI, 1972-76; Vice-President of Phi Delta Kappa (CWU Chapter), 1969-70; DAVI National Audio Tape Committee, 1967-69; WAECT Board of Directors, 1967-68, 1972-78; Chairman of Visual Aids Production Lab, DAVI National Convention, 1966.

MEMBERSHIPS

Association for Educational Communications and Technology (AECT), Washington Library Media Association (WLMMA), Northwest College and University Council for Management of Educational Technology (NW/MET), Phi Alpha Theta, Phi Delta Kappa, University Film and Video Association.

CONSULTANT SERVICES

Consultant, Evaluation of University of Colorado Media Services, 1987
 Media Consultant, Higher Education for Learning Disabled Students Project, DOE Fund for the Improvement of Postsecondary Education, 1980-1983.
 Project Director, Washington Energy Extension Services A-V and Graphics Project, 1979-80.
 Consultant, Washington Department of Social and Health Services, Development of Curriculum materials, 1977.
 Production Consultant, Protocol Project of the National Teacher Preparation Leadership Training Institute, 1972-74.
 Consultant, Evergreen State College, Media Production Procedures, 1971.
 Consultant, Central Washington Regional Supplementary Center, NDEA Title III Project, 1968-69.
 Evaluation Team Member, Yakima Valley College, Foreign language program, 1968.
 Consultant, Yakima Valley College, Design of media facilities, 1968.

AWARDS

Region IX Coordinator's Award, Association for Educational Communications and Technology, 1983.
 Leadership Award, Association for Educational Communications and Technology Region IX, 1983.
 Certificate of Appreciation, Association for Special Education Technology, 1982.
 Selected as one of twenty film educators to attend Hollywood Workshop, sponsored by the Directors Guild of America and the American Film Institute, Los Angeles, August, 1981.
 Pacesetters League Award, Washington Association for Educational Communication and Technology, 1978.
 Research, Service, Leadership Award, Central Washington University Chapter of Phi Delta, Kappa, 1978.
 Professional Service Award, Washington Association for Educational Communications and Technology, 1977.
 Phi Alpha Theta, 1954.

COURSES TAUGHT

Educational Media Production I. CWU.
Educational Media Production II. CWU.
Still Photography, Oregon State University.
Basic Film Making, CWU.
Slide/Filmstrip workshop, CWU.
/Educational Media Utilization, CWU.
Advanced Film Making, CWU.
Scriptwriting, CWU.
Instructional Media/Technology Workshop, Centralia College.
Instructional Strategies & Media for Trainers, Washington Department of Social and Health Services.

CAMPUS COMMITTEE ASSIGNMENTS

Professional Leave Committee, 1973-77, 1985-88.
Campus Space Committee, 1978-80.
Faculty Senate Alternate, 1978-79.
Faculty Senate Personnel Committee, 1978-79.
Vice-chair, Library Personnel Committee, 1978-79.
Physical Plant Accreditation Committee, 1978-79.
Library Merit Study Task Force, 1978-79.
University Publications Review Committee, 1977-78.
Library Terminal Degree Committee, 1974-75.
Campus Media Study Committee, 1973-74.
Chairman, Library Professional Travel Task Force, 1973.
Language and Literature Building Committee, 1967-70.
Library Personnel Committee, 1967-69.
Chairman, Library Rating Form Committee, 1967-68.
New Library Building Subcommittee, 1968.
New Office-Lecture Building Committee, 1968-69.
Library Staff Association Steering Committee, 1965.
Library Council, 1965-70, 1973-76.
Instructional Media Committee, Education Department, 1966-72.
Education Sequence Study Committee, Education Department, 1965.

BUSINESS
Understanding
Private
Enterprise
WEEK

~~A Public Affairs Presentation By The~~



association of Washington business

POST OFFICE BOX 658
OLYMPIA, WASHINGTON 98507
Telephone AC 206 943-1600

To Whom It May Concern:

This letter is to recommend and commend Bill Schmidt. Bill has produced 3 films for the Washington Business Week program. Each has been unique and has been a fresh approach to the Business Week story and concept. This is very important to us as we use the film to raise money for Business Week and are usually asking the same people to give to the program. It is important that they see a different side of Business Week each time.

Bill's work is always very efficient and dependable. We are presented with concepts, time lines and budgets. Scripts are written in a timely manner for our approval and any of our concerns are handled. Bill has always been within or under budget.

Bill's gift to Business Week has been a sensitive look at the Business Week program and has always enhanced our program.

Business Week recommends Bill to those who are considering his work. If you have any questions, please call me.

Sincerely

Linda Mackintosh
Executive Director

LM/ce





February 2, 1988

Dr. Jimmie R. Applegate
Dean, School of Professional Studies
CAMPUS

Dear Dr. Applegate:

I am writing this letter to formally express my appreciation for Bill Schmidt's excellent work in connection with the slide/tape program for EDUCATION WEEK. Bill was very helpful throughout the process--from conceptualization to completion. There was regular communication between his office and ours, and the final product was ready on the date that it was promised.

Mr. Schmidt is a true professional. The program which he wrote and produced is one which I believe is outstanding. It captures the important elements of EDUCATION WEEK in a very upbeat and creative way. It is also a very effective public relations program for Central Washington University. We shall enjoy showing it on a regular basis.

The University is fortunate to have Bill Schmidt on board. I believe that he should be commended. Please feel free to share this letter with others as you wish.

Sincerely,

Bonnie S. Brooks
Special Assistant to the Dean
Coordinator, EDUCATION WEEK 88

Appendix A

Summary of results from Kittitas County Youth Substance Assessment, given to youth from grades 6-12 from three school districts in Kittitas County, Washington, during the first week in May, 1987.

COMMENTS	<u>Grade(s)</u>			
	<u>6</u>	<u>6-8</u>	<u>9-12</u>	<u>6-12</u>
<u>Knowledge (% correct)</u>				
1. 1 in 10 U.S. drinkers is an alcoholic.	76	74	73	74
2. Withdrawal from alcohol can be life-threatening.	30	43	52	48
<u>Attitudes (% agree/strongly agree)</u>				
3. O.K. to get drunk on weekends is one does not drive.	31	35	55	47
4. Believe that 80% of peers use alcohol weekly.	30	30	63	49
5. Believe their school has a drug problem.	45	39	62	53
Would use the following if sure they would not get caught.				
6. Alcohol	12	24	54	41
7. Marijuana	6.5	9.6	21	17
8. Cocaine	4.3	5.4	11	9.0

9. Have friends who approve of drug use.	19	31	65	55
10. Would have a hard time saying, "No," to peers encouraging alcohol/drug use.	39	33	22	26
11. Parents think it's okay to drink alcohol with friends.	7.5	8.2	17	13
<u>Behavior (%)</u>				
12. Drink alcohol at least once/week.	1.0	5.7	26	17
13. Smoke tobacco at least once/week.	4.0	8.0	18	14
14. Smoke marijuana at least once/week.	1.0	2.8	9.6	6.8
15. Have had more than one hangover	6.0	13	43	30
16. Have passed out more than once.	2.0	6.0	20	14
17. Have driven a car while under the influence of alcohol more than once.	1.0	1.9	16	10
18. Drank alcohol while driving more than once.	0.5	2.7	20	13
19. Have ridden with a drunk driver more than once.	5.0	19	45	35
20. Have missed school because of drinking more than once.	3.0	2.9	8.6	6.2
21. Have consumed alcohol at school more than once.	1.6	5.0	20	14
22. Have hosted at least one party where alcohol/drugs have been present with parents' consent.	3.1	4.6	12	9.2
23. Have hosted at least one party where alcohol/drugs have been present without parents' consent.	9.0	12	32	23

24. Have attended at least one party where
alcohol/drugs have been present. 9.1 26 68 50

This was a self reporting type survey with all of the potential for error that goes along with this type of information gathering. However, the numbers do seem reasonable and correspond quite closely to those achieved in national and regional surveys.

The actual survey consisted of 51 items. Those selected and presented in this document seem to be those that most closely relate to the issue of precursors to the development of drug abuse.

The percentage scores given are expressed to the tenth if less than ten. Scores greater than ten have been rounded to the nearest whole number.

Appendix B

The Ellensburg community has exercised consistent broad-based efforts to reduce drug abuse. Several of the major events that have taken place recently include:

<u>Event</u>	<u>Support Groups</u>
Survey of over 1400 of 1700 youth grades 6-12, May, 1987 (See Appendix A)	Five of six school districts, Kittitas County Health Department, Health Education professor and Asst. Dean of Students from Central Washington University, local drug treatment center, parents, parent groups and teachers.
Community Intervention Workshop, summer of 1985. Over 45 individuals participated in the week-long activities.	Ellensburg business community, schools, churches, counseling agencies and individuals contributed in excess of \$65,000 needed to fund the workshop.
Natural Helpers (peer counseling) training has become an annual event (since 1984) and is held in high esteem by students.	Ellensburg, Kittitas, and Thorp high schools and the Kittitas County Mental Health Department.

In addition, there has been the formation and continuation of a Chemical People Project, schools have adopted a K-12 drug education curriculum (Here's Looking at You-Two, and have provided the required teacher training to make best use of the curriculum), and various groups have presented ongoing forums and public speakers in efforts to discourage drug abuse.

Leaders from the school districts, Central Washington University, the business community, service clubs, law enforcement, churches, and social service agencies have shown their ability to coordinate efforts repeatedly.

REFERENCES

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2. Ellickson, Phillis L., Designing an Effective Prevention Program: Principles Underlying the Rand Smoking and Drug Prevention Experiment. ERIC 1985. ED 260 316
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Appendix C

SAMPLE LESSON DEVELOPMENT GUIDES

(SAMPLE)

Lesson Design Guide: GATEWAYS TO DRUG ABUSE

Need: Apparently innocent family actions can contribute to early drug experimentation.

Goal: Families will stop actions likely to lead to adolescent drug experimentation.

Objectives: Members of the family will:

1. Increase their awareness of non drug use actions that can encourage experimentation with drugs; e.g. lighting cigarettes, pouring drinks, taking medicine without supervision.
2. Affirm in the strongest possible terms their opposition to the use of cigarettes, wine and beer by adolescents as these use of these is most likely to lead to the development of early use patterns.
3. Explore and share feelings about various forms of drug use by family members, friends, peers, etc.
4. Develop a list of actions in the home that could lead to experimentation with tobacco, wine or beer and develop a plan for eliminating the actions.

(more)

(GATEWAYS TO DRUG ABUSE continued)

Consultant Qualifications:

1. M.S. or Ph.D. in psychology or sociology.
2. Professional experience in drug treatment, family counseling
for drug abuse, or community drug abuse management.
3. Evidence of outstanding qualifications; publications,
workshops, position of state or regional department directorship.

(SAMPLE)

Lesson Design Guide: CITIZENSHIP

Need: Police and courts are often feared or viewed with skepticism which can lead to avoidance or displays of disrespect.

Goal: Families will develop a more positive view of law enforcement personnel in general, and an appreciation for their efforts to stop drug abuse specifically.

Objectives: Members of the family will:

1. Be able to list a range of law enforcement occupations.
2. Discuss Constitutional restraints on police and courts, and how these restraints can effect the way individuals view law enforcement people.
3. Share feelings about law enforcement personnel.
4. Increase their awareness of drug abuse prevention efforts by law enforcement; international, national, state and local.
5. Assess the effects their actions have on law enforcement.
6. State a plan for future actions with regard to the law and law enforcement.

Consultant Qualifications:

1. Ten or more years of law enforcement experience.
2. Professional expertise in law enforcement relating to drugs.
3. Works in a public relations capacity for a law enforcement department.

Letters of Support

SUPERIOR COURT of the STATE of WASHINGTON

KITTITAS COUNTY JUVENILE COURT SERVICES

211 COURTHOUSE • ELLENSBURG, WASHINGTON 98926 • 509 962-6811, Ext. 310

Judge
JO ANNE ALUMBAUGH

Juvenile Court Administrator
MARY C. JAMES, Ext. 313

Diversion
LAURIE HABERMAN, Ext. 312

February 22, 1988

Juvenile Probation Counselors
WILLIAM D. HOLMES, Ext. 311
GERALD W. BAILEY, Ext. 310

Community Service
SUSAN CROW, Ext. 309

Ms. Cindy Bush, Director
Continuing Education, Credit Courses
Central Washington University
Ellensburg, Washington 98926

Dear Ms. Bush:

I am writing to strongly support the Ellensburg Drug Prevention Project.

The staff of the juvenile court regularly sees the problems that young people experience because of alcohol and drug addiction. During this last year, our court has dealt with several beatings of teens by other teens. One situation included a stabbing. The cause of the violence? Arguments over drugs.

During this same year, a number of parents and community members have called about drug or alcohol use by teens. Some are frustrated because youth who live in their neighborhoods "drink and tear things up." Others are worried because keggers continue to be part of the high school social structure. Indeed, last year 101 teens were arrested alcohol or drug offenses. The sanctions imposed on these youth included attending an alcohol/drug information school which has recently been redesigned because the teens who are attending have more advanced knowledge and usage patterns than in past years. While the court and citizen diversion boards have the power to require attendance at the school, it is very difficult to get youth to attend this school before they are in trouble with the law.

A program aimed at prevention--a program which helps develop a different teen attitude toward alcohol and drugs is desperately needed. Focus on the younger children who have not yet experimented is important. Programs which involve parents, community leaders, schools, social service, law enforcement and the courts can develop a genuine network of aware, caring adults who help children and teens make better decisions.

The Juvenile Court staff is fully in support of the proposed program.

Sincerely,

Mary C. James
Juvenile Court Administrator

Kittitas County Mental Health, Mental Retardation & Drug Abuse Board

507 North Nanum Street • Ellensburg, WA 98926 • Telephone (509) 962-6811, Ext. 124

February 18, 1988

RECEIVED
FEB 19 1988
EXTENDED UNIVERSITY PROGRAMS

Cindy Bush, Director
Continuing Education - Credit Programs
Barge Hall, CWU
Ellensburg, WA 98926

RECEIVED
FEB 22 1988
GRADUATE STUDIES AND RESEARCH

Dear Ms. Bush:

I am writing to support the Ellensburg Drug Prevention proposal being submitted by Larry AlMBERG for federal grant funding.

The proposal would develop a very useful set of materials which could be easily accessed and used by teachers and community groups anywhere.

I am particularly supportive of targeting 5th graders -- an age group which I believe can be most impacted by prevention efforts.

The emphasis on cooperative community involvement in planning and implementation of the project is excellent and will help insure public support and acceptance of the project objectives.

I hope the grant will be funded and look forward to participating in the project in whatever way I can.

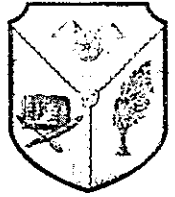
Very truly yours,

Margaret *O*ndit
Executive Director

bcw

ELLENSBURG SCHOOL DISTRICT NO. 401

1300 East Third Avenue, Ellensburg, Washington 98926 (509)925 - 0848



February 23, 1988

Cindy Busch
 Director of Continuing Education
 Credit Programs
 Barge Hall
 CWU
 Ellensburg WA 98926

Dear Ms. Busch:

Ellensburg School District enthusiastically endorses the Ellensburg Drug Prevention Program grant application being submitted by Central Washington University. This grant addresses a long-standing need for appropriate intervention activities and materials in the substance abuse area.

K-12 systems need a variety of materials and programs to assist with our efforts to reduce substance abuse. This grant would provide us one additional tool in our efforts. The Ellensburg Board of Directors, staff, and students encourage your support of this application.

Sincerely,

Lew Moormann
 Superintendent
 Ellensburg Public Schools

LM/co

Community Schools
 400 E. First Ave.
 925-0818

Ellensburg High School
 1300 E. Third
 925-6185

Lincoln Elementary
 200 S. Sampson
 925-9831

Morgan Middle
 400 E. First Ave.
 962-9878

Mt. Stuart Elementary
 705 W. Fifteenth Ave.
 925-9848

Special Services
 400 E. First Ave.
 925-0817

Washington Elementary
 506 N. Sprague
 925-9814



DR. FRANK B. BROUILLET

Superintendent of Public Instruction

February 17, 1988

Larry AlMBERG
Washington Elementary School
506 N. Sprague
Ellensburg, WA 98926

Dear Mr. AlMBERG:

I greatly enjoyed our conversation concerning your Ellensburg Drug Prevention Project.

This office supports and encourages substance abuse education prevention programs at the elementary level. There is indeed a need for useful drug/alcohol materials to provide information and to meet the varying interests of today's students.

Enclosed is a resource guide listing private funding sources for health and substance abuse education programs.

This office can provide you with current information on state-wide programs and resources. If you have any questions, please feel free to call me at

Good luck on your project endeavors.

Sincerely,

DIVISION OF INSTRUCTIONAL
PROGRAMS AND SERVICES

Deborah L. Koss-Warner, Supervisor
Substance Abuse Education

DLKW:csl

enclosure

Please note: A telephone number and signature were redacted from this page due to privacy concerns.

CHAPTER 5

Summary, Conclusions, and Recommendations

Summary

Increasingly our nation is addressing issues relating to the use of mood altering chemicals. A growing trend is the focus on education that ultimately reduces the demand rather than law enforcement which attempts to punish the behavior and, thus, stop drug abuse after it has begun.

The Ellensburg Drug Prevention Project is an attempt to use a wide range of existing resources in assisting families with young children to learn more effective types of family management. There seems to be ample evidence that family dynamics prior to adolescence greatly predisposes one to, or not to, use drugs. (And if one chooses to use drugs, when and to what degree they are influenced by the family management as practiced during the pre-adolescent years.)

Conclusions

Resources for drug abuse prevention are very limited. Those which do exist are within the domain of public schools, law enforcement, and social and human services. Each of these has an individual mission regarding substance abuse prevention. Historically, these institutions have

worked separately but, increasingly, pressure in terms of funding restrictions is encouraging greater cooperation and coordination. Therefore, this project has been designed to include the expertise of each of these institutions.

Recommendations

I would make the following recommendations for reducing the substance abuse problem:

1. Continued research into prevention efforts for the development of more effective models.
2. Increased funding at all levels, especially the local, delivery level.
3. Development and production of programs and materials that are flexible and can be delivered effectively under a variety of circumstances (e.g., video tape and workbooks).
4. Increased cooperation and coordination of efforts by the schools, law enforcement agencies, and social and human services.

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