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ABSTRACT
                 This two-part report summarizes the comprehensive
Report on the Development of the National Drug Education Program
(NDEP) Information Support System. The first report describes the
implementation and growth of the system, discusses the design
approach, and provides sample information collection instruments.
Part II is, itself, in two sections: (1) a summary of the development
of an information support process for the Regional Training Center
component of the U.S. Office of Education program; and (2) a
description and sample of all of the current reports generated from
the data in the system, with a discussion of their relationship to
the problem solving strategies of the NDEP. The program presents
mechanisms to bring about the conditions deemed necessary to reduce
the level of drug abuse. These conditions are: (1) open communication
between both youth and parents and teachers; (2) an availability of
meaningful alternatives to the use of drugs; (3) a feeling of
self-worth and control of one's own life; (4) a willingness on the
part of adults to accept the validity of alternative life styles; and
(5) an improved perception of what the consequences of drug abuse
are. (Author)

ED 085634

REPORT
on the
Development of the
National Drug Education Program
INFORMATION SUPPORT SYSTEM
as of
December 1, 1972

Prepared for the
U. S. Office of Education
National Drug Education Program
under
subcontract #97233, to OEG-0-70-2068-(725)
National Action Committee - University of Rochester

January 1973

A process cannot be understood
   by stopping it.
Understanding must move with
   the flow of the process,
   must join it, and flow with it.

                    - First Law of the Mentat
                      Frank Herbert

INTRODUCTION

This report has been prepared by E. F. Shelley and Company,
Inc., as the final report on the initial development of
the National Drug Education Program's Operationally-based
Information Support System during the period December 1, 1971
to November 30, 1972. Because the development and implement-
ation of the ISS is continuing through June 30, 1973, this is,
in actuality, an interim report.

Section I serves to summarize the status of implementation
of the Information Support System as of December 1, 1972.

We have chosen to focus the content of the second part of this
report on a process, rather than merely totalling up the
accomplishment of tasks and the delivery of products - inform-
ation which can be found in materials that have already been
submitted. Section II is an outline on the design approach
that was employed in the development and implementation of
the NDEP Information Support System.

Finally, in an Appendix, we have provided information which can
serve as a status report on our "promises" -- the ends that the
contractor implied the program would be able to achieve if the
means - the ISS - were developed. Although we still have
another seven months of development work ahead, it could be
helpful for all parties concerned to assess the work so far in
a way which does not exclude, but goes beyond, what we delivered
- that asks, "is the program any closer to its goals?"

As with most development contracts, E. F. Shelley and Company,
Inc.'s original proposal cited needs and problems which, by
implication, would be dealt with by the "means" to be delivered.
Yet, most contract procedures hold contractors responsible only
for the delivery of the "means", with few ways to maintain
accountability for the problem solutions, etc., that were
implied. Since the design approach we have been applying in
this program is structured to keep these ends constantly in
view as guide points for development, they may serve as well
as criteria for judging our success.

1. STATUS OF IMPLEMENTATION
December 1, 1972

What Was to Be Done

On December 1, 1971, E. F. Shelley and Company, Inc, undertook
the development of an information support system for the U. S.
Office of Education's National Drug Education Program. We
indicated that by the end of this one year's initial phase of
development we would have:

A. Analyzed and defined the overall system requirements;

B. Developed the specification for a computer-based system;

C. Established an initial information support system on a
manual basis. This integrated system of information
collection and feedback would include these components:

1. A data base which contained, among other things,
the activities, resources, and expected outcomes
of ongoing projects and general design criteria
that could be used to describe any project.

2. An information collection process and instruments
that would serve the multiple functions of

- self-monitoring for the local project;

- identification of technical assistance needs
for OE and NAC;

- collecting those information elements which could
ultimately be used to evaluate the overall effec-
tiveness of the NDEP program and strategies.

3. Information processing and reporting capabilities
with the nature, audience, and frequency of any
specific reports to be determined as part of the
development process.

D. Employed a design process that would allow the ISS to
change as the program changed; that would provide infor-
mation, during the development process, that could be
used to meet some of the program's immediate needs; and
which would incorporate continuing feedback and reaction
to modify the system as it was implemented.

Status of the ISS, December 1, 1972

Although the contract did not receive final approval until
February 1972, E. F. Shelley and Company has been able to complete
the system elements, as originally described, on schedule. Pro-
jected intermediate milestones for products had to be modified in
some instances in order to begin the implementation within the
original time frame.

A.   System Definition and Requirements

By December 1, 1972, the USOE NDEP management structure
and information requirements had been defined and analyzed
by the contractor. The results of these efforts can be
found in the following documents:

1. Information Support Requirements for the Management
   of the National Drug Education Programs - October, 1971

2. Information Support Memo #1, January 3, 1972;
   #2 January 10, 1972

3. System Development Guidelines, March 17, 1972

4. Data Requirements and System Design, May 26, 1972

5. The Management Objectives of the USOE, National Drug
   Education Program, June 26, 1972 (Revised July 19, 1972)

B.   Specifications for a Computer-based System

By the end of the contract period, E. F. Shelley & Company
had provided the general system description (see: Data
Requirements and System Design, May 26, 1972); interim
documentation for those programs that the contractor provided
in order to produce needed reports for USOE (see: Interim
Specifications, December 12, 1972); and a taxonomy that
blended both an empirical view of the program and its
philosophic orientation (see: Elements of the Information
Support System - Data Element Dictionary -December 1, 1972).

C.   Initial Manual Information Support System

1. The design approach utilized by the contractor specified
   that all major requirements for information would
   utilize the regular operating information cycle of the
   program, i.e., the quarterly reporting system and
   proposals.

   Under this approach the original plan was that the
   March 31, 1972 quarterly information return from
   projects would serve to provide validated descriptive
   information on each project as an initial base for
   analysis and system design. The subsequent June 30

and September 30 quarterly mailings would then be part of the new quarterly reporting process, utilizing instruments and procedures developed during the first six months.

However, due to the three month loss of time in the beginning of the contract, the June 30 reports had to serve as the descriptive base, while the September 30 report became the initiation point for the new quarterly reporting process.

Results of the June 30 data collection effort have been provided in

> Who Was Doing What to Whom, 1971-72 - The Activities and Targets of NDEP College and Community-based Projects. In addition, a similar computer-generated report on State Education Agency projects was provided.
>
> Putting It All Together - Self Descriptions of NDEP College, Community, and State Projects, 1971-72.
>
> Report on the Results of June 30, 1972 Survey - October 9, 1972 Evaluation Research Center, University of Virginia. (Draft only)

2. At the December 1, 1972 date, the following elements of the Information Support System had been completed in a form for initial implementation.

> Project Growth Record - A self monitoring management process that serves as the vehicle to provide the Office of Education's project officer with information for monitoring and assistance, and OE program personnel with information for management.
>
> Quarterly Project Summary - An instrument to capture much of the summary data that OE needs for reporting to other agencies, as well as for its own management.
>
> Shared Experience Bank - An access repository for the positive and negative growth experiences of projects.
>
> Regional Training Center Quarterly Report and Mini Grant Action Plan format.
>
> Supplements to the OMB Application Forms - To facilitate the collection of additional information that the Office of Education requires.

4.

Additionally, the contractor had worked on the
definition and continuing development of the important
personnel roles of the individuals associated with
the system; specifically the information facilitator
in the OE office, the OE project officer, and the
information facilitator at the Regional Training Center.

3. Reports based upon the first quarter FY '73 data are
    being prepared at the time of this writing. However,
    in order to provide some information for the National
    Conference held November 28-30, 1972, several initial
    reports were generated from the quarterly data returned
    by the first sixty projects who sent back their
    materials.

Are NDEP Management Needs being Dealt With?

At a meeting February 22, 1972, a National Action Committee
Task Force cited six critical needs and expectations for the
NDEP.

*1) Information and communication needs: The various field
projects need to know what OE is doing, planning and thinking.
OE needs to have feedback as to what the field projects are
doing and with what effects. That is, a current and consistently
updated data base needs to be established.*

The development process was designed to create the initial data
base from feedback about the management functioning of the 58
college and community-based projects. This became the OE Program
Management component of the system. Subsequently, State projects
and Regional Training Centers were added to this base.

The collection of this core of experiential information has been
a "shaping" process designed to assist the local manager to re-.
organize his information environment around the needs of his
target clients. This is the Local Project Management component.
It should help him perceive needs, identify resources and
potential linkage, and to assess his progress against his own
criteria.

The first "tap" on this information is at the local level each
time the basic management feedback process, the Growth Record,
is filled out. On a quarterly basis, Action Plan and
Accomplishment Reports are returned to NDEP along with Growth
and Change Reports which capture the "process", i.e., what the
project did, or learned, about the discrepancies.

This core of product and process information then serves
many of the other needs identified by the NAC Task Force, as
indicated below.

*...Furthermore, it would be helpful to have a repository of
available materials and information such that the various field
programs could have access to those resources. An effective
communications system across all levels of OE Drug Education
Program is needed.*

The information structure utilized to collect and analyze project
information provides a basic "language" which can be used to
organize the materials repository so that the information in it
can be accessed in terms of problems (target/conditions) rather
than solutions alone. This repository is the Shared Experience
Bank.

2) Training needs: The OE Staff wishes to develop more specific expertise in the drug education field. The various field projects wish to develop further expertise particularly with regard to affecting community change. Thus, technical assistance is required to train, advise, help clarify, and rethink goals and means.

The base of management process information should provide a good share of the "what-works" information for training purposes, as well as serving to identify what the needs for training are.

The system has the potential to provide a Technical Assistance Management component. This aspect of the system will not be fully implemented until the Office of Education and National Action Committee confirm the necessary relationships.

3) Coordination between the various types of projects and within the various regions is desirable.

The principal contribution made by the ISS here is a consequence of the shaping of frames-of-reference around the needs of particular targets. If projects can perceive themselves in terms of the problem with which they are dealing, rather than the resources they are using, then this should permit a more accurate perception of others whose experiences might be relevant. A college-based and a Title III project might both be attacking the same problem, for instance, and never realize it because of the natural tendency to group projects according to funding sources or institutional characteristics.

4) Assessments: We need to be able to define what we are trying to accomplish and also to assess whether we are accomplishing it.

Applying here Oettinger's admonition that "chiefs" get better informed by having better informed Indians, we have operated under the assumption that first the local project must be able to define its purposes and assess its progress before any meaningful assessment can be provided for federal purposes.

This is especially true in the case of the 58 college and community projects that are classified as developmental. This means the criterion for measurement of success cannot be in the form of preconceived specifications, but rather, must be meaningful local criteria.

One of the purposes of the information collection process has been to facilitate the collecting of product and process feedback and assessment information on a regular basis, with the sine qua non that it must be meaningful first at the local level. In order for this to become regularized behavior, the NDEP has not required that this information be passed on to other federal agencies for evaluation purposes.

5) Planning and advising: The OE needs to have available a pool of experts and consultants representing a wide spectrum of experiences and backgrounds that can be pulled together quickly and inexpensively to advise and consult on various issues as they come up.   Such a pool would be a sounding board to reflect the perceptions and reactions of a wide spectrum of relevant people such as youth, noninterested people, representatives of OE projects and racial and ethnic groups.   Planning on a long range basis is also needed.

The system should help to identify "expertise" in relationship to the common language of problems, rather than means or activities.   In terms of planning, once the system is fully operational, the NDEP ought to be able to develop a successively more sophisticated model of drug prevention project management behavior against which it could test new program ideas and strategies.

6) The various field projects and the OE staff, as well as all personnel associated with the Office of Education Drug Education Program, need to feel recognized and feel that their particular expertise is being utilized.

A fundamental assumption of this approach to the collection and use of problem-solving information is that all personnel are dependent on one another for experiential information.

For a local project manager, there should be two elements of motivation to be part of this process - (a) the identification of his problem and needs will help him to get technical assistance; and (b) the recognition that his experiences are needed in order to help others.

For the OE staff the motivational element should be the desire to help and facilitate.

What Is Yet to Be Done

A. Human Supporting Framework

As of December 1, 1972, the "hard" elements of the ISS had
been established. The design and specifications had been
completed, instruments developed and distributed, initial pro-
cedures established, and training for local projects scheduled
and conducted. Information from the first quarterly cycle was
in the process of analysis and report preparation. The ISS,
at that point in time, entered its most critical period of
development.

With each succeeding quarterly cycle of information feedback,
the new relationships and roles will become apparent and must
be strengthened until the flow can be maintained without outside
assistance. Moreover, system components must be modified and
refined to insure responsiveness to needs and requirements many
of which appear only as live information begins to flow. The
first several cycles, therefore, will have a significant shaping
function for the operational system. They will serve both as a
"shakedown cruise" for the technical components of the system,
and as a development and implementation stage for the human
supporting framework.

During the next phase of implementation, projects will be
completing their first full cycle of accomplishments, reporting
against their own action plans. Both learning and recognition
of the system's value can begin at this point if parallel
learnings are taking place at the "other end" of the system,
that is, if Project Officer's at USOE begin to use the incoming
information to diagnose and prescribe assistance, to link
projects with mutual concerns, and to share understandings.

As the original proposal and contract indicated, one of the
integral concepts upon which the development of the ISS has
been based is that there is an inter-dependence between
information and relationships. Relationships (especially new
ones) between individuals or agencies require regular
communication or flow of information in order to "set" them.

Conversely, the regular flow of valid information requires
the establishment of trusting, supportive relationships.

B. **New Requirements**

The expectations, structure and management information
needs of the NDEP in December 1972 are not the same as they
were in December 1971, or for that matter, December 1970.
They reflect the dynamic changing context within which the
program must operate.

Among the changes that can be expected to have impact on the
information requirements of the system are:

1. An increasing emphasis on the provision of follow-up
    technical assistance at the eight Regional Training
    Centers (RTC's). This intensifies the need for regular,
    post-training information from the mini-grant teams,
    and has ramifications for the training that is provided
    to the teams in information management.

2. Changes in funding availability and levels.

3. The expanding role played by the SAODAP in evaluation.
    The expected studies to be undertaken by this agency
    during the next year may lighten somewhat the need for
    NDEP to undertake summative program evaluation studies.
    There will be no decrease in need, however, for the on-
    going management evaluations that the ISS makes possible;
    and additionally, the system must be able to respond to
    reasonable requests from SAODAP for information to utilize
    in the evaluation studies.

4. The long-range possibilities that elements of the NDEP
    will be combined with other federal programs into some
    form of regionalized national training system.

Conclusions

Is the ISS contributing/to the NDEP's progress/toward
its goals?

At this point in time, December 1, 1972, with the ISS in an
early stage of field implementation, it is impossible to
provide complete answers to that question. It is possible,
however, to suggest the questions that one might ask in
order to make that judgment as the process continues.

1. Does the ISS facilitate a project's assessing problems
    and developing solutions in a way that takes into account
    a broader view of an individual and the forces that
    influence him?

2. Does the ISS provide for the organizing of information in
    a target/problem frame-of-reference?

    a. Do projects have a regular way to define purposes
        in terms of actual effects on clients - output in
        terms of individual-related indicators?

    b. Do organizational decision-makers, at OE as well as
        in the field, feel that this information/management
        process provides greater potential for satisfaction
        and growth for their staffs and themselves?

    c. Does target-referencing make it easier to perceive
        potential relationships with other organizations
        or individuals?

3. Are educational institutions that utilize this management
    approach developing more learner-centered, and broader
    community-based programs for youth?

II. THE DEVELOPMENT APPROACH

What Were the Conditions?

To understand better the conditions that have influenced the development of the Information Support System it may be useful to compare this situation with the traditional way of designing an information system. This usually includes:

1. *A definition of the specific elements of information with which you will be working*. *This is handled by analyzing project proposals or reports to identify the descriptive words that they use.*

    In our proposal we had already stated that the way projects were describing themselves did not facilitate end-related management. Furthermore, we cited this as a problem with which we would try to deal by developing a "vocabulary" - or taxonomy - that was "people" and "problem" referenced rather than activity or means-referenced.

2. *A definition of the general program structure and hierarchy. This would usually include purposes, major components, relationships, and the related roles of personnel.*

    Any definition of the NDEP is hampered by the fact that the program grew reactively from a variety of funding sources and motivations. The unifying structure of the program had not been clarified below the level of stating certain general goals or process strategies.

3. *Determine the information needs that must be met.*

    Information to do what? Except for the identification of the external reporting requirements of OE - i.e., reports to HEW, Congress, etc., - the specific needs for decision-making information of the people at the local and national levels would be dependent upon the management roles they were playing. But the definition of these goals would require a better articulation of the program structure and the management strategies as well as an identification of how these new roles might be different from accustomed ones.

4. _Develop appropriate ways to collect information that is required and to make it accessible when needed._

We had already noted in our proposal that the "operationally-based" system would use the information developed in local project management to meet the information requirements at other levels.

5. _Test, modify, and implement the system._

The limited resources of the NDEP would not permit the luxury of developing the system externally. It would have to be developed and tested as part of actual use.

The Development Process

To deal with these conditions required continuous interplay between the designers and the users of the system. It required that the development of the Information Support System become part of the national problem-solving process that was the NDEP. As we had stated in our proposal, "the design effort becomes part of the fabric of the program itself, is influenced by the program, and, in turn, affects program development."

What was required was that we deal with most of the development tasks concurrently rather than in a sequential manner. These inter-related and concurrent tasks included:

1. _The definition, in operational terms, of the NDEP approach to drug abuse prevention, project management and the use of information._ We had to define the NDEP approach in terms that had the same significance in all the components of the program, and define roles of people in terms of fundamental human behaviors that would not require major changes in motivation. The level that we determined was most appropriate for defining the program was "problem-solving management." Later, in preparing the system development guidelines, we noted, "it is important that the developers and users of the system recognize that its function is not to collect and use information, but rather to manage (or accomplish purposes) more effectively. The difference between these two perceptions of the purpose of this system can have a significant effect on its successful implementation and use."

2. _The identification of the information required for management decision-making, both internal and external._ We had to find common means to deal with the apparently dissimilar information needs of "problem-solving management" and conventional federal program administration. This effort culminated in the preparation of the NDEP Management Objectives cited previously.

3. *The structuring and aggregation of a taxonomy of information elements to meet the internal require- ments of the program, and the external requirements of the federal system.* To develop a common language to permit projects to communicate, we had to utilize a modified empirical process which would lead, or shape, the manner in which a local project described itself. The June 30 data collection and the September 30 Quarterly Report were each designed steps in this shaping process. The result of this taxonomic effort was the development of the five functional categories which projects use to describe their activities. These categories are determined by manner in which an activity responds to the needs of an individual or organization.

4. *The development, or shaping, of personnel roles or behaviors.* We used the movement of information to make the new supportive relationships between individ- uals and organizations visible.

As for the "actors" in the system, we could not con- centrate on "changing" roles, but rather, we provided the opportunities for participants to grow into any new responsibilities through new relationships. This required the identification and description of tasks in terms of basic human motives (e.g., to help, to be recognized, etc.), then the provision of new alternatives and support to help them move in those natural directions.

This evolutionary approach to role-changes was not free-form, but was a shaping process that helped individ- uals act or behave in certain ways before expecting them to have different attitudes or knowledge. An internal memorandum of January 3, 1972 regarding this particular development strategy pointed out...

> "We have a contract to help meet the information needs of those trying to deal with drug abuse prevention and education. But this is more than just helping to identify and fill immediate needs as quickly as possible. We are trying to help the Office of Education establish a capability to anticipate and deal with those needs on a continuing basis as part of their regular management pro- cedures...
>
> ...This is why we have to walk a careful line. We have to make sure that needs are met, but we also must try to assure, wherever possible, that it is the Office of Education that is taking the actions to meet them. For us this means every action we

> take should support some overt action on the
> part of someone at OE or NAC..."

5. *The meeting of needs for management information during
    the year.* We had to develop means to meet basic
    information reporting requirements without diluting
    the progress of the development effort. Each infor-
    mation collection effort was designed to meet some
    OE needs as well as to be a step in the "shaping"
    process toward the ultimate system of relationships.

6. *The development of specific ISS instruments and
    procedures.* Our criterion was' that information and
    the process for gathering it should meet the needs of
    those who have to collect it. The best evidence of
    this concept can be found in the Project Growth Record.

    We attempted to maintain flexibility in the system
    by establishing first the basic functions of all the
    parts of the system and the relationships among them.
    We held these relatively constant while successively
    testing and modifying the visible elements, i.e., forms,
    reports, for appropriateness. In this way, we were
    always testing and using approximations of the whole
    system even though we might be concentrating on just
    one of its parts.

7. *Respond to unexpected changes in the environment or
    context in which the NDEP exists, e.g., new agency
    relationships with SAODAP, changes in funding levels,
    etc.* No one can be completely successful in antic-
    ipating and dealing with unexpected changes.

    In order to maximize the flexibility of the data which
    would be accessible for unanticipated needs, we
    utilized, in our design, a perception of the OE program
    which dealt with common management information require-
    ments across all program elements. Thus, when both
    SAODAP and HEW began the implementation of new
    monitoring systems in mid-year, the NDEP was able to
    influence the nature of their information requests to
    assure that they would be compatible with the NDEP
    effort.

APPENDIX

STATUS CHECK ON A "PROMISE"

APPENDIX

STATUS CHECK ON A "PROMISE"

What Was the "Problem"?

Amidst all the rhetoric in program guidelines, proposals, testimony, etc., perhaps the simplest statement of the problem to which the NDEP addresses itself was made by Dr. Helen Nowlis in a presentation to a seminar at Hofstra University, September 10, 1971.

> "I believe...that drug abuse prevention is an area in which education can really help. But this depends on what we mean by education and by drug abuse...

> "I would like to distinguish briefly among three different kinds of education. The first one... is education equated with the imparting of information...in order to change opinion and, hopefully, behavior. It seldom takes into account the characteristics of different target groups. This is not what I mean by education.

> "There is a second kind of education which, still heavily depending upon information, begins to use some of the information that psychology and other behavioral sciences have developed and tries to tailor that information to the level of physical, psychological, social development of the individual.

> "I submit that even this is not enough, and what we really need to do is look at education as the facilitation of learning. It is not what we teach but what young people learn that is crucial. As soon as we begin to look at it in that way we have to recognize at least three things: One is that young people do not learn only what we choose to teach them. Young people learn in every waking hour. They learn not only what we intend to teach but they learn from what we do. If you look at the whole developmental process imitation is probably the greatest teacher that there is. We have to begin to examine the whole process of the facilitation of learning.

> "If we really want to modify behavior we need to ask. Where is he now? Where do we want him to go? How do we want him to change and how can we facilitate that change? And that 'he' is a very important factor because 'he' may be young or old,

tall or short, white or black, privileged or under-
privileged, advanced or retarded. If what we are
going to do is zero in on that individual--because
it's only the individual who can change--then I
think we begin to recognize the enormity of the task
that we have before us...

"This is a challenge which goes far beyond the school
and the classroom. If we begin to look at individuals
and changing individual attitudes and behavior for
whatever goal--and we often do not specify these goals
clearly, let alone agree on them--then I think we must
engage not only the school, the health professions,
many other professions, but the community. Until we
can all recognize that every interaction we have with
a child, whether it be in the drug area or the health
area or any other area, influences what that young
person is learning we are not going to get very far.

"What I see right now is that with all the good
intentions in the world each one of us is doing his
own thing, looking at only one particular part of the
problem. And from the point of view of the target
of our concern and intervention we are creating con-
fusion and all of the conditions that will prevent
growth and development and learning rather than
promoting them.

                              ---Helen Nowlis, Ph.D.

What Were the Implied "Promises"?

The implied promise of the E. F. Shelley and Company, Inc.
proposal was, in effect, to "operationalize" this view of
education and drug prevention:

A.   To develop a means for operating from the *point
     of view of the target of our concern.*

B.   To permit young people to *learn from what we do,*
     by making it possible for organizations and
     individuals to model in their regular operations
     the supportive humanistic behavior that they ask
     the young to learn.

C.   To make it possible for organizations to *zero in
     on individuals* by having a regular way to ask
     *Where is he now? Where do we want him to go?
     How do we want him to change?* and *How can we
     facilitate that change?*

D.   To facilitate the involvement of *not only the
     school, the health professions and other professions,
     but also, the community.*

The progress toward fulfillment of these implied promises
can be seen in the following series of excerpts from project
documents during the course of the contract.

A. *"Operating from the Point of View of the Target of our Concern"*
(exce... ts from "Information Support Requirements," Oct. 1971)

<u>Organ... ional Premises</u>:

<u>The I... -of-Reference</u>

The m... ...r in which the NDEP is organizing to serve this func-
tion c... ...not be understood merely by looking at their organiza-
tion chart. Not only do organization charts of social agencies
not contain all of the elements with which management must deal,
but they are a contributing factor to their inability to organize
for task, or goal-related, processes. The reason for this is
that the partial view of institutional structure which these
charts provide is too easily accepted as a frame-of-reference
for a total reality.

To explain, it might be helpful to look again at the relation-
ships between decision-makers in this process as it is currently
perceived.

When society says "solve the problem" which impacts on an
individual...
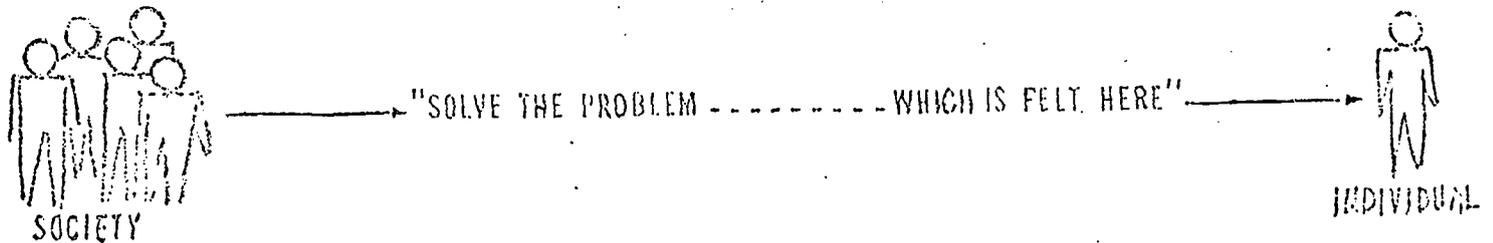
...they envision the task being accomplished through the
decisions of a series of agencies and individuals who will
be making decisions to ultimately deal with the problem.

A-4
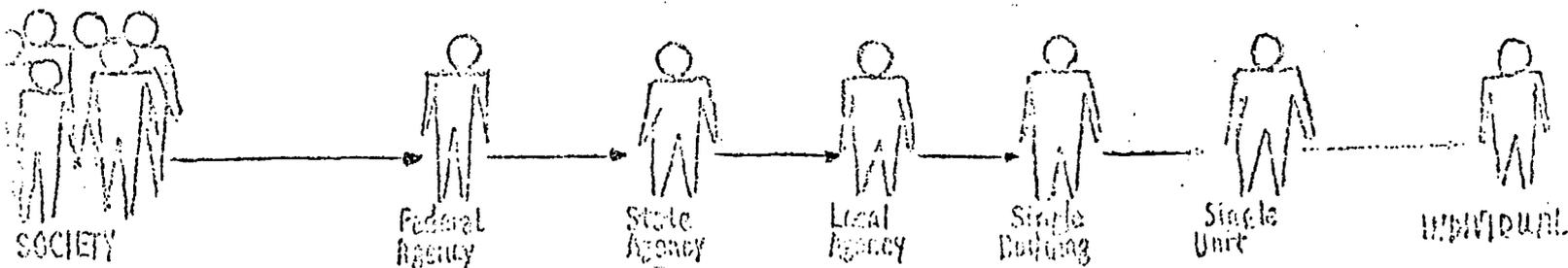
Resources are then distributed along this same pathway.
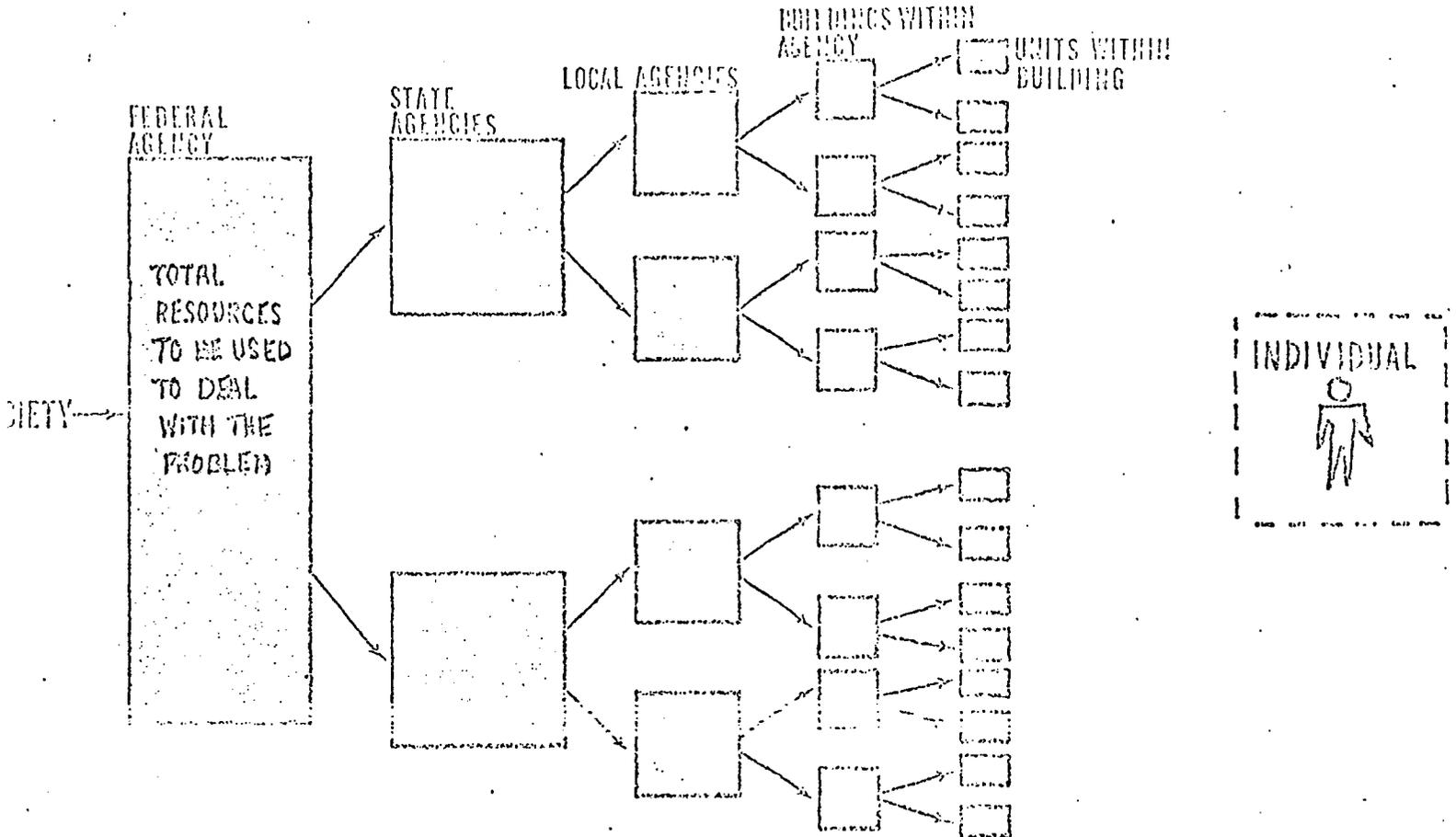
This framework is adequate for showing how <u>quantitative</u> resource
decisions and decision-makers relate. Referenced as it is to
<u>inputs</u>, it would present an inaccurate picture, however, if one
were to attempt to use it to illustrate how each decision-maker
in the process is related to the <u>outcomes</u> of their institutions,
outcomes which, in the case of social institutions, are changes
in, or effects on, individuals.

Yet, this inaccurate representation of reality is what happens
when the diagram above is turned 90 degrees and becomes the
standard pyramid organizational chart. As an example, these
resource input relationships are used by many to judge the
'importance' of various roles individuals play in the process...

FEDERAL   STATE   SUP'T   PRINCIPAL   TEACHER
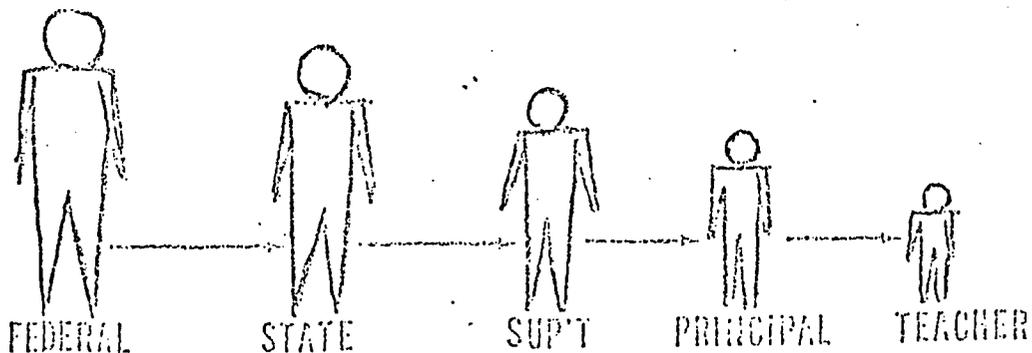
The diagram is a good illustration of how organizational charts
can warp one's view and, in fact, contribute to the misconcep-
tion that the most important decisions are made at the top--with
those of less importance, naturally, being made further down the
line. To the contrary, when viewing this as a client-centered
process (how to help the person influenced by drugs), one can
readily see that decisions which are most responsive to--and
which can have the greatest effect on the individual are those
made by the decision-maker closest to him. The relative
'importance' of roles might better be described in this way:

FEDERAL   STATE   SUP'T   PRINCIPAL   TEACHER   INDIVIDUAL
                                                          STUDENT
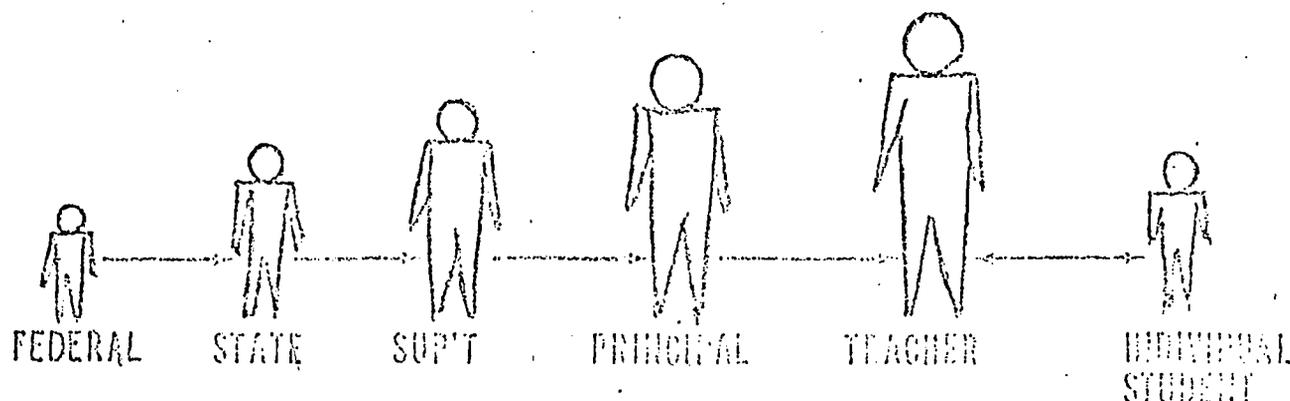
Because each decision-maker is not perceived, nor does he per-
ceive his relations with others. in terms of a mutual relation-
ship to outcomes, it is almost impossible for most social
institutions to plan and operate client-centered, or other goal
or purpose-oriented programs. Although the individual may think
himself to be, or for that matter actually be, client-centered,
the institution of which he is part cannot organize to provide
the support which will permit him to continue to function that way.

In order to deal properly with the outcome-committed strategies
which the NDEP is employing, it becomes necessary to conceptua-
lize a different form of organizational relationship chart -
one in which decision-makers can be perceived (and can perceive
themselves) in relation to a different reference-point -- out-
comes rather than inputs.

Just as a mercator and a polar map can represent the same
portion of the earth's surface but appear to be different
because they are drawn to different reference points, so will
the diagram below appear to be unrelated to the familiar
reality of the pyramid organization chart. However, the
same decision-makers along the line of operational decision-
making are represented here. Only this time they are shown
in terms of the environments they manage through their
decisions. Other decision-makers who can have an influence
can also be plotted in termsof their relationship to the same
end.

DIRECTOR

COMMISSIONER

DIRECTOR

DIRECTOR

PROJECT

OE/HDEP

S.A.O.D.E.P.

U.S.O.E.

LINE OF
OPERATIONAL
DECISION-MAKING
RESPONSIBILITY
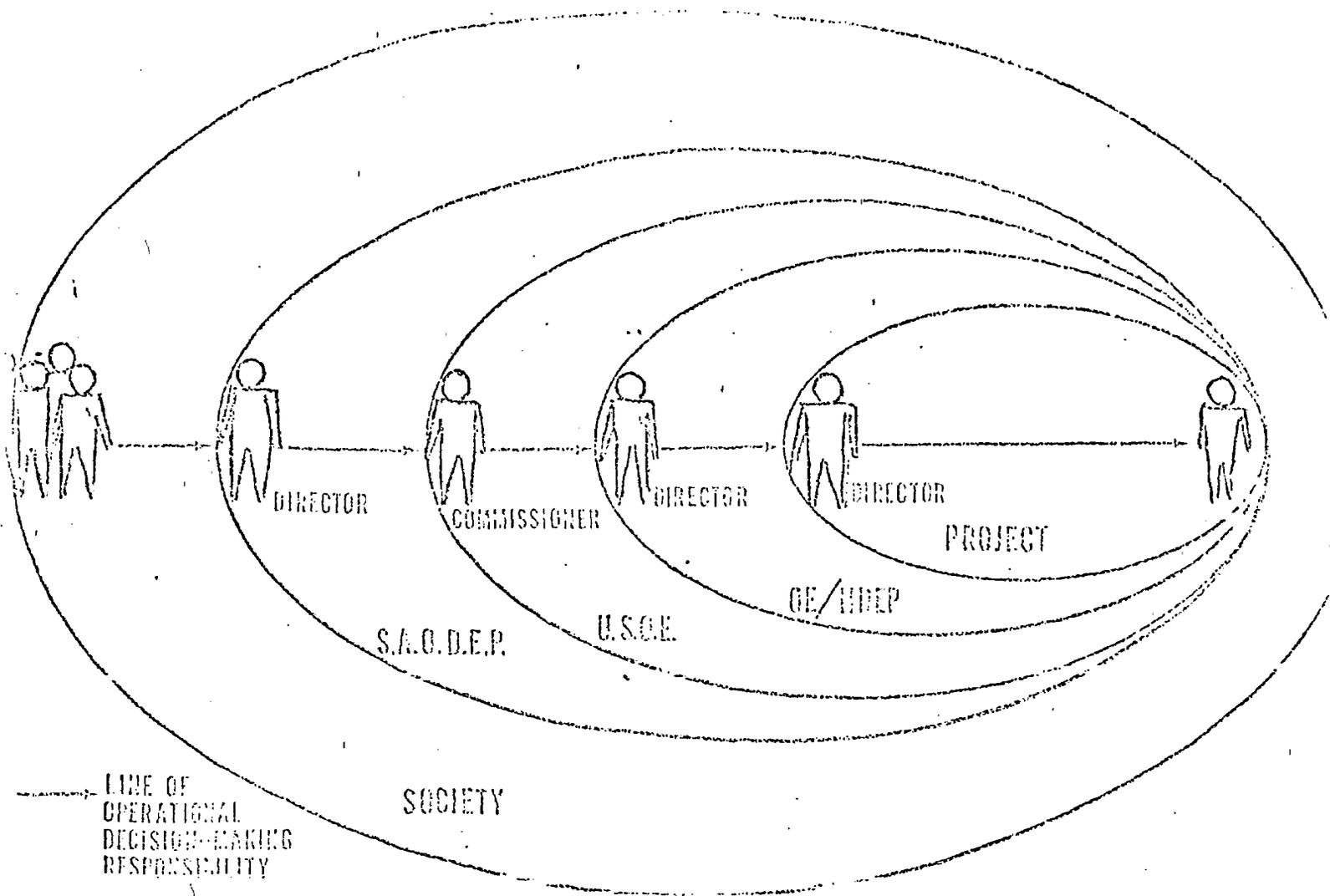
SOCIETY

In this new framework decisions exist on a continuum. The
closer a decision is to the point of output the more responsive
it must be to individual needs. Conversely, the further away
it is, the more responsible it must be to society for the
efficient use of the resources put into the process. Note also,
that on this chart each decision-maker deals with a "whole" --
an organic unit -- (e.g., a classroom, building, school system,
etc.) rather than a fragment. Additionally, one can identify
the individual most affected by the problem; those who can have
most effect on him; and those who must, in each of their resource
decisions, facilitate the responsive decision-making of all
those closer to the problem. For example, a typical school-
based drug education project during the 1970-71 program might
be plotted as below:
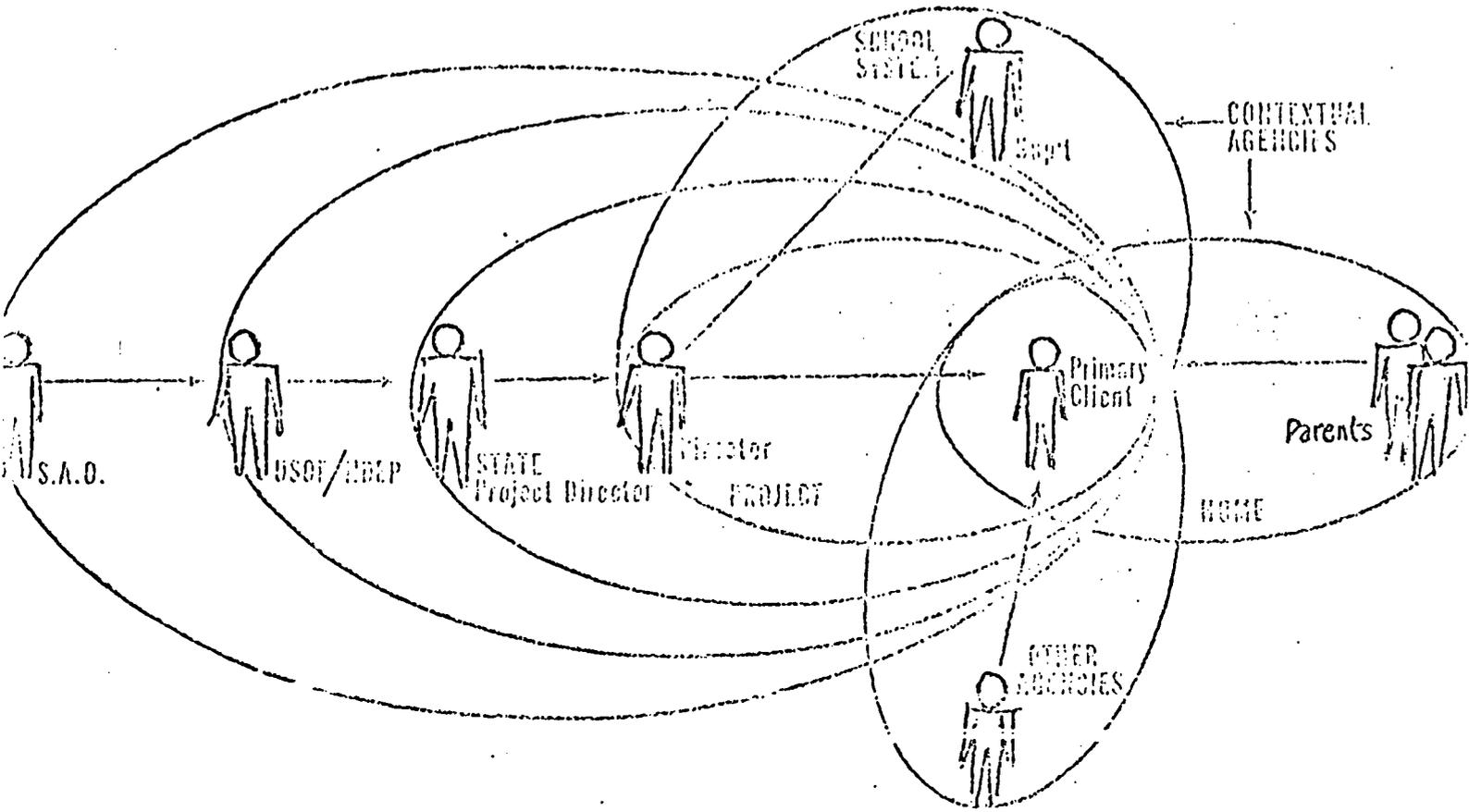
This output, or client-centered, frame of reference will be
helpful for exploring several of the premises underlying
National Drug Education Program management strategies in the
next section of our report.

It will be especially valuable for subsequently identifying
the 'gaps' between people or organizations where information
can be utilized in a linking role in order to establish new
relationships.

(excerpts from System Development Guidelines, March 1972)

What is the logic of "target-relating" information for management?
That is, why organize project planning and operating information
with reference to an ultimate change in a target?

1 - Organizations/institutions are systems of individuals
    who relate to one another in terms of their relation-
    ships to a common purpose or end.

2 - The purpose of most organizations is defined in terms
    of the operating of "means" (activities-processes) -
    the expenditure of resources in set ways.

3 - Many of the problems of social organizations today -
    their lack of effectiveness, their seeming irrelevance -
    stem from the fact their operating purposes are no
    longer appropriate as ends.

4 - In social institutions, it is possible to deal with,
    and therefore define, purposes in terms of actual effects
    on the ultimate client - output in terms of an individual.

5 - If organizational decision-makers have a regular way
    to see their purposes in terms of people and to question
    their assumptions regarding means and ends from that
    reference point, they will, in fact, do this because of
    the greater potential for satisfaction and effectiveness.

6 - With purposes stated in "people"-terms, it becomes
    more possible to perceive how individuals, both within
    and without the present organization, relate to it, and
    therefore, to each other.

7 - These new relationships can serve as the skeleton of
    renewed institutions.

B. *"Modeling the behavior you want others to imitate"*
    (excerpts from Information Support Requirements, October 1971)

    The USOE/NDEP Approach:

    The overall management strategy which has been evolved through
    the operation of the NDEP during 1970-71 is an ends-oriented
    approach which is similar to what some call the "medical or
    treatment" model. That is, it is a client-centered process based
    upon diagnosis and prescription at a point close to the problem,
    where actions can be responsive to specific needs   (as contrasted
    to the traditional institution-centered process which is based
    upon expert prescription passed down from the top). The
    principal similarity to the medical model is that the "treatment"
    --or the approach to deal with the problem--is based upon an
    analysis by a "professional" of deviations or discrepancies
    from "norms", followed by application of experience and exper-
    tise to overcome the deviation. However, the approach differs
    from the medical model in the definition of the "professional"
    - the decision-maker with the requisite experience and knowledge
    to deal with the problem. In this application of problem-solving,
    the 'professional' is not thought of as an individual but rather
    as a coherent and coordinated group made up of individuals and/or
    agencies who share similar purposes but have differences in
    experience, knowledge or viewpoint. The diverse efforts and
    views of this group can be coordinated and maximized because
    the "problem" serves as the focal point around which their dif
    ferent perspectives can be related. This makes it possible for
    the diagnosis and prescription to be based upon a range of
    experience and the broadest possible view of the situation.

    One of the advantages of this method is that it is not an add-
    on process, but permits the use of human and material resources,
    already part of funded programs, in such a way as to maximize
    their total effect.

    A further benefit is that in this process the role of the
    Federal Government changes from an authority, and frequent critic,
    to one of a participant. There is a mutual recognition of inter-
    dependence - that is, the Federal Government carries the ultimate
    responsibility for the functioning of a process which makes it
    possible for others to realistically have the accountability
    for the product.

(excerpts from System Development Guidelines - March 1972)

    For our purposes there are three distinctive elements of the
    NDEP approach:

    The first is Problem-Solving - the recognition, and the continued
    emphasis, that there are no unitary answers available for the
    problem, and that they, therefore, are operating a problem-solving
    process.

IMPLICATIONS:

The significant consequences of a problem-solving mode for the information and management process are:

a - A common recognition of a problem can serve adequately as a catalyst and an initial point from which to develop new cooperative relationships among individuals and institutions. The target-relating of information should permit the description of problems in a "common language."

b - Problem-solving is a goal-related, cybernetic process requiring continuing information regarding present status relevant to goals. The Discrepancy Evaluation Model can provide an appropriate framework.

c - Local project management does not have to be retrained. Problem-solving, or the overcoming of barriers to accomplishment of goals, is natural human behavior.

(excerpts from ISS Data Requirements & System Design, May 1972)

System Operation Roles:

The successful operation of the NDEP Information Support System must contribute to the NDEP overall program purpose of "helping schools and communities to become aware of the nature of the drug problem and to develop strategies aimed at its causes." The System is structured to reflect certain roles and relationships among agencies and individuals. These roles are most under-standable if one has a picture of how the management of the NDEP differs from conventional management of federal education programs.

Conventional Program Management	National Drug Education Program Management
1. Federal agency determines needs and established program delivery system.	1. The local project/community is part of the process of determining the program, i.e., the project/community knows and expresses its needs and develops goals and a plan to meet those goals.
2. Federal agency is responsible for the outcomes of the program.	2. The project/community accepts responsibility for its own outcomes.

3. There are "right and wrong" activities or ways to deal with a problem.

3. The project/community concentrates on solving problems through dealing with many alternatives. There are few "wrong" alternatives, only some which are more appropriate for a specific situation.

4. The federal agency controls all information collection and delivery.

4. The project/communities pull information from each other, from past and current experiences, from government agencies, other resources.

5. Federal agency evaluates, tries to get "outcome" data but usually settles for measures of inputs, i.e, costs, resource use, numbers reached, etc.

5. The projects/communities and the government evaluate their own progress, based upon observable changes using cooperatively developed measures, and build upon that knowledge for the next program cycle.

All participate in the learning process of experiencing, identifying, what happened, analyzing what the outcome were and generalizing those experiences so that they can be used in other situations.

(excerpts from The Management Objectives of the NDEP, July 19, 1972)

Specific Program Management Activities FY 73

The accomplishment of the program operation and planning objectives on the previous page is the overall management tasks of the NDEP staff. On the pages which follow the specific tasks or activities, as well as the results of the activities, will be expressed only in terms of actions -- actions which OE/NDEP takes, and subsequent actions which it is anticipated will occur as a consequence of the OE/NDEP action...

As opposed to planning tasks which take place at specified times... the program operation tasks are basically responsive in nature. Instead of occurring at pre-planned times, they indicate a capability to respond to the needs of the program's clients when the need occurs.

Moreover, when one looks on the following pages at the relation-
ships among the operating actions that take place at each level
of this comprehensive problem-solving program -- e.g., national,
state, local, and individual -- it becomes apparent that a principal
management function at each level is to facilitate the problem-
solving of the next subordinate level of the program. This is
made possible through provision of training opportunities, access
to information, and response to specific needs so that each inter-
mediate agency can respond to the needs of its clients in a manner
which models the ultimate "humanistic" (person-centered) condition
which is the goal of the program. Program accountability, there-
fore, is for a process that assures outcomes, not just for the
outcomes alone.

(Sample of one objective)

OBJECTIVE

I. Support the development of 58 College and Community-based prototype projects so that they can increase their capability to assess the problems, needs, and resources of their impact area; develop and operate appropriate programs; and become increasingly independent of federal support.

ACTIONS

WHAT
OE/NDEP
DOES

Monitor course and progress of project

Respond to specific project needs –
 – assistance in needs identification
 – identification of resources

Promote interchange of information
 – informal
 – formal –
  – plan and conduct meetings
  – newsletters

(to assure) →

WHAT
PROJECT
DOES

Assesses community and project problems

Assesses resources

Develops programs appropriate to problems and resources

Operates programs which attain the specific objectives planned through a process of continuing modifications and which reflects

 – youth involvement
 – staff working as a team
 – cooperation among agencies
 – cooperation between home and school

Decreases dependence on federal support

(to affect) →

WHAT
INDIVIDUAL
DOES

Finds purposes to which he can relate; alternative "highs"

Gets satisfaction from efforts in which he participates

Finds reinforcement for a positive self-image

Perceives consequences of drug abuse

Does not abuse legal or illegal drugs

Accepts values of others

Communicates openly

A-14

PROGRESS MEASUREMENT

For each of the actions outlined in the previous sections
there are acceptable indicators of whether or not they occur.
These indicators serve as the measures of both how well
programs are run (efficiency) and what happens because of the
program (effectiveness). Thus, in the following situations --
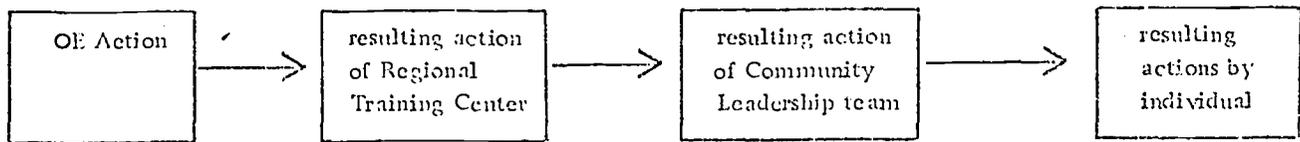
```
┌──────────────┐      ┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│  OE Action   │ ───▶ │ resulting action │ ──▶ │ resulting action │ ─▶ │  resulting   │
│              │      │  of Regional  │      │  of Community  │      │  actions by  │
│              │      │ Training Center │      │ Leadership team │      │  individual  │
└──────────────┘      └──────────────┘      └──────────────┘      └──────────────┘
```

--- The indicators that each action did take place serve
both purposes, dependent upon whether the action is being
viewed as a cause or an effect.
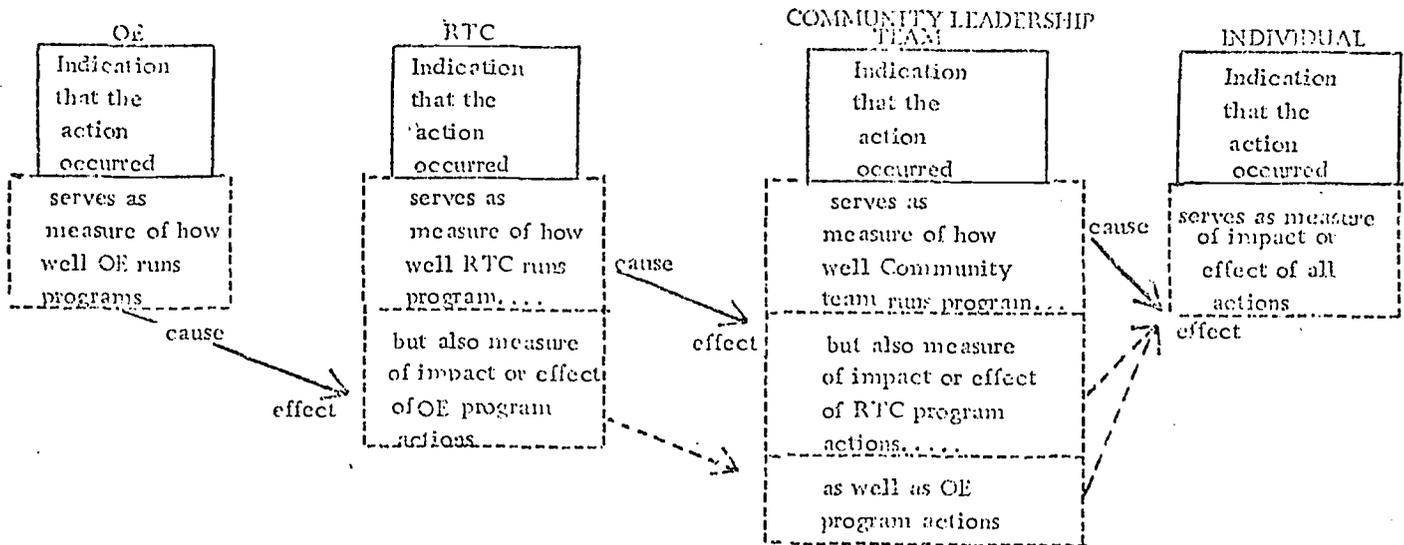
Additionally, these indicators when monitored over time serve
as measures of change or growth.

C. Permitting organizations to *"Zero in on the individual by
    asking "Where is he now? Where do we want him to go?
    How do we want him to change and how can we facilitate that
    change?"*
    (excerpts from ISS - What is it? - June 5, 1972)

The Information Support System is first and foremost a way for
people who are working toward common ends to communicate and
help one another.

For you in a local NDEP project it provides a way to capture
and relate experiences you are having in a vocabulary keyed to
the two main ingredients with which you deal -- people, and the
particular nature of their problems. Sophistication in the methods
of drug abuse prevention or project management is therefore not
a prerequisite in order for intercommunication to be established
among projects or between projects and the Office of Education.
One needs only to know who, and what particular condition, he
wants to have an impact on.

Utilizing this people-problem frame of reference the Information
Support System provides:

    - Project self monitoring process to help you to increase
      your awareness of the nature of the problems your project
      is dealing with, and of the resources you can draw upon;

    - Shared experience bank and exchange process which can make
      it possible for the experiences you are having to help
      other projects solve their problems, and vice versa;

    - Technical assistance component to assist the Office of
      Education and the National Action Committee in matching
      technical assistance resources to project needs, and to
      increase the number of alternatives they have access to in
      order to provide this help;

    - Program management component to assist the Office of Ed-
      ucation and the NAC in the management of the overall
      national effort.

The assumptions upon which the system is based are as follows:

    1 - The one common reference point for any multi-agency social
        effort is the person at the end of the process upon whom
        each, in their way or at their level, hopes ultimately to
        have an impact - either directly or by changing his environ-
        ment. If communication between agencies can be keyed to
        this point - the local project target - then the chances for
        understanding and inter-agency cooperation will be improved.

2 - Any exchange of information from one agency to another should be related to the <u>operational</u> problem-solving needs of both agencies.

3 - In a social problem-solving process the type of information that a decision-maker needs, regardless of the level of his decisions - local, state, federal - is basically the same.

- <u>Who</u> are having what problem?

- What are the <u>resources</u> potentially available for dealing with the problem?

- How can I combine these resources so that I can deal <u>with</u> the problem? (What alternatives do I have, what are others doing?)

- Am I having any <u>impact</u> on the problem?

(excerpts from the Project Growth Record, October 1972)

This PROJECT GROWTH RECORD has been developed to provide a general structure that you can use to record the type of growth information which will be of value—first to *you*, and then to the rest of the program. With this changeable "picture" of your project as a common base, your Project Officer can more readily identify needs for assistance, and other projects with similar concerns can share experiences with you.

SOME THOUGHTS ON THE GENERAL CONCEPT
BEHIND THIS *GROWTH RECORD*

The problem of "seeing" growth has two dimensions. We frequently have difficulty seeing our own progress because we are so close to it. Others have difficulties perceiving it because the information which would best provide indications of growth does not lend itself to the "hard data" tables and summaries that most funding agencies call for.

How does one see and record the progress and growth of a project?

One way—if you know what and how something *should* be done—is to use these practices as standards, then measure how close an activity or project comes to them. Was everything done that was promised?, in the right order?, at the right time?

But what if you do not know what works beforehand? What if there are no proven "best ways" or standards? Obviously, the way you assess your progress and success must change. The change, however, is primarily in how you use the information that is available.

For example, the initial plan for a year should be seen as a project's best judgment of how to deal with a situation. This still provides "standards" or points toward which efforts are directed, but now they serve not as rigid criteria from which you will be judged, but rather as *checkpoints* from which you can reassess what has happened, and then set out again.

By using frequent checkpoints to assess your progress, it can be possible to find out much sooner whether the initial assessment of the situation and the expectations for what could be accomplished were accurate.

With many of your activities, there may be few differences between what you planned and what actually happened. In some, the differences may well be a *positive* one. But positive or negative, the value of noting this difference is not limited to merely finding out how close you came. Instead, the primary significance is for the *questions* that they raise—"what conditions affected your progress?"—"how can you take them into account as you develop new plans to reach your goal?"—"what alternatives do you have?" etc.

But is there not a threat involved in reporting deviations from plans? It should be obvious in dealing with the complexities of human behavior and social problems that individuals should not be held accountable for *deviations* from plans—but rather for *doing something* about them. When the growth of a project is seen as a continuing process of trial and error, then the main "information" concern is to collect relevant indications of progress at frequent enough intervals to identify and capitalize on new insights, as well as to catch problems before they become serious.

This growth recording process, which is the keystone of the NDEP Information Support System, is an attempt to facilitate the collection and sharing of this useful information.
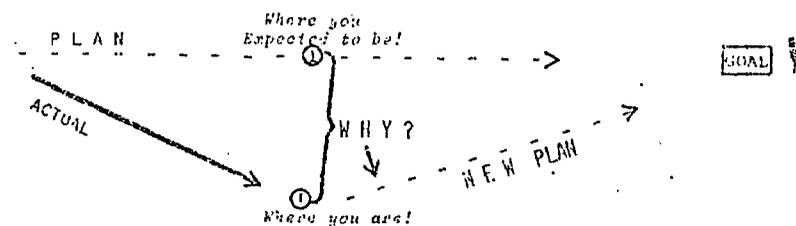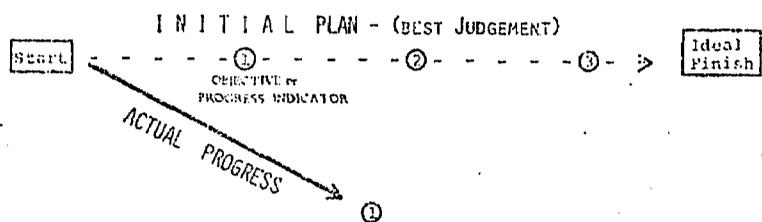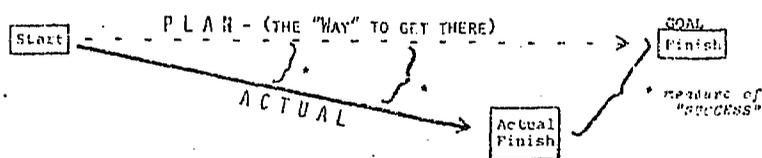
HOW THIS WORKS

This project growth recording and reporting process consists of four components:

1) an ACTIVITY OVERVIEW checklist which provides the opportunity to update the picture of your project in USOE files;

2) an ACTION PLAN to record your *expectation* for a specific activity for a three month period;

3) an ACCOMPLISHMENT REPORT to record *actual* results as of the end of a three month period;

4) GROWTH and CHANGE reports which permit you to "process" your experiences and express them in a less structured way. These are on the reverse sides of the Action Plan and Accomplishment Report.

As you open each section of this Record, you will find these reports in an order which facilitates an easy comparison of your actual accomplishments with your prior expectations; and any changes in plans with the experiences that may have influenced them.

At the end of each quarter, you will be asked to complete ACCOMPLISHMENT REPORTS covering the preceding three months; to compare them with your prior plans for that same quarter; and then, if you wish, to discuss any growth you have seen or changes you anticipate. Accompanying these reports should be your ACTION PLAN for the next quarter, and a revised ACTIVITY OVERVIEW checklist.

THEN WHAT?

You will find as you work through these reports that they are not difficult, and in fact, the *process* of answering these questions - especially if staff and/or community is involved--can be as important as the "answers" themselves. They can serve as a catalyst for regular review and feedback sessions. Moreover, as the copies that you keep in this Record accumulate, they can provide a perspective which can permit you to see *patterns* and *directions* in conditions as well as in your responses to them. In fact, these forms have been designed and sequenced with this idea of local "processing" as a primary goal. They take into account the fact that when information is collected to be used in decision-making, the person contributing the information is usually the last one to get any *reports* generated from it. Therefore, these collection instruments are designed to provide initial "reports"--that is, information upon which decisions and actions can be based--*without* additional processing. This occurs at the first 2 levels of decision-making--your's and that of your USOE Project Officer.

The first usable "report", then, consists of the insights that are frequently generated by a project itself as it reviews its experiences and its effects on people each quarter.

The second "report" that uses the information on these forms to influence action decisions occurs when your quarterly report arrives in Washington. Here, your Project Officer is provided with a way to understand the nature of the problems you are experiencing, and to determine what assistance he might be able to provide directly, or from consultants, through Shared Experience Banks, or by the provision of training opportunities. He will also be able to use these reports to identify experiences of yours for referral to other projects.
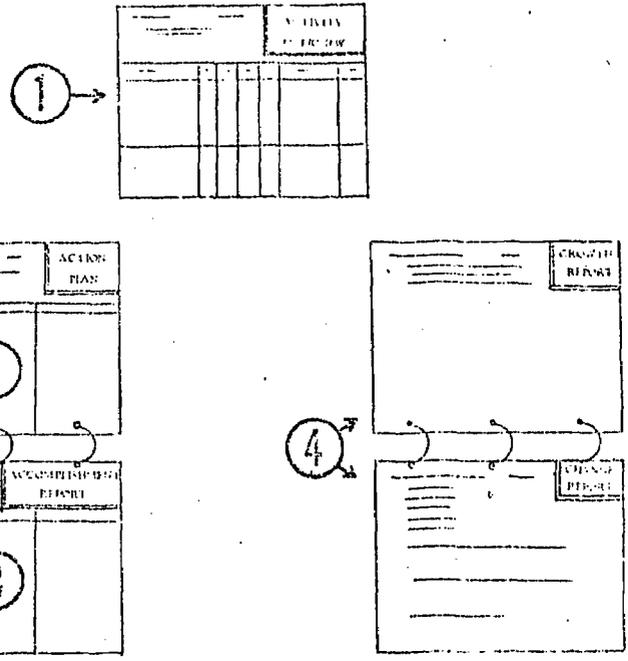
With many of the needs of these two most important levels of decision-making taken care of first, the information on these forms then contributes to the more traditional reports, summary tables and other compilations. These reports describing who is doing what, the problems and people that projects are dealing with, etc., will also be fed back to you--the originator of the information--but after the usual processing and printing delay.

One final note about what happens to information about problems or changes in plans that you may report on these forms. This information in its raw form contributes directly only to the decisions made by you and your Project Officer. It does not have to be reported beyond that point.

What will be tabulated, however, will be information about the "nature" of these changes or problems. This will permit decision-makers at the national program level to see developing needs across projects that could be effectively dealt with at meetings, workshops, or possibly with special materials.

Project: Gang Drug Prevention Program   **Activity:** Counselling & Referral

CHECK CATEGORY OF SERVICE: [X] DIRECT PERSONAL SERVICES   [ ] INDIRECT PERSONAL SERVICES   [ ] EDUCATION AND TRAINING   [ ] INTER-ORGANIZATIONAL SERVICES   [ ] PROJECT MANAGEMENT/OPERATIONS

ACCOMPLISHMENT REPORT

covering

7/1/72 to 9/30/72
mo. day yr. mo. day yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

Please describe what was accomplished in the activities included under this category of service during the past quarter. Include just one distinct activity per page. [as listed in your Activity Overview.]

HOW and WHEN	TO WHOM		WHAT PROGRESS
What did you do to implement the principal activities under this category of service during the past quarter? When were these tasks accomplished?	Describe whom you did affect, influence or involve during the past quarter? Give the numbers of people involved in each principal activity?		Your Plan for this quarter cited certain conditions this activity would try to affect. What indications do you have that there was an effect on, or change in, these conditions?
Individual counselling in office and on street re full range of personal problems – on-going	WHO: Ghetto Brothers Black Spades Savage Nomads Savage Skulls Turbans Boricuas Horsemen Soul Brothers Young Sinners	HOW MANY: 313	1. Better relationship between workers and youth as evidenced by increased no of sessions and frequency of contacts.
Group counselling session in storefront at 752 East 162 St, Bronx – on going			2. Increase in number of requests for service
Conferences with regular YSA workers re problems of gangs and its members			3. Desire of gang members to either return to school or obtain a job
			4. Recent interests among gang leaders in new drug prevention techniques
			5. Referrals from YSA workers

COMPARE THESE ACCOMPLISHMENTS WITH YOUR ACTION PLAN FOR THIS QUARTER

Project: Gang Drug Prevention Program   **Activity:** Counselling & Referral

GROWTH REPORT

covering

7/1/72 to 9/30/72
mo. yr. mo. yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

The space below is for your comments on what is happening in your project as activities change and grow in response to needs. Please write freely. You do not have to limit yourself to "positive" incidents. Much value can also be derived from sharing the "what-went-wrong"s. The following are only examples of the types of information that can indicate what you are learning.

As you compared your Accomplishments last quarter with your earlier plans . . .

(a) You may have found that the assumptions you made about needs or conditions were not completely accurate. If so, what were the needs of the people you actually reached?

(b) Was there significant staff personal growth? What influenced it?

(c) Everything may have proceeded as planned. If so, what made it go? If not, what unexpected things occurred? How did you deal with them? Who did you involve? What alternatives did you have?

(d) Was there significant community involvement? What influenced it?

Gang Drug Prevention Program staff approached the youth through the Youth Services Agency worker assigned to each gang group. This strategy forced the Gang Drug Prevention Program to be both supportive of the gang and the regular YSA worker. Initially the YSA workers were most receptive to the Gang Drug Prevention Program staff functioning as a drug expert as they saw a need for specialized counselling and referrals to drug treatment programs, as well as the development and infusion of follow-up supports.

At the same time there was considerable misunderstanding among both staffs around their role expectation as a youth worker. Many of the younger staff saw themselves as super gang leaders whose major role was to support the immediate needs of the gang members. These workers were incapable of understanding the reality that many of these youth had few marketable skills and were unable to deal with their own frustrations. The youth saw the worker as a tool they could use to further their own gang plans; and not as a positive adult role model who could assist them in working out both the group and their own problems.

Therefore, the major focus of the counselling effort was to help staff set limits with the youth and to effect some discipline and responsibility for the gangs acts. The focus of the counselling effort, which tended to be more formal than informal, was to first help the gang members look realistically at themselves and the group; and then to use specific problem solving techniques as a means of reinforcing the credibility of the worker and forming the basis for a constructive relationship.

PROJECT: Gang Drug Prevention Program   **ACTIVITY:** Counsel...

1. Will your ACTION PLAN for next quarter (on back of this page) be different from what you might have otherwise prepared, because of something you learned or noticed last quarter? If so, will it be a—

[ ] Change in HOW you are going
[X] to provide the services?

[ ] Change in the number and/or type of PEOPLE you now expect to affect?

[X] Change in your assumptions about their NEEDS, conditions or problems?

[X] Change in what you expect can be ACCOMPLISHED?

[ ] Other_____

Comments:
Most service...
More suitable...
during first...

Gang leaders
and service...

Greater and...

2. What indications do you have that there is a continuing need for this specific activity?

Need is endemic of the gang phenomena. Older leaders are under-ed personal problems that cannot be resolved through short term inter place if staff can deal with full range of problems. Counselling involvement in youth development activities.

What evidence do you have of your community's present attitude toward this activity? of your...

A visit to the Bronx, conversations with community leaders, and a current confirms the need for service, etc.

How do you plan to confirm the changes, or effects you expect to have this quarter?

On going reporting by staff and resulting statistics will reflect attitude can only be partly measured by the level of participation. Other than the above, have yet to know of a research instrument t behavior.

Project: Gang Drug Prevention Program   **Activity:** Counselli...

CHECK CATEGORY OF SERVICE: [X] DIRECT PERSONAL SERVICES   [ ] INDIRECT   [ ] EDUCATION AND TRAINING   [ ] INTER-ORGANIZATIONAL SERVICES

Please describe what you plan to accomplish in this category of service during the next quarter. Initiate just one distinct activity per page. [as listed on your Activity Overview.]

WHAT YOU PLAN TO DO and WHEN	TO WHOM	
For each of the principle activities that you listed in this category on the Activity Overview, what are the major events or tasks that you plan to accomplish this quarter? When will they occur?	Describe who you plan to affect, influence or i during the coming quarter? Give numbers; est are fine.	
Individual counselling in store-front and on street re full range of personal problems – on going	WHO: Ghetto Brothers Black Spades Savage Nomads	
Group counselling session in store-front – on going	Savage Skulls Turbans Boricuas	
Conference with regular YSA workers re problems of gangs and its members	Horsemen Soul Brothers Young Sinners	

ACCOMPLISHMENT REPORT

& Referral
RVICES
CT MANAGEMENT/
RATIONS

covering
7/1/72 to 9/30/72
mo. day yr. mo. day yr.

Please return a copy of this form
attached to your Quarterly Summary
for this quarter.

WHAT PROGRESS

Your Plan for this quarter cited certain conditions
this activity would try to affect. What indications do
you have that there was an effect on, or change in,
these conditions?

1. Better relationship between workers and youth as evidenced by increased no of sessions and frequency of contacts.

2. Increase in number of requests for service

3. Desire of gang members to either return to school or obtain a job

4. Recent interests among gang leaders in new drug prevention techniques

5. Referrals from YSA workers

YOUR ACTION

GROWTH REPORT

covering
7/1/72 to 9/30/72
mo. yr. mo. yr.

Please return a copy of this form
attached to your Quarterly Summary
for this quarter.

ment?

th Services Agency worker assigned to each
be both supportive of the gang and the
he Gang Drug Prevention Program staff
ling and referrals to drug treatment

taffs around their role expectation as a
aders whose major role was to support
of understanding the reality that many
hair own frustrations. The youth saw
d not as a positive adult role model
ems.

set limits with the youth and to effect
n counselling effort, which tended to
ealistically at themselves and the
of reinforcing the credibility of the

CHANGE REPORT

PROJECT: Gang Drug Prevention Program
ACTIVITY: Counselling & Referral

covering
10/1/72 to 12/31/72
mo. day yr. mo. day yr.

1. Will your ACTION PLAN for next quarter (on back of this page) be different from what you might have otherwise prepared, because of something you learned or noticed last quarter? If so, will it be a-

[X] Change in HOW you are going to provide the services?

[ ] Change in the number and/or type of PEOPLE you now expect to affect?

[X] Change in your assumptions about their NEEDS, conditions or problems?

[X] Change in what you expect can be ACCOMPLISHED?

[ ] Other_____

Comments:

Most service will be initiated through storefront
More suitable service referrals as result of development work during first quarter

Gang leaders and members are more aware of personal problems and service needs

Greater and more disciplined involvement in service

2. What indications do you have that there is a continuing need for this specific activity?

Need is endemic of the gang phenomena. Older leaders are under-educated, have few marketable skills and many personal problems that cannot be resolved through short term intervention. Gang redirection can only take place if staff can deal with full range of problems. Counselling and referrals are a pre-requisite to involvement in youth development activities.

. What evidence do you have of your community's present attitude toward this activity? of your staff's attitudes? .

A visit to the Bronx, conversations with community leaders, and a thorough reading of press reports and current confirms the need for service, etc.

3. How do you plan to confirm the changes, or effects you expect to have this quarter?

On going reporting by staff and resulting statistics will reflect program activity. However, changes in attitude can only be partly measured by the level of participation of individual or group in service. Other than the above, have yet to know of a research instrument that can effectively measure change in behavior.

NOTE: PLEASE USE ADDITIONAL PAGES IF NECESSARY.

Project: Gang Drug Prevention Program
Activity: Counselling & Referral

CHECK CATEGORY OF SERVICE:
[X] DIRECT PERSONAL SERVICES
[ ] INDIRECT PERSONAL SERVICES
[ ] EDUCATION AND TRAINING
[ ] INTER-ORGANIZATIONAL SERVICES
[ ] PROJECT MANAGEMENT/ OPERATIONS

Please describe what you plan to accomplish in this category of service during the next quarter. Include just one distinct activity per page. (*as listed on your Activity Overview)

ACTION PLAN

covering
10/1/72 to 12/31/72
mo. day yr. mo. day yr.

Please return a copy of this form
attached to your Quarterly Summary
for this quarter.

WHAT YOU PLAN TO DO and WHEN	TO WHOM		WHAT SHOULD BE DIFFERENT
For each of the principle activities that you listed in this category on the Activity Overview, what are the main events or tasks that you plan to accomplish this quarter? When will they occur?	Describe who you plan to affect, influence or involve during the coming quarter? Give numbers, estimates are fine.		In terms of these people, what are the conditions or needs that you are trying to affect or change with this activity? Please describe these conditions in terms of "before" and "after". For instance, what do you assume them to be now, what do you expect will be different by the end of quarter?
	WHO:	HOW MANY:	
Individual counselling in store-front and on street re full range of personal problems - on going	Ghetto Brothers	325	Before: receptivity to service awareness of problem inability to cope with problems
Group counselling session in store-front - on going	Black Spades		
	Savage Nomads		
	Savage Skulls		
Conference with regular YSA workers re problems of gangs and its members	Turbans		After: willingness to accept service return to school or obtain a job
	Boricuas		
	Horsemen		Change in behavior
	Soul Brothers		
	Young Sinners		

NOTE: PLEASE USE ADDITIONAL PAGES
IF NECESSARY

Project: IDAHO   Activity: REGIONAL TEAMS

CHECK CATEGORY OF SERVICE: ☐ DIRECT PERSONAL SERVICES   ☐ INDIRECT PERSONAL SERVICES

☒ EDUCATION AND TRAINING   ☐ INTER-ORGANIZATIONAL SERVICES   ☐ PROJECT MANAGEMENT/OPERATIONS

Please describe what was accomplished in the activities included under this category of service
during the past quarter. Include just one distinct activity *per page. (*as listed in your
Activity Overview.)

ACCOMPLISHMENT REPORT
covering

7 1 72   to   9 30 72
mo. day yr.   mo. day yr.

Please return a copy of this form
attached to your Quarterly Summary
for this quarter.

WHAT YOU DID and WHEN	TO WHOM		WHAT PROGRESS
What did you do to implement the principal activities under this category of service during the past quarter? What were these tasks accomplished?	Describe whom you did affect, influence or involve during the past quarter? Give the numbers of people involved in each principal activity?		Your Plan for this quarter cited certain conditions this activity would try to affect. What indications do you have that there was an effect on, or change in, these conditions?
	WHO:	HOW MANY:	
We felt that the time and pressures on 6 or 7 people were too great and the job would be easier to accomplish if we enlarged each team to 12 - 16 members. Some started during the previous quarter.	Seven Regional teams	85	Local workshops were limited because the Regional teams were doing workshops to enlarge their teams.
	Local workshops	450	

COMPARE THESE ACCOMPLISHMENTS WITH YOUR ACTION PLAN FOR THIS QUARTER

PROJECT: IDAHO   ACTIVITY: REG

1. Will your ACTION PLAN for next quarter (on back of this page) be different from what you might have otherwise prepared, because of something you learned or noticed last quarter? If so, will it be :-

☐ Change in HOW you are going to provide the services?

☐ Change in the number and/or type of PEOPLE you now expect to affect?   No basic changes

☐ Change in your assumptions about their NEEDS, conditions or problems?

☐ Change in what you expect can be ACCOMPLISHED?

☐ Other_____

Comments:

2. What indications do you have that there is a continuing need for this specific activity?

Increased number of requests coming from the local level.

3. What evidence do you have of your community's present attitude toward this activity? of your

The spin-off from workshops and the additional requests was the time element for each person. The staff (Regional teams capacity.

4. How do you plan to confirm the changes, or effects you expect to have this quarter?

Constant evaluation

Project: IDAHO   Activity: REGIONAL TEAMS

The space below is for your comments on what is happening in your project as activities change and grow in response to needs. Please write freely. You do not have to limit yourself to "positive" incidents. Much value can also be derived from sharing the "what-went-wrong"s. The following are only suggestions of the types of information that can indicate what you are learning.

As you compared your Accomplishments last quarter with your earlier plans . . .

(a) You may have found that the assumptions you made about needs or conditions were not completely accurate. If so, what were the needs of the people you actually reached?

(b) Was there significant staff personal growth? What influenced it?

(c) Everything may have proceeded as planned. If so, what made it go? If not, what unexpected things occurred? How did you deal with them? Who did you involve? What alternatives did you have?

(d) Was there significant community involvement? What influenced it?

GROWTH REPORT
covering

7 72   to   9 72
mo. yr.   mo. yr.

Please return a copy of this form
attached to your Quarterly Summary
for this quarter.

Since all of the Regional teams are made up completely of volunteers, it was felt that too much time was involved for each individual. Each was expanded so that we basically have the following team composition: four youth (15 - 18), two educators, two mental health, two law enforcement, two housewives, and two ministers. We did lose a few team members, but in general they remained enthused and dedicated to this educational effort.

Additional team members came from previous workshops on the community level.

Project: IDAHO   Activity: R

CHECK CATEGORY OF SERVICE: ☐ DIRECT PERSONAL SERVICES   ☐ INDIREC

☒ EDUCATION AND TRAINING   ☐ INTER-ORGANIZATIONAL SERVICES

Please describe what you plan to accomplish in this category of service during the next
quarter. Include just one distinct activity* per page. (*as listed on your Activity Overview)

WHAT YOU PLAN TO DO and WHEN	TO WHOM
For each of the principle activities that you listed in this category on the Activity Overview, what are the main events or tasks that you plan to accomplish this quarter? When will they occur?	Describe who you plan to affect, influence during the coming quarter? Give numbers: are fine.
	WHO:
Finish enlarging each team. Provide as many local workshops as possible.	Regional teams
Social Seminar training for key team members	Social Seminar
	Workshops

REGIONAL TEAMS

DIRECT PERSONAL SERVICES

☐ PROJECT MANAGEMENT/
OPERATIONS

ACCOMPLISHMENT REPORT
covering

7 1 72 to 9 30 72
mo. day yr. mo. day yr.

Please return a copy of this form
attached to your Quarterly Summary
for this quarter.

	WHAT PROGRESS
influence or involve the numbers of people ity?	Your Plan for this quarter cited certain conditions this activity would try to affect. What indications do you have that there was an effect on, or change in, these conditions?
HOW MANY:	
85	Local workshops were limited because the Regional teams were doing work- shops to enlarge their teams.
450	

NTS WITH YOUR ACTION
R

PROJECT: IDAHO   ACTIVITY: REGIONAL TEAMS

CHANGE REPORT
covering

10 1 72 to 12 31 72
mo. day yr. mo. day yr.

1. Will your ACTION PLAN for next quarter (on back of this page)
be different from what you might have otherwise prepared, because
of something you learned or noticed last quarter? If so, will it be a-   Comments:

☐ Change in HOW you are going
to provide the service?

☐ Change in the number and/or type of   No basic changes
PEOPLE you now expect to affect?

☐ Change in your assumptions about their
NEEDS, conditions or problems?

☐ Change in what you expect can
be ACCOMPLISHED?

☐ Other _____

2. What indications do you have that there is a continuing need for this specific activity?

Increased number of requests coming from the local level.

3. What evidence do you have of your community's present attitude toward this activity? of your staff's attitudes?

The spin-off from workshops and the additional requests was the reason to enlarge the team to cut down on
the time element for each person. The staff (Regional teams) show their attitude by continuing in a volunteer
capacity.

4. How do you plan to confirm the changes, or effects you expect to have this quarter?

Constant evaluation

NAL TEAMS

GROWTH REPORT
covering

7 72 to 9 72
mo. yr. mo. yr.

Please return a copy of this form
attached to your Quarterly Summary
for this quarter.

ities change
self to "positive"
The following are

needed as planned.
If not, what unex-
How did you deal
involve? What

mmunity involvement?

lunteers, it was felt that too much time was involved
have the following team composition: four youth (15 - 18),
ousewives, and two ministers. We did lose a few team
to this educational effort.

community level.

Project: IDAHO   Activity: REGIONAL TEAMS

CHECK CATEGORY OF SERVICE: ☐ DIRECT PERSONAL SERVICES ☐ INDIRECT PERSONAL SERVICES

☒ EDUCATION AND TRAINING ☐ INTER-ORGANIZATIONAL SERVICES ☐ PROJECT MANAGEMENT/
OPERATIONS

Please describe what you plan to accomplish in this category of service during the next
quarter. Include just one distinct activity* per page. (*as listed on your Activity Overview)

ACTION PLAN
covering

10 1 72 to 12 31 72
mo. day yr. mo. day yr.

Please return a copy of this form
attached to your Quarterly Summary
for this quarter.

WHAT YOU PLAN TO DO and WHEN	TO WHOM	WHAT SHOULD BE DIFFERENT
For each of the principle activities that you have in this category on the Activity Overview, what are the main events or tasks that you plan to accomplish this quarter? When will they occur?	Describe who you plan to affect, influence or involve during the coming quarter? Give numbers; estimates are fine.	In terms of these people, what are the conditions or needs that you are trying to affect or change with this activity? Please describe these conditions in terms of "before" and "after". For instance, what do you assume them to be now? what do you expect will be different by the end of quarter?
	WHO:	HOW MANY:	
Finish enlarging each team. Provide as many local workshops as possible.	Regional teams	85	Continue with local workshops with added help from the Social Seminar materials.
Social Seminar training for key team members	Social Seminar	30	
	Workshops	600	

D. *Facilitate the involvement of not only the school, the health*
    professions, -- other professions, but also the community
    (excerpts from Information Support Requirements, October 1971)

What then is the appropriate role in this process for the
educator?

Note: The question under discussion is not, "What is the role
for education?" Everyone involved in drug prevention, treatment,
and rehabilitation is, in effect, an 'educator' since their mutual
goal is a change in individual behavior, and education is the
process which has as its consequence changes in people.

The U. S. Office of Education recognizes that it is only part of
this larger 'educational' system. But if the mutual change
objective of all the agencies involved is to be achieved, each
must be able to contribute, not only in terms of its appropriate
expertise for the portion of the problem it has access to, but
also with full recognition that drug abuse prevention, treatment
and rehabilitation are interdependent parts of a single problem,
not separate problems. Effective solutions to drug problems
can only come, therefore, by the pooling of influence through
coordinated or cooperative approaches.

Within this context, what then are the most appropriate roles
for professionally-trained personnel -

   a) who have major access to the overwhelming majority of
      school-age youth who have not ever taken drugs (75%) or
      may be only experimenting with them (23%); and who have
      this access at the most influential time in the lives of
      these youth;

   b) who have in every community, a publicity-funded base
      (the school) which as an institution usually gets the
      largest share of the community's human services budget;

   c) who have specific expertise in knowing how to formulate
      experiences to change behavior, i.e., designing and
      presenting instruction?

Without attempting to limit the many other roles for educators
which will be suitable in specific situations, one might answer
the above question by identifying, as has the NDEP, at least
three general areas in which the expertise and the potential
influence of educational personnel can be most appropriately
applied.

These are:

   a) assuring that the human and material resources of the

institution of education become part of the solution
to drug problems, rather than part of the conditions
which cau   them;

b) designin   ecific training experiences -- not only
for the y   g person in the classroom setting, but
for all ty es of people who share influence in this
young person's environment (at home, in the community,
and in the larger school setting), who, therefore,
also share responsibility for drug abuse prevention;

c) from their established community base, facilitating
the involvement and the linkage between programs which
will permit prevention, treatment, and control to be
dealt with in a coordinated manner.

Project:_____   Activity:_____

CHECK CATEGORY OF SERVICE: ☐ DIRECT PERSONAL SERVICES   ☐ INDIRECT PERSONAL SERVICES
                ☐ EDUCATION AND TRAINING   ☑ INTER-ORGANIZATIONAL SERVICES   ☐ PROJECT MANAGEMENT/
                                                                                      OPERATIONS

Please describe what was accomplished in the activities included under this category of service during the past quarter.   Include just one distinct activity *per page. (*as listed in your Activity Overview.)

WHAT YOU DID and WHEN	TO WHOM		WH
What did you do to implement the principal activities under this category of service during the past quarter? When were these tasks accomplished?	Describe whom you did affect, influence or involve during the past quarter? Give the numbers of people involved in each principal activity?		Your Plan for this this activity would you have that the these conditions?
	WHO:	HOW MANY:	

COMPARE THESE ACCOMPLISHMENTS WITH YOUR ACTION PLAN FOR THIS QUARTER

ᗌ _____ Activity:_____

☐ DIRECT PERSONAL SERVICES   ☐ INDIRECT PERSONAL SERVICES

NING   ☑ INTER-ORGANIZATIONAL SERVICES   ☐ PROJECT MANAGEMENT/
                                         OPERATIONS

| In the activities included under this category of service |
| distinct activity *per page. (*as listed in your |

ACCOMPLISHMENT REPORT

covering

_____ to _____
mo.   day   yr.   mo.   day   yr.

Please return a copy of this form
attached to your Quarterly Summary
for this quarter.

	TO WHOM		WHAT PROGRESS
pal uring the omplished?	Describe whom you did affect, influence or involve during the past quarter? Give the numbers of people involved in each principal activity?		Your Plan for this quarter cited certain conditions this activity would try to affect. What indications do you have that there was an effect on, or change in, these conditions?
	WHO:	HOW MANY:	

COMPARE THESE ACCOMPLISHMENTS WITH YOUR ACTION
PLAN FOR THIS QUARTER

Project:_____Activity:_____

mo.

Please retur
attached to
for this qua

The space below is for your comments on what is happening in your project as activities change and grow in response to needs. Please write freely. You do not have to limit yourself to "positive" incidents. Much value can also be derived from sharing the "what-went-wrong"s. The following are only suggestions of the types of information that can indicate what you are learning.

As you compared your Accomplishments last quarter with your earlier plans . . .

(a) You may have found that the assumptions you made about needs or conditions were not completely accurate. If so, what were the needs of the people you actually reached?

(b) Was there significant staff personal growth? What influenced it?

(c) Everything may have proceeded as planned. If so, what made it go? If not, what unexpected things occurred? How did you deal with them? Who did you involve? What alternatives did you have?

(d) Was there significant community involvement? What influenced it?

_____Activity:_____

GROWTH REPORT

covering

_____ to _____
mo.   yr.   mo.   yr.

Please return a copy of this/form
attached to your Quarterly Summary
for this quarter.

...ments on what is happening in your project as activities change
...Please write freely. You do not have to limit yourself to "positive"
...be derived from sharing the "what-went-wrong"s. The following are
...information that can indicate what you are learning.

...ishments last quarter with your earlier plans . . .

...e assumptions   (c) Everything may have proceeded as planned.
...nditions were   If so, what made it go? If not, what unex-
...f so, what   pected things occurred? How did you deal
...e you actually   with them? Who did you involve? What
                       alternatives did you have?

...ersonal growth?   (d) Was there significant community involvement?
                       What influenced it?

Project:_____ Activity:_____

CHECK CATEGORY OF SERVICE: ☐ DIRECT PERSONAL SERVICES ☐ INDIRECT PERSONAL SERVICES

☐ EDUCATION AND TRAINING ☐ INTER-ORGANIZATIONAL SERVICES ☐ PROJECT MANAGEMENT/ OPERATIONS

Please describe what you plan to accomplish in this category of service during the next quarter. Include just one distinct activity* per page. (*as listed on your Activity Overview)

WHAT YOU PLAN TO DO and WHEN	TO WHOM		WHAT
For each of the principle activities that you listed in this category on the Activity Overview, what are the main events or tasks that you plan to accomplish this quarter? When will they occur?	Describe who you plan to affect, influence or involve during the coming quarter? Give numbers; estimates are fine.		In terms of these that you are tryin Please describe t "after". For inst what do you expe
	WHO:	HOW MANY:	

Activity: _____

⅂ SERVICE: ☐ DIRECT PERSONAL SERVICES ☐ INDIRECT PERSONAL SERVICES

`IION AND TRAINING ☐ INTER-ORGANIZATIONAL SERVICES ☐ PROJECT MANAGEMENT/ OPERATIONS

ou plan to accomplish in this category of service during the next
me distinct activity* per page. (*as listed on your Activity Overview)

Please return a copy of this form
attached to your Quarterly Summary
for this quarter.

DO and WHEN	TO WHOM	WHAT SHOULD BE DIFFERENT
e activities that you n the Activity Overview. s or tasks that you plan to When will they occur?	Describe who you plan to affect, influence or involve during the coming quarter? Give numbers; estimates are fine.	In terms of these people, what are the conditions or needs that you are trying to affect or change with this activity? Please describe these conditions in terms of "before" and "after". For instance, what do you assume them to be now, what do you expect will be different by the end of quarter?
	WHO: HOW MANY:	

PROJECT:_____ ACTIVITY:_____

1. Will your ACTION PLAN for next quarter (on back of this page)
    be different from what you might have otherwise prepared, because
    of something you learned or noticed last quarter? If so, will it be a-

Comments:

☐   Change in HOW you are going
    to provide the services?

☐   Change in the number and/or type of
    PEOPLE you now expect to affect?

☐   Change in your assumptions about their
    NEEDS, conditions or problems?

☐   Change in what you expect can
    be ACCOMPLISHED?

☐   Other_____

2. What indications do you have that there is a continuing need for this specific activity?

3. What evidence do you have of your community's present attitude toward this activity? of your staff's attitudes?

4. How do you plan to confirm the changes, or effects you expect to have this quarter?

NOTE: PLEASE USE ADDITIONAL PAGES I

_____ ACTIVITY:_____

next quarter (on back of this page)
might have otherwise prepared, because
noticed last quarter? If so, will it be a-

<u>Comments:</u>

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pect to affect?

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or problems?

u expect can
D?

_____

ve that there is a <u>continuing need</u> for this specific activity?

ve of your <u>community's</u> present <u>attitude</u> toward this activity? of your <u>staff's attitudes?</u>

rm the <u>changes,</u> or <u>effects</u> you expect to have this quarter?

NOTE: PLEASE USE ADDITIONAL PAGES IF NECESSARY.

FINAL REPORT
on the
Development of the
National Drug Education Program
INFORMATION SUPPORT SYSTEM

Part Two

Prepared for the
U. S. Office of Education
National Drug Education Program
under
subcontract #97233, to OEG-0-70-2068-(725)
National Action Committee — University of Rochester

September 1973

CONTENTS

INTRODUCTION

This report supplements the comprehensive Final Report
on the Development of the National Drug Education Program
(NDEP) Information Support System prepared by E. F. Shelley
and Company, Inc., and submitted in December 1972. In the
December report the implementation and growth of the system
was summarized; the design approach was discussed; and
sample information collection instruments were provided.
This supplemental document completes the development report.
It is in two parts: first, a summary of the development
of an information support process for the Regional Training
Center component of the U. S. Office of Education program;
and second, a description and sample of all of the current
reports generated from the data in the system with a
discussion of their relationship to the problem-solving
strategies of the NDEP.

I.   INFORMATION SUPPORT FOR THE DEVELOPMENT
       AND OPERATION OF THE HELP COMMUNITIES
       HELP THEMSELVES COMPONENT OF THE NATIONAL
              DRUG EDUCATION PROGRAM

New Task and Opportunity

        With the announcement in early 1972 of a new component

of the NDEP - Help Communities Help Themselves - the contractor

was afforded the opportunity to apply, in a slightly different

context, the information management principles upon which the

information support system was based. The contextual differ-

ences included:

    A.   The system would not be implemented in an on-going

         program, but would be developed concurrent with

         the growth of a new program. This could provide

         the opportunity to maximize the mutual effects

         that information can have on the development of a

         program, and, in a similar fashion, that the program

         participants can have on the shape of an information

         system.

    B.   There would be an additional level of management

         and information involved. The regular ISS deals

         primarily with reporting between the funded college,

         community, and state projects and the federal

         government.

USOE	⟷	RTC ·	⟷	COMMUNITY TEAM	⟷	CLIENTS
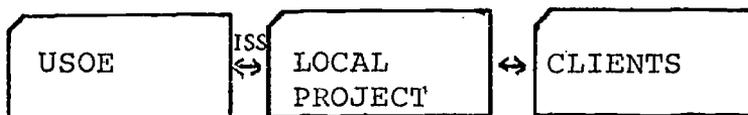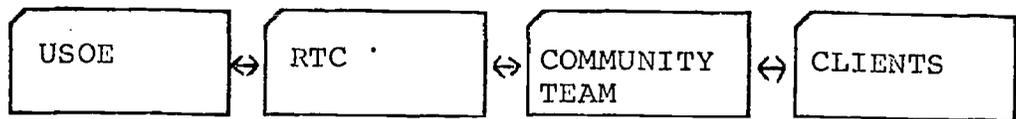
In the new program the Regional Training Center was,
in effect, USOE's "project". Correspondingly, the mini-
grant team was the regional training center's project, but
with·a difference. The mini-grant team could not be
required to submit reports, or other information since they
would receive no program funds beyond travel and per diem
for two weeks of training.

This new component of the National Drug Education
Program could provide a testing ground for two of the hypo-
theses upon which the system had been based. First, that
information flow is a visible form of energy that can be
used to trace the basic structures of human relationships
in an organization. Thus, when creating a new organization
and, as in this case, an organization with parts spread
nationwide, - information could be used as a tool to initially
establish new relationships, and then reinforce them as they
take hold. Secondly, that learning or growth or development
is dependent upon the information that the individual or
organization exchanges with its surroundings.

Program Context

A knowledge of what the Office of Education tried to do
in this program is basic to understanding the development of
the supporting information system.

There had been evidence since the early days of the
National Drug Education Training Program that a federal grant,
as a means to accomplish some good purpose, actually can
prove to be counterproductive. These grants many times become

ends in themselves, consuming a good share of local energy
in the process of getting it, spending it to "look good",
and then, for the last six months of the program, trying
to get another one. Moreover, because only one agency in
a community usually can be given the responsibility for the
grant, the federal money seldom creates the atmosphere for
true cooperative endeavors.

This insight, combined with a need to deal with both
primary and secondary drug abuse prevention, that is, to
deal with both individual drug abuse behavior and the envir-
onment that influences it, resulted in 1972 in the Help
Communities Help Themselves component of the NDEP. In this
program USOE proposed to provide local communities with the
resources to send a team of five to six individuals for two
weeks of training. This training was to provide initial
insights into the nature of the local problem, and initial
skills to identify and organize resources in the community
to so something about it. The two week training would be
complemented by technical assistance for a period of a year
thereafter.

In order to provide the training, the USOE established
training centers in each of the eight regions of the country.

Anticipating the need for information to support the
program development and operation, the USOE required each
training center to have a staff position for an information
handler. This position was universally seen at that time
as a "data clerk". Additionally, the USOE modified the scope

of work, being performed, at that time, by E. F. Shelley and Company, Inc., for the development of the Information Support System, to include facilitation of the development of means to deal with the Training Center's information needs.

Significant Factors in the Development and Operation of the HCHT Program

Because the development of the program and the infomration system proved to be mutually dependent, they cannot easily be described separately for the purposes of this report. This section is organized, therefore, according to those elements, which, in retrospect, appear to have been most significant to program growth.

1. Starting With a Clear Philosophical Direction and Stated Outcomes

The entire National Drug Education Program operates within the social psychological perception of human growth. Within this view it is felt that any attempt to influence individual human behavior must deal with the environment that supports and influences the behavior at the same time as it is dealing with the individual.

This philosophical orientation is expressed in the humanistic management strategies employed by the NDEP. (See pp. A-1 - A-15, December 1972 Report.) In these strategies, "humanistic" is defined as the capability to respond to the needs of individuals. Each level of program management -- i.e., USOE, RTC, Community team, or local project -- is dealt with as an environment that, through its interactions, should facilitate the growth of its clients. Each level is expected

to be able to assess the needs of its clients; and apply available resources to meet those needs. These expectations, or management process outcomes, can be and are monitored through use of the Information Support System.

The use of this type of process objective for the training centers made it possible for the USOE to assure responsiveness to the varying needs of the clients who would be served by the RTC, while allowing the centers the freedom to develop the different methodologies appropriate to their clients and regional resources.

2. The Creation of a "National Team"

Most previous experiences suggest to both the federal program manager and the grantee in the field that the only way to have the "tight" operation required in a coordinated national effort is to centralize control at one point and allow little diversity and freedom to move at the point of service delivery. USOE chose a different form of control. It recognized that the principal differences between a team and a group of organizations of individuals doing similar things are the ties between members that permit them to interact, share, and complement one another as they work toward mutual goals. The program therefore chose to exert its "control" by making mandatory these ties or linkages between Centers. The content that would flow through these links, however, would be negotiable, so that the needs of all parties, both federal and regional, could be met. In this way, the NDEP provided the channels or opportunities for the energies of the separate Centers to be focused on both national needs, as well as their own.

These required linkages consisted initially of meetings
of the center Directors four to six times a year, and
meetings of the staffs of all the centers twice a year for
a week of sharing, skill building, and personal growth
(OETT). To assure that the content of these meetings -
both the policy sessions and the training - was equitably
dealing with the needs of the federal program managers and
the training centers, frequent use was made of "facilitators"
- persons skilled in helping groups communicate and reach
decisions.

One important outcome of the NDEP strategy of starting
the organizational process at the national level - through
national team-building - was that they could model the
process they were asking the next level of management to
adopt. They were, in effect, operationalizing their manage-
ment expectation that each level of management should model
the behavior it expects - problem-solving utilizing its
client's needs as "the problem", and self-correcting its own
actions in terms of the effects it is having on its clients.

3. Information as the Food for Growth

The problem solving process orientation and the national
team form of organizatic.. provided the beginning points for
the structure that supported the development of the program.
But no team, or system, can maintain itself and continue to
be responsive to its own needs and those of its clients
without continuing information as to what it is doing and the
effects it is having. For what each environment is responding

to - is information; what each environment is responding with - is information.

In the case of the H.C.H.T. program, this feedback, at very frequent intervals, has permitted the program to continually self correct -- to redefine its methodology, hone its techniques, and establish more specific outcomes with each cycle of planning. One thing that becomes evident through this retrospective look at the past 18 months of program growth in the HCHT is that the "system" to provide the feedback necessary for initial program development does not require sophisticated information technology and instrumentation. Instead, it appears that there is a series of four developmental steps that an organization passes through as it seeks to get information to satisfy its problem solving needs in the most efficient and effective ways at hand. Although the program is less than two years old, we have seen these developmental stages of information use appear at all three levels of the program - first, that of the national team, then, at the individual training center, and finally, with the teams back in their own communities. That this is happening may be partial confirmation of the NDEP program approach that deals with individual learning, project growth, and national program development as similar organic processes.

The Stages of Information Facilitated Growth

Stage One
Establish supportive links among members of the system.

The relationships which must be initially built are derived from an understanding of the common goals that bring the parties

together, from the establishment of trust, and from the opportunity to provide mutual support. The information that begins to flow through these relationships is in many ways identical to the informal communication networks that exist in any organization but which can seldom be harnassed for the organization's purposes.

Stage Two
Using the links for interaction and support.

Take advantage of the informal network by using it to provide information needed for self-corrective actions. At this stage of program growth these actions may be frequent and require immediate responses. Most information is carried during this phase through a verbal - face-to-face or telephone interaction.

Stage Three
Formalizing the informal network.

At this point the system begins to document some of its actions. The reasons for beginning to use "paper" includes;

- needs to deal with the external environment, i.e., prove to others that something is happening in the program;

- see what is happening over longer periods of time in order to identify patterns in actions or consequences that can be lost in verbal feedback alone;

- needs for sharing;

- and, needs for the satisfaction of seeing what one is doing.

Stage Four
Systematizing the Process

The system begins to use information technology in order

to handle the increasing and more complex needs that develop
as the organization begins to interact and respond at.all
levels.

Using these four stages as an outline, a two dimensional
picture of information support development in this program
can be perceived. The following page displays the significant
events in information-supported growth at each of the three
levels of management. In terms of chronology, each larger
environment had to begin modeling the self-correcting process
before this use of information could become sufficiently
meaningful for the next level to internalize it and adapt it
to their needs.

	The Use of Information In National Team Development	The Use of Information In the Development of the Training Center Teams	

STAGE I
Establishing
Links

Much credit should go to the initial two week training experience provided by University of California, Santa Cruz, which not only permitted team building for individual center staff, but gave CE program staff a reality base-line for determining where each center was starting. This sense of where strengths and weaknesses were is not usually obtainable through reading of proposal prose alone.

The links that began to be forged at this meeting were reinforced through frequent meetings between OE staff and directors, and the twice a year total program OETTs.

Each Center, in its original proposal, was asked to include someone to handle the data and information which CE program personnel knew would be necessary if the program were truly to be self-correcting. It would not be unfair to say that, in many minds, this person was originally seen as a Data Clerk or comparable administrative aide.

As the program developed (self-correctingly) over the first year, it became evident that some of the Center personnel in these roles were capable of, and were performing at a much higher level. Additionally, there was a concomitant need in the Center for a higher level role.

The present concept of the Information Facilitator (I.F.) role evolved through a series of meetings of these people with USOE and E. F. Shelley personnel, and visits with the staffs of each center.

During the ... to a program ... checks aga... At the ex... ways they a... develop ne...

STAGE II
Using Links
to Meet Needs
for Self-
Correction
Growth

From the beginning policy was influenced by employing a human feedback system. Centers were visited by OE program staff regularly; a Peer Review committee was established to assure that minority concerns were being dealt with adequately; trainers from UCSC followed up on the initial training at the OETT; centers exchanged staff members; and E. F. Shelley staff made a round of visits to the centers.

Although these continuing visits were, in the main task related — providing technical assistance — they also provided a two way communication channel, between the OE program staff and among the centers, which carried information for modifying the program and continuing its growth.

The Information Facilitator began to serve as an internal trainer or facilitator for the Center. His/her principal task was to assure that adequate information was generated and fed-back into the decision-making process within the Center, to "mirror" what was going on, and to facilitate the asking of "better" questions.

Most teams 1... Plans utiliz... fro- the FTC... using a form... these report...

STAGE III
Formalizing
the Informal

While it is true that trust can reduce the requirements for a great deal of "paper", there comes a time when program managers need documentation of what they are doing in order to identify problem areas. A simple quarterly report form was developed for Center-to-OE reporting. This consisted initially of trainee characteristics and budget data. At a later time it was modified to include technical assistance information.

The IF, in many cases, began to document the debriefing of trainees and trainers at the end of each cycle in order to provide information for the design of the next cycle. In addition, the IF began to serve as an interface between the Center and external information requirements. i.e., primarily OE through its quarterly reports; and to serve as a linkage agent to facilitate sharing of experiences among Centers.

As the need became apparent for better information from the mini-grant team during the 12 months after training, the Centers became more concerned about regularizing the interactions it had with the teams. Action Plan/Progress Reports are in use in most of the Centers, and some training in information management is usually provided during the regular two week cycle.

As trans begi... programs in t... data to prove... teams turn to... procedures fo...

STAGE IV
Systematizing
the Process

The program's first needs were to get eight centers open, staff trained, and mini-grant training underway. As these initial internal growth needs began to be satisfied, the program had to then turn to the requirements it had for dealing with external forces. That is, the program had to begin to provide solid information to those other agencies that controlled or influenced it. At this stage the program concern had to turn to impact information from the ultimate clients — the local communities. Case studies conducted by NAC personnel were begun, and the information contractor began to work with the centers in terms of an information feedback process from the communities. This local progress information would be used for each Center's technical assistance program; and in addition, the USOE set up a program research effort based on the same information feedback from the communities.

At the present time each center is providing copies of local team Action Plan and Progress Reports to the Region V Center where a computerized data base is being developed. This will support a program research effort to identify significant patterns, trends, and outcomes from the program.

[Note: This stage of development is not completed. Because of the application of similar system concepts and taxonomies, each Center has the potential for operating its own regional Information Support System utilizing many of the already developed procedures and programs from the MDEP National System.

experience n not only t gave OE r each center ases were rose alone. reinforced s, and the	Each Center, in its original proposal, was asked to include someone to handle the data and information which OE program personnel knew would be necessary if the program were truly to be self-correcting. It would not be unfair to say that, in many minds, this person was originally seen as a Data Clerk or comparable administrative aide. As the program developed (self-correctingly) over the first year, it became evident that some of the Center personnel in these roles were capable of, and were performing at a much higher level. Additionally, there was a concomitant need in the Center for a higher level role. The present concept of the Information Facilitator (I.F.) role evolved through a series of meetings of these people with USOE and E. F. Shelley personnel, and visits with the staffs of each center.	During the training cycle many teams are exposed, for the first time, to a program that assesses their needs, responds to them, and then checks again in order to self-correct in case the need was not met. At the same time as they are experiencing information used in these new ways they are undergoing team building exercises which help them to develop new channels of interpersonal communication within their team.
human ff regularly minority n UCSC rs exchanged visits to the related – wo way among the ogram and	The Information Facilitator began to serve as an internal trainer or facilitator for the Center. His/her principal task was to assure that adequate information was generated and fed-back into the decision-making process within the Center, to "mirror" what was going on, and to facilitate the asking of "better" questions.	Most teams leave training with a short term plan similar to the Action Plans utilized in the ISS. In order to receive technical assistance from the RTC, teams are asked to report progress at frequent intervals using a form similar to the ISS Accomplishment Report. Some teams use these report forms as the focus for periodic team meetings.
for a great rs need ly problem r Center-to- acteristics clude	The IF, in many cases, began to document the debriefing of trainees and trainers at the end of each cycle in order to provide information for the design of the next cycle. In addi-tion, the IF began to serve as an interface between the Center and external information requirements, i.e., primarily OE through its quarterly reports and to serve as a linkage agent to facili-tate sharing of experiences among Centers. As the need became apparent for better information from the mini-grant team during the 12 months after training, the Centers became more concerned about regularizing the interactions it had with the teams. Action Plan/Progress Reports are in use in most of the Centers, and some training in information management is usually provided during the regular two week cycle.	As teams begin to organize new programs or influence already established programs in their community, they discover the need to have "hard" data to prove to others the value of what they are promoting. Many teams turn to the RTC for specific assistance in developing forms and procedures for capturing this information.
n, staff itial internal then turn to rs. That is, o those other ie the program rate clients – ersonnel were th the centers mmunities. Center's a set up a eedback	At the present time each center is providing copies of local team Action Plan and Progress Reports to the Region V Center where a computerized data base is being developed. This will support a program research effort to identify significant patterns, trends, and outcomes from the program. (Note: This stage of development is not completed. Because of the application of similar system concepts and taxonomies, each Center has the potential for operating its own regional Information Support System utilizing many of the already developed procedures and programs from the NDEP National System.	

Supporting Materials

The above discussion of the growth of the Help Communities Help Themselves program should not leave the impression that the design of an information system is a serendipitous thing -- facilitated by astute observers who stand around waiting for opportunities to occur. On the contrary, many of the development phases were shaped by the continuous planning and rethinking which the USOE program's information consultants were able to provide from their participant/observer perspective.

On the following pages some of this planning is evidenced in the memos, working papers, and other supporting documents which have been generated to support this phase of the NDEP program.

These documents include:

1. Memo, May 17, 1972 - Relationship of the Regional Training and Development Centers to the NDEP Information Support System.

2. Working Paper, June, 1972 - describing the relationship of Management Decisions and Information Needs; - Prepared with Dr. Joel Axelrod, Evaluation Consultant to the NDEP.

3. Excerpt from Management Objectives of the NDEP, July 19, 1972.

4. Basic Information Flow Diagram presented to RTC Directors for approval - November, 1972.

5. Status of Information Support Memo, prepared for OE and RTC Directors, February, 1973.

6. Memo discussing the information needed to support technical assistance, February, 1973.

7. Outline of Goals, Action Objectives, and Measurable Success Indicators developed along with the RTC Directors and staffs at the April, 1973 OETT.

memo

E.F. SHELLEY AND COMPANY, INC.

To: Helen Nowlis, Jim Spillane, Myles Doherty

From: Lew Rhodes

Date: May 17, 1972

Re: The Relationship of the Regional Training and Development Centers to the NDEP Information-Support System.

In terms of end products, there are few differences between the new Training Center component of the NDEP and the previously supported State, College, and Community-based program components. The consequence of each is a "community" that can perceive and deal with its own problems. The approach to achieving this through a problem-solving process, a basic tenet of the NDEP, is one which is heavily dependent upon information collection, exchange, and use. It is obvious, therefore, that this new Training Center component has to "plug-in" to the NDEP Information Support System. The question is how to accomplish this in a fashion which will deal with the very real immediate needs for information which the Centers have; and which also will accommodate the continuation of the basic development tasks which E. F. Shelley & Company, Inc. must complete under this contract.

The following discussion is directed at both these issues:

There are two significant requirements in the Training Center program which are not found in the other NDEP components. One is the major load of "trainee" pre-post information which they must handle if they are to operate a responsive, ever-improving training program; and the other is the need to develop a "national team" which is more than the sum of its parts.

The needs for trainee information to be gathered and used in a systematic way are similar in each of the seven centers. Their capabilities for developing means to do this, however, vary widely. Some are highly competent, some are linked to the "systems" of the neighboring NIMH center, some have applied little thought to the subject. The national program's, as well as each Center's, needs might best be met by assisting them to help themselves at this point in time.

This might require:

a) A survey of what is needed and what is being used conducted after about 2 cycles of training are under their belts. This could be accomplished through visits to each site and/or a meeting at one place of the information person from each Center.

b) An agreement as to common areas of information need, what is suitable for exchange, and what needs to be developed. This could be accomplished at the meeting suggested in (a), or at a meeting of Center Directors.

c) OE/NAC facilitate the exchange of information tools as well as undertake the search for, or development of, new tools.

d) OE/NAC provide direct consultant help in measurement, or information management to the individual Centers upon request.

Concurrent with the above tasks, an effort should be made to explore with each Center how they might be able to utilize, adapt or plug-into the four components of the Information-Support System. There are certain obvious possibilities -

Local Problem Management Component -

The local problem self-help process which is being designed to "lead" a local project through a process of problem awareness, resource identification and activity planning, could be utilized with little or no modification by a mini-grant team when they return to their community after training.

The Training Centers could be given the opportunity to determine whether they can use this material. If all or some of them want to utilize this component with its related feedback reporting instruments, then, there will be a requirement for training the staffs of the Centers so that they can provide training for the community teams.

Program Management Component -

The formats for reporting progress and problems, and for recording field visit and telephone information could be adapted for Training Center use without too much difficulty. These could be used for the OE - Training Center relationship as well as between the Centers and their community teams.

Technical Assistance Management/Experience
    Storage and Sharing -

Regardless of whether or not the Centers buy into the other
components, they could consider a possible tie-in to the
skills and experience banks which the National Action
Committee will be maintaining for OE.

    Each Center will most likely be identifying consultant
resources and success experiences in its own area. If
they could share these among themselves, it could naturally
add to their capabilities. Moreover, if the resulting
pool could be combined with the NDEP Shared Experiences
Bank and Consultant Skills files, the benefits could be
maximized for all NDEP projects.

The above discussion presents several alternatives for
action. The matter of who should be responsible for the
various tasks has not been included. It should be noted,
however, that several of the choices bring NAC into a working
relationship with the Centers.

If any of these actions are to be undertaken, it is imperative
that decisions be made in the near future concerning these
responsibilities. We will require this information from you
no later than May 23rd in order to proceed with our develop-
ment tasks.

cc: Larry Bear
     David Landy
     Joel Axelrod

LAR/pt

NDEP PROGRAM PHILOSOPHY

Drug abuse is viewed as one of many symptoms - albeit a very serious symptom - of more basic social problems. In order to be effective, communities must cope both with the causes and with the symptoms. However, neither at the Federal level nor at the community level do we know how to cope with any degree of certainty. Therefore, the key to success is perceived to be an ability to search. We must look for mechanisms to cope with drug abuse, and have the ability to abandon those that are not productive while maintaining those that have a favorable payoff.

It is our belief that if our mechanisms bring about the following conditions, there will be a reduction in the level of drug abuse:

> Open communication between youth and both parents and teachers;
>
> An availablity of meaningful alternatives to the use of drugs;
>
> A feeling among potential abusers of a purpose in living and in control over their own lives
>
> A willingness on the part of adults to accept the validity of alternate life styles;
>
> A shift in youths' value structure away from placing immediate gratification first and foremost; and
>
> An improved perception of what the consequences of drug use are -- physiological, psychological, social and legal.

Since we do not know with certainty that effecting the above mentioned conditions will reduce the level of drug abuse, we must both search for the mechanisms to bring about these condtions - mechanisms which may differ from community to community - and maintain a readiness to search for new conditions (intermediate goals) should these prove to be unrelated to reducing the level of drug abuse.

NATIONAL DRUG EDUCATION PROGRAM

OBJECTIVES, ACTIVITIES AND EVALUATION PLANS

REGIONAL TRAINING CENTER AND MINI-GRANT COMMUNITY COMPONENT

EVALUATION

I-16

ACTIVITIES & OBJECTIVES

PMS

Goals & Performance
in Quartefly report

1. Pre-post
Measures During
Training 2. Goals &
Performance with
T.A. Requests

1. Monitoring
of Resource Re-
allocation 2.
Surveys of Age
Personnel

| SAO | ----- | NDEP | ----- | 8 Regional Training Centers | ----- | 800 Mini-Grant Teams | ----- | Co |

Policy

Policy,
Training &
T.A. causing
changes in
skills, per-
ceptions &
attitudes .

Training &
T.A. producing
changes in
skills, per-
ceptions &
attitudes

Persuasion &
Leadership ca
changes in sk
attitudes & p
ceptions and
in resource a

NATIONAL DRUG EDUCATION PROGRAM

CTIVES, ACTIVITIES AND EVALUATION PLANS

RAINING CENTER AND MINI-GRANT COMMUNITY COMPONENT

Goals & Performance
in Quartefly report

1. Pre-post
Measures During
Training 2. Goals &
Performance with
T.A. Requests

1. Monitoring
of Resource Re-
allocation 2.
Surveys of Agency
Personnel

1. Maintaining
Index of Social
Dissatisfaction
2. Surveys of
Youth & Adults

| 8 Regional Training Centers | 800 Mini-Grant Teams | Community Agencies | Youth & Adults |

Policy,
Training &
T.A. causing
changes in
skills, per-
ceptions &
attitudes

Training &
T.A. producing
changes in
skills, per-
ceptions &
attitudes

Persuasion &
Leadership causing
changes in skills,
attitudes & per-
ceptions and changes
in resource allocation

Programs &
Activities caus-
ring changes in
attitudes, per-
ceptions and
behavior —
one aspect of
which will be
less drug abuse

Community Agencies

A. **Decisions**

Shalll resources be increased or decreased for a particular program?

Shall a program be revised and, if so, how?

What new programs should be initiated that fall within the realm of responsibility of an agency?

Should a program be terminated?

B. **Information Needs**

The changes in attitudes, values, perceptions and communications among the relevant populations, e.g.

Degree of communication between youth and adults

Perceptions of alternatives to drug use

Priorities in youths' value structures

Acceptance of the validity of alternate life styles

Understanding the physiological, psychological, social and legal consequences of drug abuse

Individuals' feelings of control and purpose in their lives

The change in the level of drug abuse

DECISIONS AND INFORMATION NEEDS

<u>Community Development Teams</u>

A. <u>Decisions</u>

What is the community's drug problem?

What resources are available for coping with the problem?

What agencies should be involved in the process?

How should they be involved?

Should resources directed against drug abuse be increased and, if so, how?

Which programs are effective and require additional resources?

Which programs are ineffective and should be terminated?

What are the community roadblocks to developing an effective drug abuse prevention program, and how can they be overcome?

Do they -- as a community development team -- have a need for technical assistance?

Do any of their community agencies need technical assistance?

B. <u>Information Needs</u>

The amount of drug use by population group, by type of drug

The current involvement of community agencies re drug abuse

All the organizations - governmental, medical, religious, social business, professional, etc. -- that could be involved in combatting drug abuse

The changes among community agency personnel in skills, attitudes, values and perceptions.

(CONTINUED ON NEXT CHART)

Community Development Teams

B.   Information Needs

Community agency goals, current performance, discrepancy between

goals and performance, and plans for reducing discrepancies.

Changes in the level of resources made available to combat drug

abuse.

Changes in the distribution of resources among the various activities

relevant to combatting drug abuse.

Changes among youth and adults in relevant values, attitudes, perceptions

and degree of communication.

DECISIONS AND INFORMATION NEEDS

Regional Training Centers

A. Decisions

What mix of teams (inner-city, suburban, rural, black, chicano
Indian) should be scheduled at the same time for most effective
training?

What changes, if any, should be made in the training model?

When, how and what kind of technical assistance should be provided?

What recommendations should be made to OE for selection of the next
round of mini-grants?

B. Information Needs

Community Development Teams goals, current performance, discrepancy
between goals and performance, and plans for reducing discrepancy

> Changes in the skills, attitudes, perceptions and values of
> community agency personnel
>
> Changes in resource allocation
>
> Changes in the attitudes, perceptions and values of youth
> and adults in the community at large
>
> Change in the level of drug abuse

Changes in the skills, attitudes, perceptions and values of the
community development teams (either as measured during training
or, if appropriate, at some later date.)

DECISIONS AND INFORMATION NEEDS

Office of Educations

A. Decisions

What shall the guidelines be for the next round of mini-grant
applications?

What team composition sall be required?

What types of teams sall be funded, given that there are more
acceptable proposals than openings?

What kind of technical assistance shall be provided to the
Regional Training Centers, and when?

What changes shall be made in the policy guidelines for the
operation of the Regional Training Centers?

Which community development teams, if any, shall be funded as
development projects for the next fiscal year?

B. Information Needs

Regional Training Center goals, current performance, discrepency
between goals and performance, and plans for reducing discrepency, e.g.

Number of teams trained

Summary reports on people changes taking place among
different types of mini-grant teams.

Summary reports on changes in community agency personnel.

Summary reports on changes in the level and allocation of
resources.

Summary reports on changes among community youth and adults
in terms of values, perceptions, attitudes and communications.

Summary reports on changes in the level of drug abuse.

Identification of individual teams with the greatest potential for
running successful federally funded demonstration projects.

DECISIONS AND INFORMATION NEEDS

Special Action Office for Drug Abuse Prevention

A. Decisions

Should the Office of Education drug program be continued as is?

Continued with changes?

If with changes, what are they?

Discontinued?

B. Information Needs

(Same as Office of Education, plus comparable information from

another drug program operating out of a different philosophical framework.)

PROGRESS MEASUREMENT

For each of the actions outlined in the previous sections
there are acceptable indicators of whether or not they occur.
These indicators serve as the measures of both how well
programs are run (efficiency) and what happens because of the
program (effectiveness). Thus, in the following situation --

| OE Action | → | resulting action of Regional Training Center | → | resulting action of Community Leadership team | → | resulting actions by individual |
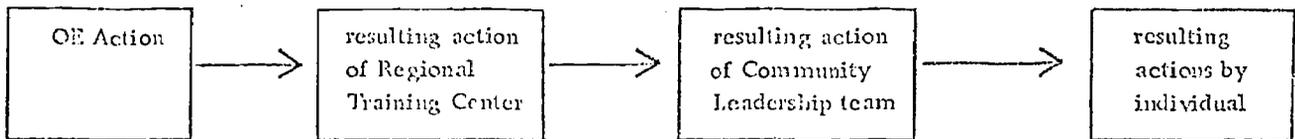
--- the indicators that each action did take place serve
both purposes, dependent upon whether the action is being
viewed as a cause or an effect.

Additionally, these indicators when monitored over time
serve as measures of change or growth.

INFORMATION
FROM

EACH QUARTER

MANAGEME

⟶ TO OE ⟶

⟶ TO SHELLEY ⟶

PRE-TRAINING

MINI-GRANT APPLICATION

Sent to RTC's
after OE approval

| SUPPLEMENT QUESTIONNAIRE |
| SHORT FORM |

Enclosures
A, B

CYCLE SUMMARY
REPORTS
A-DESCRIPTIVE
B-OUTCOMES

Page 1
Page 2

NDEP REGIONAL SUMMARI
of TRAINING SERVICE
TARGETS,
ORGANIZATIONS,
ETHNIC IMPACT.

TRAINING CENTER OPERATIONS

TRAINING RECORDS
(Cycle)

QUARTERLY TRAINEE PROFILE

Page 7

PLUS

- PROFILES OF TYPES O
REGIONAL TC
- TRAINEE CHARACTERIS
- OVERVIEW OF TEAM NE
- OVERVIEW OF RTC RES
- OVERVIEW OF TRAININ
PROBLEMS, BY GOA

OPTIONAL WORKSHEET Page 6

TEAM ACTION PLANS Page 3

QUARTERLY T.A. SUMMARY Page 8

QUARTERLY BUDGET STATUS Pa;

SUMMARIES & ANALYSES OF
- INITIAL PERCEPTION
- CHANGE IN PERCEPTIO
- CHANGE IN PERCEPTIO
- CHANGE IN PERCEPTIO
- INITIAL ACTIVITIES
- CHANGES, OVERT
- CHANGES BASED O
- ACTIVITY ACCOMPLISH
- TARGET CHANGE REPOR
- COMMUNITY OUTCOMES

T. A. RECORDS

BUDGET, ETC.

POST TRAINING

TEAM PROGRESS REPORT/ACTION PLAN

Pages
4, 5

EACH QUARTER   <u>MANAGEMENT REPORTS</u>

⟶ OE ⟶   ⟶ TO SHELLEY ⟶

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┌─────────────────┐
│ CYCLE SUMMARY   │
│   REPORTS       │
│ A-DESCRIPTIVE   │ Page 1
│ B-OUTCOMES      │ Page 2
└─────────────────┘
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┌─────────────────────────────────┐
│ NDEP REGIONAL SUMMARIES          │
│   of TRAINING SERVICES,          │
│       TARGETS,                   │
│       ORGANIZATIONS,             │
│       ETHNIC IMPACT.             │
└─────────────────────────────────┘
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PLUS

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│ QUARTERLY TRAINEE PROFILE │
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STATUS OF INFORMATION SUPPORT

Regional Training and Development Centers

February 1973

The following is a progress report on the present flow of
information within USOE Regional Training Centers as well as
among them. In one way this could be also interpreted as a
report on the status of the Center's "management," for if the
old Chinese adage "Information is Power" is true, then the
movement of information within an organization to accomplish
purposes, is what management is all about.

This is not meant to be a report comparing centers, for, even
if that were the intent, the series of short visits to each
Training and Development Center upon which this is based, did
not allow sufficient time at each site to permit completely
objective observations. Instead, this presents some subjective
impressions of the "whole" - the "national team" of 8 Centers -
which are a consequence of the contacts we had at each center
as we helped them identify and deal with their problems of
internal information handling. Any comparisons that are made
are not between Centers, but with reference to the "model" -
a management process - that is an integral part of the OE
National Drug Education Program strategy.

Diana Bing

Lewis Rhodes

I

Reference Point:

The NDEP Management Strategy

The management process that lies at the core of the research,
development and demonstration program that the Office of
Education operates has two dimensions.

The first deals with the internal management of each level of
organization - that is, the Training Center, the community team,
and the Office of Education, itself. The process has been
called - "self-correcting," "problem-solving," "trial and error,"
"cybernetic," or even "zig-zagging." Whatever it is called, it
consists of the setting of short term goals or expectations;
with frequent status checks and feedback as to actual accomplish-
ment; and then the setting of new goals based upon what was
learned.

The second dimension of the OE strategy deals with the relation-
ships of these same organizations to each other. It is based
upon the recognition that the self-correcting - problem-solving
process requires some degree of external support in terms of
"process" assistance. This is sometimes called "helping people
help themselves," "facilitation," or "consulting," and consists
largely of providing "mirrors" for seeing situations in different
perspectives; helping identify and clarify needs, problems and
expectations; and identifying resources for dealing with them.

In this dimension, each agency can be viewed as one of a linked
chain of facilitators whose principal task is to "facilitate"
the problem resolution of its direct clients. It is a consistent
model. The "facilitator," whether it be an organization or
individual, plays much the same role in each case.

This is easier to see by looking first at the more familiar role
of the facilitator or trainer in a group training situation.
Among his roles a) he tries to assure a sensitivity to each other
among all members of the group - an understanding of the effects
they have on each other,
      b) he helps to elicit feedback, and "processing"
         of experiences. What was attempted?, what
         actually happened?,
      c) he assists in clarifying goals or directions;
      d) he provides supportive, rather than,
         threatening relationships.

Similarly, at the other extreme - the OE level of program management ,- the program personnel play the same role:

a) They attempt, through the National Team approach with its periodic Directors meetings and full staff Training Sessions, to assure a sensitivity to their inter- dependence; and a measure of participation and control over their own environment and directions.

b) They provide guidance, and - through the Information Support System - some of the means, to elicit continuing feedback for self-correction at the Center as well as program levels.

c) They try to provide supportive, responsive relation- ships based upon the common "problem" - the prevention of drug abuse -

   (See excerpt on next page from "The Management Objectives of The USOE, National Drug Education Program FY 73, July 19, 1972").

Finally, the middle link in the chain of "facilitators" is the Training and Development Center. It's operation should and, in the majority of cases, does follow this same model. This is especially true in terms of the Training design. It is less evident when one looks at the provision of technical assistance, and the operation of the Center itself as an organization. The majority of Centers, therefore, do not provide "total," or integrated, "models" of the self-correcting problem-solving process they teach.

It is toward this end, - facilitating the integrated manage- ment of a Center - that the role of Information Facilitator has evolved.

OBJECTIVE

III. Support the development in seven Regior.1l Training and Resource C
capability to respond to the training and technical assistance ne
ship teams in their region so that approximately 800 community le
able to 1) assess local drug problems and the potential resources
and 2) develop leadership, and programs to combat their causes, i

ACTIONS

WHAT OE/NDEP DOES	(to assure)⟶	WHAT TRAINING CENTER DOES	(to assure)⟶	WHAT COMMUNITY TEAM DOES	(to
Monitor course and progress of each center		- TC staff functions as a team		Assesses community drug problems	
Respond to specific center needs -		- accurately assesses needs of community teams		Assesses resources for dealing with problems	
- assist to develop program					
- assist to identify staff, resources		- provides training resources to accommodate needs		Develops programs appropriate to problems and resources	
- assist to develop responsive capability				Supports or -	
- information collection		- learns from its actions - modifies program based upon feedback		operates programs which attain the specific objectives planned through a process of continuing modifications and which reflects	
Develop and maintain National "team"		- provides technical assistance resources to assist community to meet its needs		- youth involvement	
- promote interchange of information				- staff working as a team	
- informal				- cooperation	
- form. ` -				- cooperation between home and school	
- plan and conduct meetings					
- newsletters					

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evelopment in seven Regional Training and Resource Centers of the <u>increasing</u>
<u>respond</u> to the training and technical assistance needs of the community leader
their region so that approximately 800 community leadership teams will be
sess local drug <u>problems</u> and the potential <u>resources</u> for dealing with them;
p leadership, and programs to combat their causes, independent of NDEP support.

ssure) —>	WHAT TRAINING CENTER DOES	(to assure) —>	WHAT COMMUNITY TEAM DOES	(to affect) —>	WHAT INDIVIDUAL DOES
	- TC staff functions as a team		Assesses community drug problems		Finds <u>purposes</u> to which he can relate; alternative "highs"
	- accurately assesses needs of community teams		Assesses resources for dealing with problems		Gets <u>satisfaction</u> from efforts in which he participates
	- provides training resources to accommodate needs		Develops programs appropriate to problems and resources		Finds reinforcement for a positive <u>self-im</u>
	- learns from its actions - modifies program based upon feedback		Supports or - operates programs which attain the specific objectives planned through a process of continuing modifications; and which reflects		Perceives consequences of drug abuse Does not <u>abuse</u> legal or illegal drugs
	- provides technical assistance resources to assist community to meet its needs		- youth involvement - staff working as a team - cooperation - cooperation between home and school		Accepts values of others Communicates openly

3.

The Information Facilitator

Each Center, in its original proposal, was asked to include
someone to handle the data and information which OE program
personnel knew would be necessary if the program were truly
to be self-correcting. It would not be unfair to say that, in
many minds, this person was originally s 1 as a Data Clerk or
comparable administrative aide.

As the program developed (self-correctingly) over the first
year, it became evident that some of the Center personnel in
these roles were capable of, and were were performing at a much
higher level. Additionally, there was a concommitant need in
the Center for a higher level role.

The present concept of the Information Facilitator role evolved
through a series of meetings of these people - one in Chicago,
and one in Santa Barbara - with USOE and E.F. Shelley personnel.

Present Perception of the Role

The Information Facilitator can be thought of as an internal
trainer or facilitator for the Center. His/her principal task
is to assure that adequate information is generated and fed-
back into the decision-making process within the Center, to
"mirror" what is going on, and to facilitate the asking of "better"
questions. To do this requires a recognition of this role in the
Center; a sensitivity to the needs and strengths of Center
personnel; and a commitment to the Center's approach.

Other important elements of this person's role include serving
as an interface between the Center and external information
requirements, i.e., primarily OE through its quarterly reports;
serving as a linkage agent to facilitate sharing of experiences
among Centers; and providing possible direct inputs to the
training with reference to the role of information in planning,
the rationale for, and use of, the Action Plan/Progress Reports,
etc.

Status of Role Development

In terms of the seven Centers, two appear to be well along in
the development of this role and its integration within their
operation. Three Centers are at what might be considered the

starting point, with a person identified but little else
worked out. One Center is half way between those two levels.
The seventh Center has a person functioning with the title,
but not the role. The National Training Center, serving as
OE's eigth regional outlet, did not have the requirement during
the first year to provide this person on their staff.

If we can judge by what we observed during the recent visits,
the major factor in the successful functioning of the IF is
the perception of his/her role in the minds of the other staff
members (or, one step deeper, his/her perception of the
perception, etc.). Another obvious success factor is the degree
to which the Center "lives" a self-correcting process.

Next Steps

On March 12-13, Information Facilitators from the eight Centers
will meet in San Antonio to work on several of the mutual
information needs of their Centers. (A detailed agenda is
provided separately.)

III

Availability of Diagnostic Information

One of the assumptions of the OE operating strategy is that
programs will be responsive to the needs of their clients
- taking them where they are and helping them move forward.

All of the training centers, to some degree, try to shape
their training designs to the needs of the particular
trainees on-site at that time. Some of this is built-in
ahead of time based upon expectations of needs from prior
experiences; some from information gathered from these
teams before training be mail or visit; some from need assess-
ments early in the training cycle. Not all are effective
in this attempt, and some appear to be more sensitive and
responsive to the needs and styles of the trainers than the
trainees.

During the cycles most centers have mechanisms for identifying
new needs to which they may respond. Again, some appear to
be more effective than others.

It is in the area of identifying post-training needs that
almost all centers currently need assistance. Asking people
to report "progress" or "problems" does not appear to provide
sufficient information from which a center can diagnose and
prescribe continuing assistance. Neither does it appear to
elicit great numbers of returns from the field.

This problem is being approached through the use of a matched
Action Plan and report form which permits community teams
to write down what they expect to do, then later, what they
actually did. The discrepancies between the two provide the
raw data from which both the team and the center can do dome
problem diagnosis.

IV

Summary

Any judgment of current status must be in reference to two criteria - at one end, where the centers started, and at the other, the evolving "model" which is in front of them like a carrot on a stick.

Based upon these points, we have to admit that we "feel good." Several centers have exceeded our expectations, the rest appear to be underway in the right direction with the potential for rapid growth. Finally, and not the least, we are all learning.

Some T.A. on T.A.: Observations on the State of Developmental Assistance

The dust has begun to settle from the first year's efforts at
establishing a nationwide system of training and development
centers with 2-week training cycles underway in each center.
What is emerging from the haze is a recognition, on the part
of OE and a majority of the centers, that the "development"
aspects of the program - usually called technical assistance
- are not as far along in implementation as the training
itself. There can be many reasons for this -- "first things
first", etc., -- but all agree that this is a problem that
must be dealt with soon.

Observations - Several of the centers appear to have not had
the opportunity to think through the concept of
technical assistance in terms of the integrated
functioning of their organization, i.e., its
relationship to training, to administration, to
its own staff needs.

Most centers are moving toward the use of trainers
in T.A. roles. At the present time, most trainers
are not motivationally geared-up to relate to
goals beyond the end of the two-week cycle.

- Almost all centers lack sufficient information
as to what a team does after training, from which
they could diagnose needs, and prescribe
assistance.

Possible Needs

1 - Definition: Defining T.A. together, separately

Although some may rightly say that T.A. has been adequately
defined in program guidelines, and center proposals, the fact
is that these paper definitions have to match up with experiences
in the heads of those who have to implement the program and this
has not happened.

- Some define T.A. in terms of time - i.e., all those things
that happen before and after training. These frequently
lead to a fragmented view of the purposes of these
actions.

- Some define T.A. by methods of delivery - e.g., visits,
workshops - regardless of what happens during the
experience. Visits, for instance, are currently being

used to substitute for progress reports, for problem identification, as well as for delivery of specific services.

- Some define T.A. in terms of the <u>end</u> that are facilitated - e.g., assist in identifying <u>resources</u> - regardless of the means used.

- Some define T.A. as the delivery of substantial inputs to a community; some as the delivery of consulting, or helping them help themselves, inputs.

Whatever definition is eventually bought-into could have aspects of all these views. But this eventual definition, at this point in time, is less important than the <u>process</u> of arriving at it.

Center staffs, as well as OE personnel, need the opportunity to participate in a mutual exploration and definition of what appropriate T.A. is, why it is necessary; and to develop and share ideas for how to do it. In this process of chipping away at what T.A. isn't, and fleshing-out what it is, all parties (OE, NAC, and The Centers) will learn, and most significantly the center staffs will have <u>ownership</u> in the outcomes.

Time obviously needs to be devoted for this at the next TTT. However, if it were possible, it might be more advantageous for this to happen first at each center in order to assure greater participation and involvement.

2 - <u>The Need for a Longer View</u>

If there were a commonly understood definition it might be possible for personal roles and training strategies to be reassessed in terms of an end point that is one year, rather than 2 weeks away.

    As Center staff begin to define their own roles and relationships in terms of this end -

    - new skills may be needed - e.g., consulting skills.

    - new support may be necessary when trainer is away from protected environment of Center.

This larger view of the time in which a center can have impact on a project can have the effect of opening up new options for a center in terms of techniques. For example, if one looks at the five common program areas in each center, and asks "when would the trainee have the best opportunities to learn the relevant skills through application in real situations?", it becomes apparent that the emphasis and assistance on program and community development skills should come after the return to the community. (see below)

	Before Training – 2 months to a year	Training – 2 weeks	Development Period 1 year
Team Building		/////////	Maintenance assistance possible
Personal Growth		/////////	Not possible to provide maintenance except by referral
Drug Issues		/////////	Maintenance through indirect means – mail newsletter referral
Program Development		/ / / / / / /	
Community Development		/ / / / / / /	
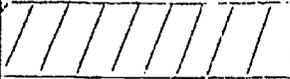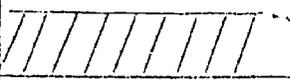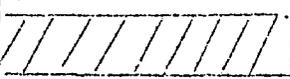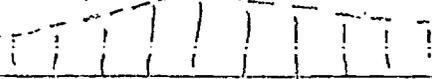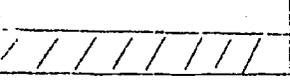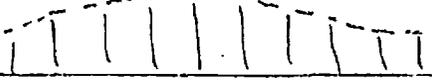
3 – The Need for Information

A most important consequence of a better definition of a full year assistance effort will be the recognition that each center will need better information on the continuing status of a team and its efforts if it is going to attempt to diagnose and prescribe post-training assistance.

To have this information on a regular basis will require decisions, at each center, regarding the inclusion during the training cycle of the rationale for, and use of, Action Reports as an integrated part of the assistance effort. In addition, it will require the development and/or sharing of tools the teams can use for planning and community development.

The centers may also want to develop a year-end "de-briefing" instrument which will permit a team to feedback meaningful data and insights.

THE PROBLEM

While we do not deny the significant involvement of pathologies within the drug culture, we do see much dependent behavior as [...] to the user's environment which can be corrected or reduced through the learning process.

Within this context, most actual drug difficulties arise from two basic problems: Failure to understand and manage drug taking s[...] person to achieve a desired end without drugs. The former problem is usually manifest as a drug emergency while the latter is u[...]

Given the relative dominance of drugs in American Society, we must assume responsibility for providing young people with exper[...] for dealing with and understanding themselves, others, and the constraints placed upon them by society and by the natural system[...]

A person without these skills is dependent and will remain so until, through experience and practice, he develops the personal sk[...] discharge his responsibilities within acceptable limits.

Just as the task of rehabilitation is to help a dependent person become independent through developing his personal skills and reso[...] to reduce his potential for dependence by providing this growth prior to the fact of drug involvement.

Therefore, the task of the USOE National Program is to provide for this growth by training community teams and giving them tool[...]

1. develop programs to correct structures, situations, and relational patterns that lead individuals to abuse the use of drugs a[...]

2. create environments conducive to the fulfillment of individual needs, and the development of skills and resources for deal[...]

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THE ACTION OBJECTIVES OF THE "HELP COMMUNITIES HELP THEMSELVES" PROGRAM

OE	CENTER	TEAMS	COMMUNITY
OE will Monitor course and progress of each center	The RTC will - function as a team - accurately assess the needs of the community teams - provide training resources to accommodate those needs	The community team will be able to:	The community will redir[...] its resources to better [...] individual needs relat[...] the problems of drug a[...]
Respond to specific center needs - - assist to develop program - assist to identify staff, resources - assist to develop responsive capability - information collection	- be self-correcting - learn from its actions - and modify its program based upon feedback - provide technical assistance resources to meet the needs of the community	1. assess community drug problems 2. assess resources for dealing with problems 3. develop implement programs appropriate to problems and resources 4. develop a program which would reflect community involvement.	
Develop and maintain National "team" - promote interchange of information & resources - informal - formal - - plan and conduct meetings			

OVERALL GOAL OF HELP COMMUNITIES HELP THEMSELVES PROGRAM

...ent of pathologies within the drug culture, we do see much dependent behavior as learned or adaptive responses
...ted or reduced through the learning process.

...ties arise from two basic problems: Failure to understand and manage drug taking situations and, the inability of a
    The former problem is usually manifest as a drug emergency while the latter is usually manifest as drug dependence.

...rican Society, we must assume responsibility for providing young people with experiences necessary to develop skills
..., others, and the constraints placed upon them by society and by the natural systems which support their lives.

...will remain so until, through experience and practice, he develops the personal skills to fulfill his needs and
...e limits.

...pendent person become independent through developing his personal skills and resources, the task of prevention is
...viding this growth prior to the time of drug involvement.

...gram is to provide for this growth by training community teams and giving them technical assistance as they:

...situations, and relational patterns that lead individuals to abuse the use of drugs and other self destructive behavior.

...ulfillment of individual needs, and the development of skills and resources for dealing positively with life situations.

...CTION OBJECTIVES OF THE "HELP COMMUNITIES HELP THEMSELVES" PROGRAM

	TEAMS	COMMUNITY	INDIVIDUAL
...a team ...y assess the needs ...ommunity teams ...aining resources ...immediate these ...meeting – learn ...s actions – and ...its program ...pon feedback ...chnical assistance ...es to meet the ...f the community	The community team will be able to: 1. assess community drug problems 2. assess resources for dealing with problems 3. develop, implement programs appropriate to problems and resources 4. develop a program which would reduce community involvement.	The community will redirect its resources to better meet individual needs related to the problems of drug abuse	The individual will: 1. not abuse legal or illegal drugs 2. accept values of others 3. find reinforcement for a positive self image 4. find purposes to which he can relate 5. communicate openly 6. show a greater willingness to accept the validity of experiment with alternative life styles not involving the abuse of drugs 7. Have an improved perception of what the consequences of drug abuse are physiological, psychological, social and legal

THESE SUCCESS INDICATORS ARE WORKING TOOLS. THEY ARE NOT DESIG... ...D TO BE USED BY OTHERS FOR MEASURING US. RA...
...THINGS WE SHOULD BE ASKING QUESTIONS ABOUT AS WE DEVELOP CENTER ...ANS, AND SEEK PERSONAL SATISFACTION.

SUCCESS INDICATORS AS MUTUALLY SEE... ...Y USOE, DIRECTORS, AND PEER GROUPS

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OE WILL:	THE CENTER -	TEAMS -	THE COMMUNITY WILL:
- provide responsive leader-ship - promote the national team - provide leadership and resources sharing with other federal agencies - support other areas of pre-vention and education, looking to OE for leader-ship	- models the behavior they expect from teams - is well managed - i.e., personnel and good fiscal resource management - makes use of all potential resources both internal and external - provides leadership with resource sharing with single single state agencies perceived as beneficial - is flexible enough to handle a variety of needs - has staff and consultants reflective of target popu-lation serviced - has a cohesive philosophy upon which all staff members share their efforts - is responsive to the particular needs of communities and teams in their regions - provides or identifies support to teams as needed to pro-mote their effectiveness - relates teams to each other, state agencies and other resources in their areas - serves as a resource to teams, states, universities and other groups in the area of Drug Abuse Prevention - is a self-correcting system - provides and upgrades the skills of its staff.	- have selective involvement of key people in community - reassess needs of problems and resources - have good communication with OE - establish flexibility in the community - interact with other drug resources - act as a catalyst to develop community response to its drug problem or more specifically to the community based causes of drug problems - develop and maintain commit-ments to work together over an extended period of time - enlarge their memberships as needed to achieve their action objectives - use the resources in their community to resolve problems they identify - identify and utilize outside resources to fill the resource gaps in their communities - model the behavior they desire from the individuals in the community - develop a self correcting system which amends both plans and philosophy based on experience.	- have social services that relate to the needs of the individuals in the community - have less overlap and con-flict among social service agencies - develop a working relation-ship among schools and other agencies - have wider range of recre-ational, social and work related activities - redefine their definition of the drug problem so that they see the complex nature of personal and social causes; they should respond appropriately i.e., drug laws - more in balance with the offenses - have groups, agencies and individuals who understand their involvement in the problem i.e., M.D.'s re-duce their issuing of barbiturates and amphetam... - have schools and family wor... closer together i.e., com-munication workshops which involve parents, students, and teachers. Meaningful meetings - have more crisis services - have a mechanism that deal... with problems - not wait for outside resources - have activity involve youth and minorities in decision making and meaningful services.

...SS INDICATORS AS MUTUALLY SEEN BY USER, DIRECTORS, AND PEER GROUPS

...TER -	TEAMS -	THE COMMUNITY WILL:	THE INDIVIDUAL WILL:

the behavior they
 ...t from teams
 managed – i.e.,
 ...nel and good fiscal
 ...ce management
 ...use of all potential
 ...ces both internal
 ...xternal
 ... leadership with
 ...aree sharing with single
 ...o state agencies
 ...bived as beneficial
 ...le enough to handle
 ...riety of needs
 ... and consultants
 ...ctive of target popu-
 ...n serviced
 ...ehensive philosophy
 ... which all staff
 ...hbers share their efforts
 ...ensive to the particular
 ...ds of communities and
 ...ms in their regions
 ...es or identifies support
 ...eams as needed to pro-
 ...e their effectiveness
 ...s teams to each other,
 ...e agencies and other
 ...burces in their areas
 ...as a resource to teams,
 ...es, universities and
 ...er groups in the area
 Drug Abuse Prevention
 ...lf-correcting system
 ...ies and upgrades the
 ...lls of its staff.
	– have selective involvement
	    of key people in
	    community
	 – redress need of problems
	    and resources
	 – have good communication
	    with DPC
	 – establish utility in the
	    community
	 – interact with other drug
	    resource.
	 – act as a catalyst to develop
	    community response to
	    its drug problem or more
	    specifically to the
	    community based causes
	    of drug problems
	 – develop and maintain commit-
	    ments to work together
	    over an extended period
	    of time
	 – enlarge their memberships
	    as needed to achieve their
	    action objectives
	 – use the resources in their
	    community to resolve
	    problems they identify
	 – identify and utilize outside
	    resources to fill the
	    resource gaps in their
	    communities
	 – model the behavior they desire
	    from the individuals in
	    the community
	 – develop a self correcting
	    system which amends both
	    plans and philosophy based
	    on experience.
		– have social services that
		    relate to the needs of
		    the individuals in the
		    community
		 – have less overlap and con-
		    flict among social service
		    agencies
		 – develop a working relation-
		    ship among schools and
		    other agencies
		 – have wider range of recre-
		    ational, social and work
		    related activities
		 – redefine their definition of
		    the drug problem so that
		    they see the complex
		    nature of personal and
		    social causes; they should
		    respond appropriately
		    i.e., drug laws – more in
		    balance with the offenses
		 – have groups, agencies and
		    individuals who understand
		    their involvement in the
		    problem i.e., M.D.'s re-
		    duce their issuing of
		    barbiturates and amphetamines
		 – have schools and family working
		    closer together i.e., commu-
		    nication workshops which
		    involve parents, students,
		    and teachers. Meaningful
		    meetings
		 – have more crisis services
		 – have a mechanism that deals
		    with problems – not waiting
		    for outside resources
		 – have activity involve youth
		    and minorities in decision-
		    making and meaningful
		    services.
			– be able to make personal
			    judgments about high
			    risk behavior that indi-
			    cates some knowledge of
			    the consequence:
			 – resist peer pressure to abuse
			    drugs
			 – have good feelings about
			    himself
			 – have greater awareness of
			    the alternatives that he
			    has to meet his needs
			 – have a willingness to help
			    and ask for help.

II. THE RELATION OF ISS REPORTS
TO THE NATIONAL PROBLEM-SOLVING PROCESS

INTRODUCTION

The Information Support System was developed to provide
the linkages and support required by the NDEP to set in motion
a national problem-solving process.   The first section of the
final report on the Development of the ISS (December 1972)
discussed how the Information Support System processes were
designed to facilitate problem-solving at local and national
levels.   These ISS facilitating methods included the local
self-correcting planning and report process; the Shared
Experience Bank as an access rather than dissemination system;
and the diagnostic-prescriptive role for the USOE Project
Officer that the system supported.

The purpose of this section of the Final Report is to
discuss how the ISS products can be used to facilitate problem
solving at local, state and national levels.

Search vs Research

The number of ways that data can be combined in any system
is virtually unlimited.   Early in the development of a system,
however, decisions have to be made as to what information is to
be organized, in which ways, to produce reports that will be
useful for policy and management decisions.

The previously mentioned problem-solving orientation of
the NDEP reflected an awareness of the scope and the state
of the Art in drug abuse prevention and education programs.

There were few definitive answers as to "what worked". In
fact, the very nature of primary prevention - that is, dealing
with causes of drug use rather than the abuse itself -
broadened the scope of the problem to include practically all
human social behavior.

It was therefore decided to utilize the data base to
facilitate search rather than research. Instead of predeter-
mining what questions would need to be answered, and then
applying the "different data for different strata" philosophy,
the system was planned to provide information which would be
organized and indexed so that it could be used in a variety
of ways at all levels to answer the management questions that
were appropriate to each level.

The reports that are presently being produced quarterly
from the data fall into the five general categories described
below. On the pages that follow are included three tables
illustrating the relationship of these reports to the types of
management questions that are asked at local, project officer,
and program management levels of operations. These tables
are followed by a description of, and sample pages from, each
report.

ISS Report Categories

A. Project Quarterly Report

The four basic reports - Accomplishment, Growth, Change,
and Action Plan - that projects submit each quarter serve as
both a collection instrument for the overall system, and as
an output report. By definition, a report is information that

is organized and displayed to facilitate decision making. The
structure and spatial relationships of the four reports as
maintained in the Project Growth Record are designed to dis-
play relationships between planned and actual events that may
not otherwise have been evident. These basic reports provide,
without data processing, most of the information required by
the local Project Director and the USOE Project Officer for
growth monitoring and support.

B. Project Activity Summaries

The three reports included in this category provide
the most specific and detailed picture of each project in
the program. The Activity Overview serves primarily as a
way to let each project know what OE's perception of them is.
The report, which contains a list of the activities reported
as underway by the project during the last quarter, is returned
to the project with a request that changes in status be
indicated and submitted with the next quarterly report.

The Profile of the Project by Problems/Objectives and
Targets, and the Profile of the Project by Activities, Methods
and Numbers of Participants, serve as the basic resources
for program activity Indexes described in the next paragraph.

C. Program Activity Indexes

The basic data in the Project Activity Summaries is
indexed so that it can be accessed by anyone looking for
projects working with specific problems, specific methods,
·specific types of people or organizations. In addition, each
of the indexes includes the number of projects reporting each

category, which may be helpful in identifying patterns and relationships between activities, problems and targets.

A separate index provided by the system is the Shared Experience Bank Index which is organized by problem/objective, method, people (ethnic background) and people (role type).

D. Summaries of Involvement

The seven basic reports included in this category provide much of the quantitative data that is required by USOE for its reports to HEW, SAODAP, and Congress. The summary information for each general category and service is provided in four ways - by project, by USOE region, by NDEP program component (state, college, community, etc.) and in the form of a national total. The seven summary reports include a National Summary of Participants, an Ethnic Profile of Participants, and the number and type of Persons reported Participating in Education, Training, Direct Service, and Indirect Service activities.

E. Project and Program Management Summaries

These reports provide some of the data related to the management strategies employed by the national program. For example, the Dollar and In-kind Contributions report and the Funding Summary provide an indication of the extent to which local projects are decreasing their dependence on the federal government. Similarly the Staff Characteristics reports provide an indication of how well project staffs reflect the makeup of the communities they serve. The Support Services Summary serves primarily as an internal monitor on the

assistance that the federal program is providing to the

field.

ISS REPORTS (QUARTERLY)

	What are we doing to whom? to Accomplish what?	How does this compare with what we expected to do?	What are we learning? What problems are we having?	What other alternatives do we have? What are others doing?
A. Project Quarterly Report				
Accomplishment Report	☒			
Growth Report				☒
Change Report		☒		
Action Plan		☒		
B. Project Activity Summaries				
Activity Overview				
Profile of Projects by Problems and Targets				
Profile of Projects by Activities, Methods and Numbers of Participants				
C. Program Activity Indexes				
Projects and Specific Activities Indexed by:				
- Problem/Objective (Includes Totals for Each Category)				☒
- Specific Method (Includes Totals for Each Category)				☒
- Type of People Served (Includes Totals for Each Category)				☒
- Type of Other Organizations Involved (Includes Totals for Each Category)				☒
Significant Experiences (Shared Experience Bank) Indexed by:				
- Problems/Objectives				☒
- Method				☒
- People-Ethnic Background				☒
- People-Role Type				☒
D. Summaries of Involvement				
Education and Training Summary No. and Type of Person by:				
- Project				
- Region				
- Program Component				
- National Total				
Training Summary No. and Type of Person by:				
- Project				
- Region				
- Program Component				
- National Total				
Direct Services Summary No. Involved in Type of Service by:				
- Project				
- Region				
- Program Component				
- National Total				
Indirect Services Summary No. Involved in Type of Service by:				
- Project				
- Region				
- Program Component				
- National Total				
Inter-organizational Involvement Summary No. & Type of Organizations Involved by:				
- Project				
- Region				
- Program Component				
- National Total				
National Summary of Participants No. Reported by:				
- Type of Service				
- Program Component				
- National Total				
Ethnic Profile of Participants No. Reported by:				
- Project				
- Region				
- Program Component				
- National Total				
E. Project and Program Management Summaries				
Staff Characteristics by Age, Sex, Job Level by:				
- Project				
- Region				
- Program Component				
- National Total				
by Ethnic Background by:				
- Project				
- Region				
- Program Component				
- National Total				
Funding Summary OE Grants and Other Funding by:				
- Project				
- Region				
- Program Component				
- National Total				
Dollar and In-kind Contributions to Projects by:				
- Project				
- Region				
- Program Component				
- National Total				
Support Services to Projects No. and Type of Service by:				
- Project				
- Region				
- Program Component				
- National Total				

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LOCAL NDEP PROJECT MANAGEMENT QUESTIONS
AND WHERE TO LOOK FOR ANSWERS

	.What are we doing to whom? to Accomplish what?	How does this compare with what we expected to do?	What are we learning? What problems are we having?	What other alternatives do we have? What are others doing?	What does USOE think we are doing?	What is the effect of the Program we are part of?
d Targets						
Methods and Numbers of Participants						
dexed by:						
als for Each Category)						
s for Each Category)						
Totals for Each Category)						
olved (Includes Totals for Each Category)						
erience Bank) Indexed by:						
and Type of Person by:						
rson by:						
d in Type of Service by:						
ed in Type of Service by:						
nary No. & Type of Organizations Involved by:						
Reported by:						
eported by:						
ea oc Level by:						
unding by:						
rojects by:						
Type of Service by:						

ISS REPORTS (QUARTERLY)	What is the project doing?		Is there significant progress? problems? What help might they need?	Where can I find relevant help for them? What help have they received?	Is it managed within scope of program guidelines?	How do the projects in my region compare? Do they have some common needs?
	General	Specific				

A. Project Quarterly Report
Accomplishment Report
Growth Report
Change Report
Action Plan

B. Project Activity Summaries
Activity Overview
Profile of Projects by Problems and Targets
Profile of Projects by Activities, Methods and Numbers of Participants

C. Program Activity Indexes
Projects and Specific Activities Indexed by:
- Problem/Objective (includes Totals for Each Category)
- Specific Method (includes Totals for Each Category)
- Type of People Served (includes Totals for Each Category)
- Type of Other Organizations Involved (includes Totals for Each Category)

Significant Experiences (Shared Experience Bank) Indexed by:
- Problems/Objectives
- Method
- People-Ethnic Background
- People-Role Type

D. Summaries of Involvement
Education and Training Summary No. and Type of Person by:
- Project
- Region
- Program Component
- National Total

Training Summary No. and Type of Person by:
- Project
- Region
- Program Component
- National Total

Direct Services Summary No. Involved in Type of Service by:
- Project
- Region
- Program Component
- National Total

Indirect Services Summary No. Involved in Type of Service by:
- Project
- Region
- Program Component
- National Total

Inter-organizational Involvement Summary No. & Type of Organizations Involved by:
- Project
- Region
- Program Component
- National Total

National Summary of Participants No. Reported by:
- Type of Service
- Program Component
- National Total

Ethnic Profile of Participants No. Reported by:
- Project
- Region
- Program Component
- National Total

E. Project and Program Management Summaries
Staff Characteristics by Age, Sex, Job Level by:
- Project
- Region
- Program Component
- National Total

by Ethnic Background by:
- Project
- Region
- Program Component
- National Total

Funding Summary OE Grants and Other Funding by:
- Project
- Region
- Program Component
- National Total

Dollar and In-kind Contributions to Projects by:
- Project
- Region
- Program Component
- National Total

Support Services to Projects No. and Type of Service by:
- Project
- Region
- Program Component
- National Total

ISS REPORTS (QUARTERLY)

	Who is the program reaching? How many?	What kinds of activities are being supported? for what purpose?	Is the program generating local. avg.cre?	Are there differences between components of the prog. (state, College, Community?	What kinds of technical assistance needs are there?	What seems to work? not work?

A. Project Quarterly Report
   Accomplishment Report
   Growth Report
   Change Report
   Action Plan

B. Project Activity Summaries
   Activity Overview
   Profile of Projects by Problems and Targets
   Profile of Projects by Activities, Methods and Numbers of Participants

C. Program Activity Indexes
   Projects and Specific Activities Indexed by:
   - Problem/Objective (Includes Totals for Each Category)
   - Specific Method (Includes Totals for Each Category)
   - Type of People Served (Includes Totals for Each Category)
   - Type of Other Organizations Involved (Includes Totals for Each Category)

   Significant Experiences (Shared Experience Bank) Indexed by:
   - Problems/Objectives
   - Method
   - Racial-Ethnic Background
   - People-Role Type

D. Summaries of Involvement
   Education and Training Summary No. and Type of Person by:
   - Project
   - Region
   - Program Component
   - National Total

   Training Summary No. and Type of Person by:
   - Project
   - Region
   - Program Component
   - National Total

   Direct Services Summary No. Involved in Type of Service by:
   - Project
   - Region
   - Program Component
   - National Total

   Indirect Services Summary No. Involved in Type of Service by:
   - Project
   - Region
   - Program Component
   - National Total

   Inter-organizational Involvement Summary No. & Type of Organizations Involved by:
   - Project
   - Region
   - Program Component
   - National Total

   National Summary of Participants No. Reported by:
   - Type of Service
   - Program Component
   - National Total

   Ethnic Profile of Participants No. Reported by:
   - Project
   - Region
   - Program Component
   - National Total

E. Project and Program Management Summaries
   Staff Characteristics by Age, Sex,
   Job Level by - Project
              - Region
              - Program Component
              - National Total
   by Ethnic Background by - Project
              - Region
              - Program Component
              - National Total

   Funding Summary
      Of Grants and Other Funding by - Project
              - Region
              - Program Component
              - National Total

   Dollar and In-kind Contributions to Projects
              by - Project
              - Region
              - Program Component
              - National Total

   Support Services to Projects
      No. and Type of Service by - Project
              - Region
              - Program Component
              - National Total

A.   PROJECT GROWTH RECORD REPORTS

Accomplishment Report

This report is completed for each activity that a project manages. It permits a project to identify the actions that it took, the beneficiaries of the actions, and the success indicators that they actually perceived. The information is placed on the page to facilitate easy comparison with the Action Plan filled out three months before.

CHECK TYPE OF SERVICE:

☐ **DIRECT PERSONAL**
[Direct intervention for personal problems]

☐ **TRAINING**
[Information and/or experiences to be used to help others]

☐ **EDUCATION**
[Information and/or experiences to be used for self-growth]

☐ **INDIRECT PERSONAL**
[Information and/or experiences to a general audience]

☐ **INTER-ORGANIZATIONAL**
[To improve responsiveness of community]

☐ **PROJECT MANAGEMENT**
[To improve project's effectiveness]

What is the specific problem or condition at which this activity is aimed?

QUARTER

_____ to _____
mo.   yr.   mo.

PROJECT: _____

ACTIVITY: _____

WHAT YOU DID		FOR WHOM		
List those major tasks or events that actually took place in the operation of this activity. What was the duration, frequency, or length of time the activity or event was available per day, session, week, etc.?		Who benefited from this activity? Describe by roles, or other significant characteristics, and please include the number involved.		What indicati the effects yo
	Duration/ Frequency	WHO:	HOW MANY?	

COMPARE THESE ACCOMPLISHMENTS WITH YOUR ACTION PLAN FOR THIS QUARTER

	What is the specific problem or condition at which this activity is aimed?		QUARTER	ACCOMPLISHMENT

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ᵉd for _self-growth_]

ral audience]

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What is the specific problem or condition at which this activity is aimed?

PROJECT: _____

ACTIVITY: _____

	FOR WHOM		WHAT PROGRESS
ok the ty or	Who benefited from this activity? Describe by roles, or other significant characteristics, and please include the number involved.		What indications do you have that this activity had the effects you anticipated? Other effects?
ᵖ⁄ ncy	WHO:	HOW MANY?	

SE ACCOMPLISHMENTS WITH YOUR ACTION PLAN FOR THIS QUARTER

WHAT ARE YOU LEARNING?

The space below is for your comments on what is happening in your project as activities change and grow in response to needs. Please write freely. You do not have to limit yourself to "positive" incidents. Much value can also be derived from sharing the "what-went-wrong"s. The following are only <u>suggestions</u> of the types of information that can indicate what you are learning.

As you compared your Accomplishments last quarter with your earlier Action Plan ......

(a) Everything may have proceeded as planned. If so, what made it go? If not, what unexpected things occurred? How did you deal with them? Were there new opportunities that you were able to take advantage of? How?

(b) Was there significant staff personal growth? What influenced it?

(c) Was there significant community involvement? What influenced it?

Note: Please u

nts on what is happening in your project as activities change
se write freely. You do not have to limit yourself to "positive"
erived from sharing the "what-went-wrong"s. The following
information that can indicate what you are learning.

ments last quarter with your earlier Action Plan ......

as planned. If so, what made it go? If not, what unexpected
deal with them? Were there new opportunities that you were
v?

nal growth? What influenced it?

y involvement? What influenced it?

QUARTER

_____ to _____
mo.   yr.   mo.   yr.

GROWTH REPORT

PROJECT:_____

ACTIVITY:_____

Note: Please use additional pages if necessary.

Growth Report

The purpose of this report is to capture the
ideas that are generated when actual progress on the
Accomplishment Report is compared with prior expec-
tations on the Action Plan. In many projects the
completion of this report becomes a total staff
activity permitting them to "process" what they have
been doing during the last quarter.

This report also serves as a primary input to
the Shared Experience Bank.

CHECK TYPE OF SERVICE:

☐ DIRECT PERSONAL
   [Direct intervention for personal problems]

☐ TRAINING
   [Information and/or experiences to be used to help <u>others</u>]

☐ EDUCATION
   [Information and/or experiences to be used for <u>self-growth</u>]

☐ INDIRECT PERSONAL
   [Information and/or experiences to a general audience]

☐ INTER-ORGANIZATIONAL
   [To improve responsiveness of community]

☐ PROJECT MANAGEMENT
   [To improve project's effectiveness]

What is the specific problem or condition at which this activity is aimed?

QUARTER

_____ to _____
mo.   yr.   mo.

PROJECT: _____

ACTIVITY: _____

WHAT YOU DID		FOR WHOM		
List those major tasks or events that actually took place in the operation of this activity. What was the duration, frequency, or length of time the activity or event was available per day, session, week, etc.?		Who benefited from this activity? Describe by roles, or other significant characteristics, and please include the number involved.		What indicatio the effects yo
	Duration/ Frequency	<u>WHO:</u>	<u>HOW MANY?</u>	

COMPARE THESE ACCOMPLISHMENTS WITH YOUR ACTION PLAN FOR THIS QUARTER

	What is the specific problem or condition at which this activity is aimed?	QUARTER _____ _____ to _____ mo. yr. mo. yr.	ACCOMPLISHMENT REPORT

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hces to be used to help <u>others</u>]

ces to be used for <u>self-growth</u>]

ces to a general audience]

f community]

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PROJECT: _____

ACTIVITY: _____

	FOR WHOM		WHAT PROGRESS
it actually took ty. What was the me the activity or . week, etc.?	Who benefited from this activity? Describe by roles, or other significant characteristics, and please include the number involved.		What indications do you have that this activity had the effects you anticipated? Other effects?
Duration/ Frequency	WHO:	HOW MANY?	

WHAT ARE YOU LEARNING?

The space below is for your comments on what is happening in your project as activities change and grow in response to needs. Please write freely. You do not have to limit yourself to "positive" incidents. Much value can also be derived from sharing the "what-went-wrong"'s. The following are only <u>suggestions</u> of the types of information that can indicate what you are learning.

As you compared your Accomplishments last quarter with your earlier Action Plan ......

(a) Everything may have proceeded as planned. If so, what made it go? If not, what unexpected things occurred? How did you deal with them? Were there new opportunities that you were able to take advantage of? How?

(b) Was there significant staff personal growth? What influenced it?

(c) Was there significant community involvement? What influenced it?

QUARTER

_____ to _____
mo.   yr.   mo.

PROJECT:_____

ACTIVITY:_____

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comments on what is happening in your project as activities change
nds. Please write freely. You do not have to limit yourself to "positive"
also be derived from sharing the "what-went-wrong"'s. The following
types of information that can indicate what you are learning.

omplishments last quarter with your earlier Action Plan ......

oceeded as planned. If so, what made it go? If not, what unexpected
did you deal with them? Were there new opportunities that you were
.? How?

ff personal growth? What influenced it?

mmunity involvement? What influenced it?

QUARTER

_____ to _____
mo.   yr.   mo.   yr.

GROWTH
REPORT

PROJECT:_____

ACTIVITY:_____

Note: Please use additional pages if necessary.

Change Report

Following right after the Growth Report, this page permits a project to document those things it believes it should do differently during the next quarter. Additional support for these changes can be indicated in the sections describing any new information that the project has regarding community needs and attitudes.

1. If your next quarter's Action Plan will reflect something that you learned from your experiences last quarter, please indicate, by checking the appropriate box, the nature of the change. Comment freely about the change if you desire.

☐ Change in HOW you are going to provide the services?

☐ Change in the number and/or type of PEOPLE you now expect to affect?

☐ Change in your assumptions about their NEEDS, conditions or problems?

☐ Change in what you expect can be ACCOMPLISHED by this activity?

☐ Other _____

2. Indications of Continuing Need —

Have there been any changes in the conditions this activity was originally designed to deal with? Are other resources now available outside your project? What indications do you have this quarter that this activity or service is still needed?

3. Community and Staff Attitudes —

What feedback did you receive that indicates the nature of the attitudes toward this activity?

4. Confirming Changes —

What kind of information will you use, and how will you gather it, that will provide evidence of the changes or effects of this activity (those listed in the last column of your Action Plan).

QUARTER

_____ to _____
mo.   yr.   mo.

PROJECT: _____

ACTIVITY: _____

II-15

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the changes or
the last column of

COMMENTS:

QUARTER

_____ to _____
mo.   yr.   mo.   yr.

CHANGE
REPORT

PROJECT: _____

ACTIVITY: _____

CHECK TYPE OF SERVICE:

☐ DIRECT PERSONAL
[Direct intervention for personal problems]

☐ TRAINING
[Information and/or experiences to be used to help <u>others</u>]

☐ EDUCATION
[Information and/or experiences to be used for <u>self-growth</u>]

☐ INDIRECT PERSONAL
[Information and/or experiences to a general audience]

☐ INTER-ORGANIZATIONAL
[To improve responsiveness of community]

☐ PROJECT MANAGEMENT
[To improve project's effectiveness]

What is the specific problem or condition at which this activity is aimed?

QUARTER

_____ to _____

mo.   yr.   mo.

PROJECT:_____

ACTIVITY:_____

WHAT YOU PLAN TO DO AND WHEN	TO WHOM	W
What are the main events or tasks that you plan to accomplish this quarter? When will they occur?	Who are the "targets" of this activity? Describe those whom you plan to affect or influence during the coming quarter? Give numbers; estimates are fine.	At the end of conditions, you that this
	WHO: HOW MANY?	

				QUARTER	ACTION PLAN

QUARTER

_____ to _____
mo.   yr.   mo.   yr.

What is the specific problem or condition at which this activity is aimed?

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be used for self-growth]

a general audience]

nunity]

PROJECT:_____

ACTIVITY:_____

HEN	TO WHOM		WHAT WILL HAPPEN
you plan they occur?	Who are the "targets" of this activity? Describe those whom you plan to affect or influence during the coming quarter? Give numbers; estimates are fine.		At the end of the quarter, what differences in conditions, or the actions of people, will satisfy you that this activity had the effects you desired?
	WHO:	HOW MANY?	

Action Plan

This page permits a project to document its expectations for each of the activities it will manage during the coming quarter. It is a feed-forward device which provides the project and Project Officer with a reference point to make the progress report meaningful.

Projects are not held accountable for fulfilling their plans; but rather for checking frequently, and if their expectations were unrealistically high or low, for figuring out what to do about it, and then replanning.

1. If your next quarter's Action Plan will reflect something
   that you learned from your experiences last quarter,
   please indicate, by checking the appropriate box, the
   nature of the change. Comment freely about the change
   if you desire.

   ☐ Change in HOW you are going to provide the
   services?

   ☐ Change in the number and/or type of PEOPLE
   you now expect to affect?

   ☐ Change in your assumptions about their NEEDS,
   conditions or problems?

   ☐ Change in what you expect can be ACCOMPLISHED
   by this activity?

   ☐ Other _____

2. Indications of Continuing Need —

   Have there been any changes in the conditions this activity
   was originally designed to deal with? Are other resources
   now available outside your project? What indications do
   you have this quarter that this activity or service is still
   needed?

3. Community and Staff Attitudes —

   What feedback did you receive that indicates the nature
   of the attitudes toward this activity?

4. Confirming Changes —

   What kind of information will you use, and how will you
   gather it, that will provide evidence of the changes or
   effects of this activity (those listed in the last column of
   your Action Plan).

COMMENTS:

QUARTER

_____ to _____
mo.   yr.   mo.   y

PROJECT: _____

ACTIVITY: _____

Note:

COMMENTS:

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QUARTER

_____ to _____
mo.   yr.   mo.   yr.

CHANGE
REPORT

PROJECT: _____

ACTIVITY: _____

Note: Please use additional pages if necessary.

CHECK TYPE OF SERVICE

☐ DIRECT PERSONAL
[Direct intervention for personal problems]

☐ TRAINING
[Information and/or experiences to be used to help others]

☐ EDUCATION
[Information and/or experiences to be used for self-growth]

☐ INDIRECT PERSONAL
[Information and/or experiences to a general audience]

☐ INTER-ORGANIZATIONAL
[To improve responsiveness of community]

☐ PROJECT MANAGEMENT
[To improve project's effectiveness]

What are the specific problems or conditions at which this activity is aimed?

QUARTER

_____ to _____
mo.   yr.   mo.   yr.

PROJECT:_____

ACTIVITY:_____

WHAT YOU PLAN TO DO AND WHEN	TO WHOM	WHAT WIL
What are the main events or tasks that you plan to accomplish this quarter? When will they occur?	Who are the "targets" of this activity? Describe those whom you plan to affect or influence during the coming quarter? Give numbers; estimates are fine.	At the end of the qua conditions, or the acti you that this activity

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WHO: HOW MANY?

ACTION
PLAN

_____ to _____
mo.   yr.   mo.   yr.

What ... ope ... , rob ... cor ...
at which this activity is aimed?

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PROJECT:_____

ACTIVITY:_____

	TO WHOM		WHAT WILL HAPPEN
plan occur?	Who are the "targets" of this activity? Describe those whom you plan to affect or influence during the coming quarter? Give numbers; estimates are fine.		At the end of the quarter, what differences in conditions, or the actions of people, will satisfy you that this activity had the effects you desired?
	WHO:	HOW MANY?	

B.   PROJECT ACTIVITY SUMMARIES

Activity Overview

This page contains a name and number for each activity that a project reports.

It is returned to the project with the status columns blank before the end of each quarter. They update the information and return it with their other Quarterly Reports. This report can also serve to provide a quick glimpse of the activities that any one project is conducting, their status, and the percentage of NDEP support.
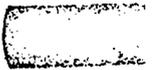
R.I. DRUG EDUCATION PROJECT
% DON GARDNER, DEPT. OF EDUC.
199 PROMENADE STREET
PROVIDENCE, RHODE ISLAND 02909

ACTIVITY OVERVIEW
COVERING
01/01/73 TO 03/31/73

C
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4

II-20

ACT NO.	ACTIVITY TITLE / HOW IS THIS ACTIVITY BEING CONDUCTED?	ON-GOING	NEW THIS QUARTER	COMPLETED THIS QTR	DROPPED	OTHER CHANGES IN STATUS
01	GENERAL INFORMATION MEETINGS FOR PUBLIC INFORMATIONAL WORKSHOPS DISSEMINATION					
02	STUDENT-TEAM DEVELOPMENT OF TRAINING MATERIALS PAMPHLETS/BROCHURES INFORMATION PROVISION					
03	DEVELOPMENT OF IN-SERVICE CURRICULUM, ETC. CURRICULUM GUIDE WORKSHOPS EVALUATION CURRICULUM GUIDE WORKSHOPS OPERATION					
04	COMMUNITY TRAINING BY STATE TEAM MEMBERS COMMUNITY SOCIAL SEMINAR SERIES PROVISION					
05	ETV COURSE FOR GRADUATE CREDIT FOR TEACHERS TELEVISION MEDIA/AUDIO-VISUAL PRESENTATION PROVISION					
06	IN-SERVICE TEACHER TRAINING IN DRUG EDUCATION TRAINING SOCIAL SEMINAR SERIES PROVISION					
07	INTER-AGENCY COOPERATION IN TRAINING EFFORTS INTERAGENCY CO-OP ACTIVITIES COOPERATION					
08	ORGANIZATION OF COMMUNITY TEAM TRAINING/DOI-YALE TRAINING WORKSHOPS ACQUISITION					

ECT
ECUC.
C290S

ACTIVITY CVERVIEW
CCVERING
01/01/73 TC 03/31/73

CONTACT:
SUE MCKENCALL(AT R.I.COLLEGE)
401:831-660

PAG   1

TY BEING CCNCUCTEC?   STATLS CF THE ACTIVITY THIS CUARTER

	CN-GOING	NEW THIS QUARTER	COMPLETED THIS CTR	CRCPPED	CTHER CHANGES IN STATUS	COMMENTS	% ADEP FUND-ING
MEETINGS FCR PUELIC							
PMENT CF TRAINING MATERIALS S							
ERVICE CURRICULUM, ETC.							
BY STATE TEAM MEMBERS RIES							
CUATE CRECIT FOR TEACHERS L PRESENTATICN							
TRAINING IN CRUG ECUCATICN RIES.							
ERATICN IN TRAINING EFFORTS							
CMMUNITY TEAM TRAINING/DCI-YALE							

R.I. DRUG EDUCATION PROJECT   ACTIVITY CVERVIEW
% DCN GARDNER, DEPT. OF EDUC.   CCVERING
199 PROMENADE STREET   01/01/73 TC 03/31/73
PROVIDENCE,RHODE ISLAND 02909

ACT   ACTIVITY TITLE
NC.
       HOW IS THIS ACTIVITY BEING CONDUCTED?   STATUS OF THE ACTIVITY THIS CUARTER

	ON-GOING	NEW THIS QUARTER	COMPLETED THIS QTR	DROPPED	CTHER CHANGES IN STAT
09 EVALUATION-STATUS REPORTS/QUARTERLIES FCR CE/SCE EVALUATION					
10 STAFF TRAINING AT YALE'S CCI '(ST DEPT CF ED & ERI) STAFF TRAINING					
11 K-12 LAPS(LEARNING ACTIVITY PROGRAMS) STAFF TRAINING WORKSHOPS PREPARATION					
12 CONSULTING CONSULTATION ASSISTANCE ASSISTANCE					
09 EXTENDED STATE SERVICES EDUCATION WORKSHOPS OPERATION					

II-21

CCNTACT:
SUE MCKENCALL(AT R.I.CCLLEGE)
401:831-66C

ING CCNCUCTEC?	STATUS CF THE ACTIVITY THIS CUARTER						
	CN-GOING	NEW THIS QUARTER	COMPLETED THIS CTR	CRCPPED	CTHER CHANGES IN STATUS	COMMENTS	NCEP FUND-ING
/CLARTERLIES FCR CE/SDE							
CCI (ST CEPT CF ED & ERI)							
TY PRCGRAMS)							

Profile of Project by Problem/Objectives

In the ISS taxonomy "objectives" are dealt with as responses to problems. There are the four principal ways that a project can respond to individual or community needs:

a. Provide help for personal problems through direct interventions,

b. Provide information and/or experiences to change behavior,

c. Improve community response to individual needs,

d. Improve the project's own effectiveness in responding to individual needs.

This report presents a view of a project in terms of these General Objectives, and also includes an indication of the people who are to be affected or involved. The reader is provided with a reference to the number of the specific activity in the Project Profile which relates to each problem.

TOGETHER, INC.   C
308 CARPENTER STREET   D
GLASSBORO, NEW JERSEY   08028   6

                                              PROJECT OBJECTIVES

THE PROJECT IS UNDERTAKING ACTIVITIES TO   THE PEOPLE TO
DEAL WITH THESE OBJECTIVES: INVOLVED ARE:

PROVIDE HELP WITH PERSONAL PROBLEMS   THROUGH NON-EMERGENCY SERVICES
          FOCUSING ON: WOMEN'S LIBERATION
                                                           WOMEN

PROVIDE HELP WITH PERSONAL PROBLEMS   THRU BOTH EMERGENCY/NON-EMERGENCY SERVICE
          FOCUSING ON: CRISIS RESOLUTION   WOMEN
          FOCUSING ON: LEGAL NEED   LOW INCOME PEO
          FOCUSING ON: SERVICES AVAILABLE
          FOCUSING ON: NOT SPECIFIED
                                                           ADDICTS
                                                           YOUTH IN GENER
                                                           ADULTS
                                                           WOMEN
                                                           GAYS/HOMOSEXUA
                                                           SECONDARY STUD
                                                           COLLEGE/UNIV S
                                                           PEOPLE TOTAL

PROVIDE INFORMATION AND/OR EXPERIENCES   TO INCREASE AWARENESS AND KNOWLEDGE
          FOCUSING ON: 'THE DRUG PROBLEM'
                                                           COMMUNITY GROU
          FOCUSING ON: EDUCATION NEED

PROVIDE INFORMATION AND/OR EXPERIENCES   BY DISSEMINATING INFORMATION
          FOCUSING ON: 'THE DRUG PROBLEM'
                                                           GENERAL PUBLIC
                                                           DRUG PROGRAM S
                                                           PROFESSIONALS/

PROVIDE INFORMATION AND/OR EXPERIENCES   BY DEVELOPING MATERIALS
          FOCUSING ON: COUNSELING
                                                           DRUG PROGRAM S
                                                           OWN PROJECT ST

IMPROVE COMMUNITY RESPONSE TO INDIVIDUAL NEEDS BY IMPROVING SERVICES
          FOCUSING ON: RESPONSIVENESS
                                                           YOUTH IN GENER
                                                           LOW INCOME PEO
                                                           PEOPLE TOTAL

IMPROVE COMMUNITY RESPONSE TO INDIVIDUAL NEEDS THROUGH COMMUNITY ORGANIZATION
          FOCUSING ON: YOUTH NEEDS
                                                           SECONDARY STUD

II-23

CONTACT:
DAN DOUGHERTY
609:831-4040

PROJECT OBJECTIVES

ES TO		THE PEOPLE TC BE AFFECTEC CR INVCLVEC ARE:	REFER TO ACTIVITY:
LIBERATION	THROUGH NCN-EMERGENCY SERVICES		05
		WOMEN	05
RESCLUTICN	THRU BOTH EMERGENCY/NCN-EMERGENCY SERVICE	WOMEN	06
FSC		LCW INCCME PECPLE	08
S AVAILABLE			07
CIFIED			01
		ADCICTS	02
		YCUTH IN GENERAL	01
		ACULTS	01
		WCMEN	02
		GAYS/HCMCSEXUALS	02
		SECCNDARY STUDENTS	01
		CCLLEGE/UNIV STUDENTS	01
		PECPLE TOTAL	01
CES UG PROBLEM'	TO INCREASE AWARENESS AND KNOWLEDGE		03
		CCMMUNITY GRCUP MEMBR	03
CN NEED			07
CES UG PRCPLEM'	BY CISSEMINATING INFCRMATICN		03
		GENERAL PUBLIC	03
		CRUG PROGRAM STAFF	03
		PRCFESSIONALS/PARAPRO	03
CES ING	BY DEVELCPING MATERIALS		02
		DRUG PRCGRAM STAFF	02
		CWN PROJECT STAFF	02
IDUAL NEEDS SIVENESS	BY IMPRCVING SERVICES	YOUTH IN GENERAL	08
		LCW INCCME PEOPLE	08
		PECPLE TCTAL	08
IDUAL NEEDS EFDS	THROUGH CCMMUNITY CRGANIZATICN	SECONDARY STUDENTS	04

TCCETHER, INC.   CC
3C8 CARPENTER STREET   CA
GLASSBCRC, NEW JERSEY C8028   60

PRCJECT CBJECTIVES

THE PROJECT IS UNCERTAKING ACTIVITIES TC   THE PEOPLE TC B
CEAL WITH THESE CBJECTIVES: INVCLVEC ARE:

IMPRCVE COMMUNITY RESPCNSE TC INCIVIDUAL NEECS BY EVALUATING PROGRAMS
            FOCUSING CN: ACTIVITY EFFECTIVENESS   SECCNCARY STUDE

IMPRCVE COMMUNITY RESPCNSE TC INCIVIOUAL NEEDS BY REACHING CUT TC TARGET POPULATICN
            FOCUSING CN: SERVICES AVAILABLE

IMPRCVE PRCJECT EFFECTIVENESS   BY GATHERING INFORMATION
            FOCUSING CN: ACTIVITY EFFECTIVENESS   COMMUNITY LEADE
                                                                 CWN PROJECT STA
                                                                 PECPLE TCTAL
            FOCUSING ON: PRCGRAM OPERATICNS   COMMUNITY LEADE
                                                                 CWN PRCJECT STA
                                                                 PECPLE TCTAL

IMPRCVE PROJECT EFFECTIVENESS   EY DEALING WITH EXTERNAL CCNSTRAINTS
            FOCUSING CN: CCMMUNICATICN

IMPRCVE PRCJECT EFFECTIVENESS   BY ACQUIRING
            FOCUSING CN: FINANCIAL RESCURCES

IMPRCVE PROJECT EFFECTIVENESS   BY INCREASING STAFF SKILLS
            FOCUSING CN: CCUNSELING   COMMUNITY GRCU
                                                                 CWN PRCJECT ST
                                                                 PECPLE TCTAL

CBJECTIVE UNCEFINED   CBJECTIVE UNDEFINEC
            FOCUSING CN: SUBJECT UNDEFINED

II-2A

                                                    CONTACT:
                                                    DAN COUGHERTY
                                                    609:881-4040

                    PROJECT OBJECTIVES

TIES TO		THE PEOPLE TO BE AFFECTED OR INVOLVED ARE:	REFER TO ACTIVITY:
IVIDUAL NEEDS	BY EVALUATING PROGRAMS		
ITY EFFECTIVENESS		SECONDARY STUDENTS	04
IVIDUAL NEEDS	BY REACHING OUT TO TARGET POPULATION		
CES AVAILABLE			11
	BY GATHERING INFORMATION		
ITY EFFECTIVENESS		COMMUNITY LEADERS	20
		OWN PROJECT STAFF	20
		PEOPLE TOTAL	20
AM OPERATIONS		COMMUNITY LEADERS	13,15
		OWN PROJECT STAFF	13,15
		PEOPLE TOTAL	13,15
	BY DEALING WITH EXTERNAL CONSTRAINTS		
NICATION			12
	BY ACQUIRING		
CIAL RESOURCES			14
	BY INCREASING STAFF SKILLS		
SLING		COMMUNITY GROUP MEMBR	09
		OWN PROJECT STAFF	09
		PEOPLE TOTAL	09
	OBJECTIVE UNDEFINED		
ECT UNDEFINED			05

Profile of Project by Activities, Methods, and Numbers
of Participants

This report is a detailed description of the pro-
ject using both the title the project assigns to an
activity and the information system's description of
what is happening within each activity (specific methods,
the phase of implementation, the current status, the
target groups involved, and the number of persons in-
volved).

(In the sample on the following page, no data was
entered for the first two quarters).

PROJECT ACTIVITIES

ACT ACTIVITY TITLE
NC.

HOW IS THIS ACTIVITY BEING CONDUCTED? WHAT IS THE STATUS?	WHO IS BEING AFFECTED OR INFLUENCED?	1ST QUARTER		2ND QUARTER		3RD QUARTER	
		NUMBER PLANNED	NUMBER INVCLVED	NUMBER PLANNED	NUMBER INVCLVED	NUMBER PLANNED	NUMBER INVOLVE
01 KARMA CLINIC							
DROP-IN CENTER							
PERSONAL SUPPORT							
ASSISTANCE	DIVERSIFIED GROUP	0	0	0	0	0	27
STATUS: ON-GOING							
	TOTAL NUMBER INVCLVED	0	0	0	0	0	27
FAMILY							
COUNSELING							
ASSISTANCE	PECPLE UNDEFINED	0	0	0	0	0	
STATUS: CN-GCING	PECPLE TCTAL	0	0	0	0	0	
	TCTAL NUMBER INVOLVED	0	0	0	0	0	
GROUP AND INDIVIDUAL							
COUNSELING							
ASSISTANCE	PECPLE UNDEFINED	0	0	0	0	0	
STATUS: CN-GCING							
	TCTAL NUMBER INVCLVED	0	0	0	0	0	
HOTLINE							
PERSONAL SUPPORT							
ASSISTANCE	ADLICTS	0	0	0	0	0	1
STATUS: CN-GOING	DIVERSIFIED GRCUP	0	0	0	0	0	
	TCTAL NUMBER INVCLVED	0	0	0	0	0	1
LOCAL/MEDICAL/PSYCHIATRIC							
REFERRAL							
ASSISTANCE	DIVERSIFIED GROUP	0	0	0	0	0	
STATUS: CN-GCING							
	TCTAL NUMBER INVCLVED	0	0	0	0	0	
REHABILITATION							
ALTERNATIVES PROGRAM							
PROVISION	CTHER POTENTIAL USERS	0	0	0	0	0	
STATUS: CN-GOING							
	TCTAL NUMBER INVCLVED	0	0	0	0	0	
SPEAKERS BUREAU							
LECTURES/PRESENTATIONS							
DISSEMINATION	DIVERSIFIED GRCUP	0	0	0	0	0	
STATUS: CN-GCING							
	TCTAL NUMBER INVCLVED	0	0	0	0	0	
TREATMENT							
PROFESSIONAL SERVICES							
ASSISTANCE	DIVERSIFIED GRCUP	0	0	0	0	0	
STATUS: CN-GOING							
	TOTAL NUMBER INVCLVED	0	0	0	0	0	

PROJECT PROFILES (ACTIVITIES)
AS OF QUARTER ENDING 03/31/73

PAGE 502
09/30/73

CONTACT:
DIANA IMUS
206:258-2649

PROJECT ACTIVITIES

WHO IS BEING AFFECTED OR INFLUENCED?	1ST QUARTER NUMBER PLANNED	NUMBER INVOLVED	2ND QUARTER NUMBER PLANNED	NUMBER INVOLVED	3RD QUARTER NUMBER PLANNED	NUMBER INVOLVED	4TH QUARTER NUMBER PLANNED	NUMBER INVOLVED
ED GROUP	0	0	0	0	0	275	0	0
BER INVOLVED	0	0	0	0	0	275	0	0
DEFINED	0	0	0	0	0	0	0	0
TAL	0	0	0	0	0	82	0	0
BER INVOLVED	0	0	0	0	0	82	0	0
DEFINED	0	0	0	0	0	0	0	0
BER INVOLVED	0	0	0	0	0	0	0	0
EC GROUP	0	0	0	0	0	141	0	0
	0	0	0	0	0	47	0	0
BER INVOLVED	0	0	0	0	0	188	0	0
EC GROUP	0	0	0	0	0	75	0	0
MBER INVOLVED	0	0	0	0	0	75	0	0
TENTIAL USERS	0	0	0	0	0	41	0	0
MBER INVOLVED	0	0	0	0	0	41	0	0
EC GROUP	0	0	0	0	0	0	0	0
MBER INVOLVED	0	0	0	0	0	0	0	0
EC GROUP	0	0	0	0	0	314	0	0
MBER INVOLVED	0	0	0	0	0	314	0	0

REPORT 035 - ACTIVITY DATA
NATIONAL DRUG EDUCATION PROGRAM
DRUG ABUSE COUNCIL OF EVERETT
EVERETT, WASHINGTON   98201

PROJECT PROFILES (ACTIVITIES)
AS OF QUARTER ENDING 03/31/73

CONTA
DIANA
206:2

PROJECT ACTIVITIES

ACT NO. ACTIVITY TITLE HOW IS THIS ACTIVITY BEING CONDUCTED? WHAT IS THE STATUS?	WHO IS BEING AFFECTED OR INFLUENCED?	1ST QUARTER		2ND QUARTER		3RD QUARTER	
		NUMBER PLANNED	NUMBER INVOLVED	NUMBER PLANNED	NUMBER INVOLVED	NUMBER PLANNED	NUMBER INVOLVED
TREATMENT PROFESSIONAL SERVICES PROVISION STATUS: ON-GOING	PEOPLE UNDEFINED	0	0	C	0	0	
	TOTAL NUMBER INVOLVED	0	0	0	C	C	
TOTAL PEOPLE INVOLVED:	DIVERSIFIED GROUP	0	0	0	C	C	7
	PEOPLE UNDEFINED	0	0	0	C	0	
	PEOPLE TOTAL	0	0	0	C	0	8
	ADDICTS	C	C	0	C	C	14
	OTHER POTENTIAL USERS	0	0	0	0	0	4
05 EDUCATION AND TRAINING INFORMATIONAL COURSE PROVISION STATUS: ON-GOING	I-SECONDARY STUDENTS	0	0	0	C	0	24
	I--K-12 TEACHERS	0	0	0	0	0	19
	TOTAL NUMBER INVOLVED	0	C	0	0	0	9
INFORMATIONAL WORKSHOPS PROVISION STATUS: ON-GOING	I-YOUTH IN GENERAL	0	0	0	0	0	
	I-COMMUNITY GROUP MBR	0	0	C	0	0	1
	I-BUSINESSMEN	0	0	0	0	0	
	I-OTHER PROFESSIONALS	0	C	0	0	0	
	TOTAL NUMBER INVOLVED	0	0	0	C	0	2
TOTAL PEOPLE INVOLVED:	I-SECONDARY STUDENTS	0	0	0	0	0	2
	I--K-12 TEACHERS	0	0	0	0	0	1
	I-YOUTH IN GENERAL	0	0	0	0	0	
	I-COMMUNITY GROUP MBR	0	0	0	0	0	1
	I-BUSINESSMEN	0	C	0	0	0	
	I-OTHER PROFESSIONALS	0	C	0	0	0	
06 INTER-ORGANIZATIONAL SERVICES EDUCATION MEETINGS PREPARATION STATUS: ON-GOING	DRUG PROGRAM STAFF	0	0	0	C	0	
	K-12 ADMINISTRATORS	0	C	0	0	0	
	K-12 DRUG ED PERSNL	0	0	C	C	0	
	K-12 HEALTH PERSONNEL	0	0	0	0	0	
	PEOPLE TOTAL	0	0	0	0	0	
	TOTAL NUMBER INVOLVED	0	0	0	C	0	

CONTACT:
DIANA IPUS
206:258-2649

PROJECT ACTIVITIES

YER?	WHO IS BEING AFFECTED OR INFLUENCED?	1ST QUARTER NUMBER PLANNED	NUMBER INVOLVED	2ND QUARTER NUMBER PLANNED	NUMBER INVOLVED	3RD QUARTER NUMBER PLANNED	NUMBER INVOLVED	4TH QUARTER NUMBER PLANNED	NUMBER INVOLVED
	LE UNDEFINED	0	0	C	0	0	0	0	0
	L NUMBER INVOLVED	0	0	0	C	0	0	0	0
	RSIFIED GROUP	0	0	0	C	C	711	0	0
	RE UNDEFINED	0	0	0	C	0	0	0	0
	LS TCTAL	C	0	0	C	0	82	C	0
	TS	C	C	0	C	C	141	C	0
	P POTENTIAL USERS	0	0	0	0	0	41	C	0
	CCNDARY STUDENTS	0	0	0	C	0	245	0	0
	-12 TEACHERS	0	0	0	0	0	100	0	0
	L NUMBER INVOLVED	0	C	0	0	0	345	0	C
	UTH IN GENERAL	0	0	0	0	0	40	0	0
	MMUNITY GROUP MBR	0	0	0	0	C	100	0	0
	SINESSMEN	0	0	0	0	0	40	0	0
	HER PROFESSIONALS	0	C	0	0	C	60	0	0
	L NUMBER INVOLVED	0	0	0	0	0	240	0	0
	CCNDARY STUDENTS	0	C	0	C	0	245	C	0
	-12 TEACHERS	0	0	0	C	0	100	0	0
	UTH IN GENERAL	0	0	0	C	0	40	0	0
	MMUNITY GROUP MBR	0	0	0	0	C	100	0	0
	SINESSMEN	0	C	0	0	0	40	0	0
	HER PROFESSIONALS	0	0	0	0	0	60	C	0
	PROGRAM STAFF	0	0	0	0	0	0	0	0
	ACMINISTRATORS	0	0	0	0	0	0	0	0
	DRUG ED PERSNL	0	0	C	C	C	0	0	0
	HEALTH PERSONNEL	0	0	0	C	0	0	0	0
	E	0	0	0	0	0	40	0	0
	INVOLVED	0	0	0	C	0	40	0	0

REPCRT C25 - ACTIVITY CATA
NATICNAL CRUG ECUCATICN PRCGRAM
CRUG ABUSE CCUNCIL CF EVERETT
EVERETT, WASHINGTCN   S82C1

PROJECT PROFILEJ (ACTIVITIES)
AS OF CUARTER ENDING 03/31/73

CCNT
DIAN
206:

PPCJECT ACTIVITIES

ACT   ACTIVITY TITLE
NC.
HCW IS THIS ACTIVITY BEING CCNCUCTED?   WHD IS BEING   1ST QUARTER   2ND QUARTER   3RD QUARTER
WHAT IS THE STATUS?   AFFECTED OF   NUMBER   NUMBER   NUMBER   NUMBER   NUMBER   NUMBER
                                        INFLUENCED?   PLANNED INVCLVED   PLANNED   INVCLVED   PLANNED INVCLV

		1ST QUARTER PLANNED	1ST QUARTER INVOLVED	2ND QUARTER PLANNED	2ND QUARTER INVOLVED	3RD QUARTER PLANNED
LEGAL						
MEETINGS						
CCCPERATICN	LEGAL PERSCNNEL	O	G	0	C	0
STATUS: CN-GCING	LAW ENFORCEMENT	O	O	U	0	C
	PECFLE TCTAL	O	C	0	C	0
	TCTAL NUMBER INVCLVEC	O	O	O	O	O
LEGAL/MEDICAL/PSYCHIATRIC						
MEETINGS						
CCCPERATICN	LEGAL PERSCNNEL	O	0	O	O	O
STATUS: CN-GCING	LAW ENFCRCEMENT	O	0	O	C	O
	PECFLE UNCEFINEC	O	O	O	O	O
	TCTAL NUMBER INVCLVEC	O	C	C	C	C
TOTAL PEOPLE INVOLVEC:	CRUG PROGRAM STAFF	O	O	O	O	O
	K-12 ACMINISTRATCRS	O	O	O	C	O
	K-12 CRUG EO PERSNL	C	O	O	C	O
	K-12 HEALTH PERSCNNEL	O	C	O	C	C
	PECFLE TCTAL	O	O	C	O	C
	LEGAL PERSCNNEL	O	C	O	C	C
	LAW ENFCRCEMENT	O	O	O	C	C

CONTACT: !
DIANA IPUS
206:258-2649

PROJECT ACTIVITIES

AHO IS BEING AFFECTED OF INFLUENCED?	1ST QUARTER NUMBER PLANNED	1ST QUARTER NUMBER INVOLVED	2ND QUARTER NUMBER PLANNED	2ND QUARTER NUMBER INVOLVED	3RD QUARTER NUMBER PLANNED	3RD QUARTER NUMBER INVOLVED	4TH QUARTER NUMBER PLANNED	4TH QUARTER NUMBER INVOLVED
CNNEL	0	0	0	0	0	0	0	0
MENT	0	0	0	0	0	0	0	0
7L	0	0	0	0	0	12	0	0
R INVOLVED	0	0	0	0	0	12	0	0
NNEL	0	0	0	0	0	0	0	0
MENT	0	0	0	0	0	0	0	0
FINEC	0	0	0	0	0	6	0	0
R INVOLVED	0	0	0	0	0	6	0	0
AM STAFF	0	0	0	0	0	0	0	0
ISTRATCRS	0	0	0	0	0	0	0	0
O PERSNL	0	0	0	0	0	0	0	0
PERSCNNEL	0	0	0	0	0	0	0	0
1.	0	0	0	0	0	58	0	0
LNNEL	0	0	0	0	0	0	0	0
MENT	0	0	0	0	0	0	0	0

C. PROGRAM ACTIVITY INDEXES

The following four indexes provide a way for
a searcher to identify a particular project that is
dealing with an area of concern that may be relevant
to him.
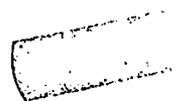
Problem/Objective Profile and Index

The activities of all the projects in the NDEP
are indexed in this report, first in terms of one of
the four general problems or objectives; then within
each general objective by the specific obj ctive (one
which restricts the major objective), and then by the
subject which provides a focus for the objective.

Under each of these problem/objectives are listed
the projects which have listed that objective, the
action phase of their activity such as preparation for
training workshop, or provision of a training workshop;
and the status of the activity.

For each objective the number of projects report-
ing it and the number of different methods being
reported as relating to it are provided.

OBJECTIVES			
SPECIFIC OBJECTIVES SUBJECTS	PROJECT	SPECIFIC METHOD AND/OR GENERAL METHOD	TYPE

PROVIDE HELP WITH PERSONAL PROBLEMS
  THROUGH EMERGENCY/CRISIS SERVICES
    FOCUSING ON: COUNSELING

UNIV/VERMONT THE NEXT THING	STAFF	OUTSIDE TECHNICAL ASSISTANCE	PROVI
TOTAL NUMBER OF PROJECTS 1	TOTAL NUMBER OF DIFFERENT METHODS 1		

    FOCUSING ON: CRISIS RESOLUTION

ANN ARBOR COMMUNITY COALITION	HOTLINE	PERSONAL CONTACT	OPERA
COLUMBIA, SC URBAN SERV CTR	HOTLINE	COUNSELING/INFORMATION/REFERR	OPERA
COLUMBIA, SC URBAN SERV CTR	HOTLINE	FACILITY	OPERA
COLUMBIA, SC URBAN SERV CTR	INDIVIDUAL	COUNSELING	PROVI
COLUMBIA, SC URBAN SERV CTR	INDIVIDUAL	PERSONAL CONTACT	PROVI
COLUMBIA, SC URBAN SERV CTR	INDIVIDUAL	REFERRAL	PROVI
DENVER SCHOOL/COMMUNITY PRGM	INDIVIDUAL	REFERRAL	COORD
EUGENE OREGON WHITEBIRD	HOTLINE	FACILITY	OPERA
EVERETT WASH DRUG AB COUNCIL	DROP-IN CENTER	PERSONAL SUPPORT	ASSIS
EVERETT WASH DRUG AB COUNCIL	HOTLINE	PERSONAL SUPPORT	ASSIS
FAIRBANK , ALASKA CODEP	HEALTH	PROFESSIONAL SERVICES	ASSIS
KEARNEY, NEB DRUG & HEALTH	TELEPHONE	COUNSELING/INFORMATION/REFERR	PROVI
LAS VEGAS SO. NEV DRUG COUNCIL	HOTLINE	COUNSELING/INFORMATION/REFERR	OPERA
UNIVERSITY OF DETROIT-MANDELLA	INDIVIDUAL	COUNSELING	PROVI
TOTAL NUMBER OF PROJECTS 9	TOTAL NUMBER OF DIFFERENT METHODS 10		

    FOCUSING ON: DRUG-RELATED NEED

ANN ARBOR COMMUNITY COALITION	TREATMENT	PROFESSIONAL SERVICES	PROVI
BISMARCK ND AWARENESS HOUSE	HOTLINE	COUNSELING/INFORMATION/REFERR	OPERA
BISMARCK ND AWARENESS HOUSE	INDIVIDUAL	COUNSELING/INFORMATION/REFERR	OPERA
EVERETT WASH DRUG AB COUNCIL	TREATMENT	PROFESSIONAL SERVICES	PROVI
FAIRBANK , ALASKA CODEP	HOTLINE	COUNSELING/INFORMATION/REFERR	ASSIS
FORT COLLINS, COL. THE POINT	HOTLINE	COUNSELING/INFORMATION/REFERR	OPERA
FORT COLLINS, COL. THE POINT	INDIVIDUAL	PERSONAL SUPPORT	PROVI
INDIANAPOLIS DEMONSTRATION PRJ	INDIVIDUAL	REFERRAL	PROVI
SAN JUAN, PR, NU SIGMA BETA	OTHER SPECIFIC METHOD	PROFESSIONAL SERVICES	PROVI
WEST LEBANON, NH-PROJ.HEADREST	INDIVIDUAL	COUNSELING	PROVI
TOTAL NUMBER OF PROJECTS 8	TOTAL NUMBER OF DIFFERENT METHODS 7		

    FOCUSING ON: DRUG EFFECTS ON USERS

SAN ANGELO,TEXAS TRADE	TEMPORARY DURATION (CRASH PAD SHELTER		OPERA
TOTAL NUMBER OF PROJECTS 1	TOTAL NUMBER OF DIFFERENT METHODS 1		

    FOCUSING ON: FINANCIAL RESOURCES

FORT COLLINS, COL. THE POINT	FINANCIAL	ASSISTANCE	PROVI
TOTAL NUMBER OF PROJECTS 1	TOTAL NUMBER OF DIFFERENT METHODS 1		

    FOCUSING ON: MEDICAL NEED

SAN JUAN, PR, NU SIGMA BETA	OTHER SPECIFIC METHOD	PROFESSIONAL SERVICES	PROV
TOTAL NUMBER OF PROJECTS 1	TOTAL NUMBER OF DIFFERENT METHODS 1		

  THROUGH NON-EMERGENCY SERVICES
    FOCUSING ON: ALTERNATIVES

EAST L.A. COLLEGE-COMMUNITY	EMPLOYMENT	ALTERNATIVES PROGRAM	OPER

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JECT            SPECIFIC METHOD AND/OR GENERAL METHOD            TYPE OF ACTION    STATUS
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EMS
CES

HING        STAFF                        OUTSIDE TECHNICAL ASSISTANCE  PROVISION      ON-GOING
S   1       TOTAL NUMBER OF DIFFERENT METHODS   1

ON
LITION      HOTLINE                      PERSONAL CONTACT             OPERATION      ON-GOING
 CTR        HOTLINE                      COUNSELING/INFORMATION/REFERR OPERATION     ON-GOING
 CTR        HOTLINE                      FACILITY                     OPERATION      ON-GOING
 CTR        INDIVIDUAL                   COUNSELING                   PROVISION      ON-GOING
 CTP        INDIVIDUAL                   PERSONAL CONTACT             PROVISION      ON-GOING
 CTR        INDIVIDUAL                   REFERRAL                     PROVISION      ON-GOING
 PRGM       INDIVIDUAL                   REFERRAL                     COORDINATION   CHANGED
 D          HOTLINE                      FACILITY                     OPERATION      ON-GOING
UNCIL       DROP-IN CENTER               PERSONAL SUPPORT             ASSISTANCE     ON-GOING
UNCIL       HOTLINE                      PERSONAL SUPPORT             ASSISTANCE     ON-GOING
            HEALTH                       PROFESSIONAL SERVICES        ASSISTANCE     NOT SPECIFIED
LTH         TELEPHONE                    COUNSELING/INFORMATION/REFERR PROVISION     CHANGED
COUNCIL     HOTLINE                      COUNSELING/INFORMATION/REFERR OPERATION     ON-GOING
ANDELLA     INDIVIDUAL                   COUNSELING                   PROVISION      NOT SPECIFIED
S   9       TOTAL NUMBER OF DIFFERENT METHODS   10

ED
LITION      TREATMENT                    PROFESSIONAL SERVICES        PROVISION      ON-GOING
OUSE        HOTLINE                      COUNSELING/INFORMATION/REFERR OPERATION     ON-GOING
OUSE        INDIVIDUAL                   COUNSELING/INFORMATION/REFERR OPERATION     ON-GOING
UNCIL       TREATMENT                    PROFESSIONAL SERVICES        PROVISION      ON-GOING
            HOTLINE                      COUNSELING/INFORMATION/REFERR ASSISTANCE    ON-GOING
POINT       HOTLINE                      COUNSELING/INFORMATION/REFERR OPERATION     ON-GOING
POINT       INDIVIDUAL                   PERSONAL SUPPORT             PROVISION      ON-GOING
ION PRJ     INDIVIDUAL                   REFERRAL                     PROVISION      ON-GOING
BETA        OTHER SPECIFIC METHOD        PROFESSIONAL SERVICES        PROVISION      DROPPED
EADREST     INDIVIDUAL                   COUNSELING                   PROVISION      NOT SPECIFIED
S   8       TOTAL NUMBER OF DIFFERENT METHODS   7

USERS
            TEMPORARY DURATION (CRASH PAD SHELTER                     OPERATION      ON-GOING
S   1       TOTAL NUMBER OF DIFFERENT METHODS   1

URCES
PUINT       FINANCIAL                    ASSISTANCE                   PROVISION      ON-GOING
S   1       TOTAL NUMBER OF DIFFERENT METHODS  1

BETA        OTHER SPECIFIC METHOD      . PROFESSIONAL SERVICES        PROVISION      DROPPED
S   1       TOTAL NUMBER OF DIFFERENT METHODS   1

N           EMPLOYMENT                   ALTERNATIVES PROGRAM         OPERATION      ON-GOING
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OBJECTIVES

SPECIFIC OBJECTIVES SUBJECTS	PROJECT	SPECIFIC METHOD AND/OR GENERAL METHOD	TYPE
HARLEM TEAMS FOR SELF HELP	RESOURCE CENTER	OUTREACH	EXCHA
HARLEM TEAMS FOR SELF HELP	SPORTS	ALTERNATIVES PROGRAM	PROV
HARLEM TEAMS FOR SELF HELP	SPORTS	ALTERNATIVES PROGRAM	PROV
LAS VEGAS SO. NEV DRUG COUNCIL	DANCE/THEATRE	ALTERNATIVES PROGRAM	PROV
LAS VEGAS SO. NEV DRUG COUNCIL	GROUP	RAPS/DISCUSSIONS	PROV
LAS VEGAS SO. NEV DRUG COUNCIL	SPORTS	SPECIAL EVENTS	PROV
UNIV/ARIZ HUMAN GROWTH & DEV	MOVIE/FILM STRIP	INFORMATION	OPER
UNIV/ARIZ HUMAN GROWTH & DEV	PSYCHOTHERAPEUTIC	WORKSHOPS	PROV
UNIV/VERMONT THE NEXT THING	ARTS AND CRAFTS	COURSE	PROV
UTAH DEP (SALT LAKE CITY)	NOT SPECIFIED	ALTERNATIVES PROGRAM	PROV
TOTAL NUMBER OF PROJECTS 6	TOTAL NUMBER OF DIFFERENT METHODS 10		

FOCUSING ON: CHILD CARE

UNIV/ARIZ HUMAN GROWTH & DEV	DAY CARE	ALTERNATIVES PROGRAM	ACQU
TOTAL NUMBER OF PROJECTS 1	TOTAL NUMBER OF DIFFERENT METHODS 1		

FOCUSING ON: COMMUNICATION

BISMARCK ND AWARENESS HOUSE	DROP-IN CENTER	RAPS/DISCUSSIONS	OPER
LONG ISLAND SCHL DIST #30	INDIVIDUAL	PERSONAL SUPPORT	PROV
MENOMONIE, WIS. CONCERNED, INC	BOOKS/RESOURCE MATERIALS	LIBRARY	PROV
MENOMONIE, WIS. CONCERNED, INC	GROUP	COUNSELING	PROV
MENOMONIE, WIS. CONCERNED, INC	VOLUNTEER	PERSONAL CONTACT	PROV
WEST LEBANON, NH-PROJ.HEADREST	TASK FORCE	OUTREACH	PROV
TOTAL NUMBER OF PROJECTS 4	TOTAL NUMBER OF DIFFERENT METHODS 6		

FOCUSING ON: COUNSELING

BROOKLYN PEER GROUP LEADERSHIP	PEER	COUNSELING/INFORMATION/REFERR	PROV
EUGENE OREGON WHITEBIRD	COMMUNITY	OUTREACH	PROV
EUGENE OREGON WHITEBIRD	INDIVIDUAL	REFERRAL	PROV
EVERETT WASH DRUG AB COUNCIL	FAMILY	COUNSELING	ASSI
EVERETT WASH DRUG AB COUNCIL	GROUP AND INDIVIDUAL	COUNSELING	ASSI
NEW JERSEY DEP (TRENTON)	CONSULTATION	FACILITY	PROV
NEW JERSEY DEP (TRENTON)	CONSULTATION	FOLLOW-UP	PROV
NEW JERSEY DEP (TRENTON)	TELEPHONE	PERSONAL CONTACT	PROV
NEW YORK GANG DRUG PREVENTION	GROUP	COUNSELING	PROV
NEW YORK GANG DRUG PREVENTION	INDIVIDUAL	COUNSELING	PROV
RENTON, WASH SCHOOL/COMMUNITY	INDIVIDUAL	INFORMATION	PROV
UNIV/IDAHO THE TALISMAN	GROUP AND INDIVIDUAL	COUNSELING	PROV
UNIV/VERMONT THE NEXT THING	TRAINING	WORKSHOPS	PROV
UNIV/VERMONT THE NEXT THING	NOT SPECIFIED	FOLLOW-UP	PROV
TOTAL NUMBER OF PROJECTS 8	TOTAL NUMBER OF DIFFERENT METHODS 13		

FOCUSING ON: DRAFT

UNIV/IDAHO THE TALISMAN	INDIVIDUAL	COUNSELING	NOT
UNIVERSITY OF DETROIT-MANDELLA	INDIVIDUAL	COUNSELING	PROV
TOTAL NUMBER OF PROJECTS 2	TOTAL NUMBER OF DIFFERENT METHODS 1		

FOCUSING ON: DRUG ABUSE PREVENTION

COLUMBIA, SC URBAN SERV CTR	EDUCATION	TUTORIAL PROGRAM	PROV
LAS VEGAS SO. NEV DRUG COUNCIL	FAMILY	COUNSELING	PROV

JECT	SPECIFIC METHOD	AND/OR GENERAL METHOD	TYPE OF ACTION	STATUS
HELP	RESOURCE CENTER	OUTREACH	EXCHANGE	NEW/IN OPERATION
HELP	SPORTS	ALTERNATIVES PROGRAM	PROVISION	NEW/IN OPERATION
HELP	SPORTS	ALTERNATIVES PROGRAM	PROVISION	NOT SPECIFIED
COUNCIL	DANCE/THEATRE	ALTERNATIVES PROGRAM	PROVISION	ON-GOING
COUNCIL	GROUP	RAPS/DISCUSSIONS	PROVISION	ON-GOING
COUNCIL	SPORTS	SPECIAL EVENTS	PROVISION	ON-GOING
& DEV	MOVIE/FILM STRIP	INFORMATION	OPERATION	ON-GOING
& DEV	PSYCHOTHERAPEUTIC	WORKSHOPS	PROVISION	NEW/IN OPERATION
THING	ARTS AND CRAFTS	COURSE	PROVISION	NEW/IN OPERATION
TY)	NOT SPECIFIED	ALTERNATIVES PROGRAM	PROVISION	NEW/IN OPERATION
TS 6	TOTAL NUMBER OF DIFFERENT METHODS 10			
& DEV	DAY CARE	ALTERNATIVES PROGRAM	ACQUISITION	NEW/COMPLETED
TS 1	TOTAL NUMBER OF DIFFERENT METHODS 1			
HOUSE	DROP-IN CENTER	RAPS/DISCUSSIONS	OPERATION	ON-GOING
#30	INDIVIDUAL	PERSONAL SUPPORT	PROVISION	ON-GOING
NED, INC	BOOKS/RESOURCE MATERIALS	LIBRARY	PROVISION	OUTGROWTH
NED, INC	GROUP	COUNSELING	PROVISION	ON-GOING
NED, INC	VOLUNTEER	PERSONAL CONTACT	PROVISION	DROPPED
HEADREST	TASK FORCE	OUTREACH	PROVISION	NEW/IN OPERATION
TS 4	TOTAL NUMBER OF DIFFERENT METHODS 6			
EADERSHIP	PEER	COUNSELING/INFORMATION/REFERR	PROVISION	ON-GOING
RD	COMMUNITY	OUTREACH	PROVISION	ON-GOING
RD	INDIVIDUAL	REFERRAL	PROVISION	ON-GOING
COUNCIL	FAMILY	COUNSELING	ASSISTANCE	ON-GOING
COUNCIL	GROUP AND INDIVIDUAL	COUNSELING	ASSISTANCE	ON-GOING
ON)	CONSULTATION	FACILITY	PROVISION	ON-GOING
ON)	CONSULTATION	FOLLOW-UP	PROVISION	ON-GOING
ON)	TELEPHONE	PERSONAL CONTACT	PROVISION	ON-GOING
EVENTION	GROUP	COUNSELING	PROVISION	ON-GOING
EVENTION	INDIVIDUAL	COUNSELING	PROVISION	ON-GOING
OMMUNITY	INDIVIDUAL	INFORMATION	PROVISION	ON-GOING
AN	GROUP AND INDIVIDUAL	COUNSELING	PROVISION	COMPLETED
THING	TRAINING	WORKSHOPS	PROVISION	ON-GOING
THING	NOT SPECIFIED	FOLLOW-UP	PROVISION	ON-GOING
TS 8	TOTAL NUMBER OF DIFFERENT METHODS 13			
AN	INDIVIDUAL	COUNSELING	NOT SPECIFIED	DROPPED
MANDELLA	INDIVIDUAL	COUNSELING	PROVISION	DROPPED
TS 2	TOTAL NUMBER OF DIFFERENT METHODS 1			
EVENTION				
R\	EDUCATION	TUTORIAL PROGRAM	PROVISION	NEW/IN OPERATION
L	FAMILY	COUNSELING	PROVISION	ON-GOING

Methods, Profile and Index

In this index NDEP project activities are organized by specific _methods_ being employed. The projects employing each method are listed, as well as an indication of the present status of their actions.

HOW IS THIS ACTIVITY BEING CONDUCTED? SPECIFICALLY HOW?	WHAT ACTION IS BEING UNDERTAKEN?	BY WHAT TYPE OF PROJECT?	PROJECTS USING THIS M AND SPECIFIC METHODS

MEDIA/AUDIO-VISUAL PRESENTATION

BOOKS/RESOURCE MATERIALS	OPERATION	STATE	CALIFORNIA DEP (SACR
1 PROJECT USES THIS METHOD SPECIFICALLY			
DISPLAYS/POSTERS	PREPARATION	STATE	WISCONSIN DEP (MADIS
	OPERATION	STATE	WISCONSIN DEP (MADIS
		STATE	WISCONSIN DEP (MADISO
1 PROJECT USES THIS METHOD SPECIFICALLY			
EDUCATION	OPERATION	STATE	OREGON DEPOT (SALEM)
	PROVISION	COMM	BALTIMORE PROJECT DA
2 PROJECTS USE THIS METHOD SPECIFICALLY			
GROUP	PROVISION	STATE	ALASKA DEP (JUNEAU)
1 PROJECT USES THIS METHOD SPECIFICALLY			
MOVIE/FILM STRIP	EVALUATION	STATE	WISCONSIN DEP (MADIS
		COMM	BOZEMAN MONT GALLATI
			INDIANAPOLIS DEMONST
			SAN JUAN, PR, NU SIG
	OPERATION	COLL	UNIV/IDAHO THE TALIS
	PROVISION	STATE	OKLAHOMA DEP (OKLAHO
			TENNESSEE DEP (NASHV
		COMM	BISMARCK ND AWARENES
			SAN JUAN, PR, NU SIG
...8 PROJECTS USE THIS METHOD SPECIFICALLY			
NEWSLETTER	DISSEMINATION	COMM	INDIANAPOLIS DEMONST
1 PROJECT USES THIS METHOD SPECIFICALLY			
NEWSPAPER/MAGAZINE ARTICLES	ACQUISITION	STATE	NEW JERSEY DEP (TREN
	PREPARATION	STATE	WISCONSIN DEP (MADIS
		COMM	FORT COLLINS, COL. T
			SAN FRANCISC MAS VID
	OPERATION	COLL	COLLEGE OF SANTA FE
	PROVISION	STATE	COLORADO DEP (DENVER
			OKLAHOMA DEP (OKLAHO
		COMM	BROOKLYN PEER GROUP
8 PROJECTS USE THIS METHOD SPECIFICALLY			
RADIO	PREPARATION	STATE	ILLINOIS DEP (SPRING
		COLL	UNIV NEW MEXICO DRUG
	PROVISION	STATE	ILLINOIS DEP (SPRING
		COLL	COLLEGE OF SANTA FE
			JACKSON STATE COLLEG
			UNIV NEW MEXICO DRUG
		COMM	COLUMBIA, SC URBAN S
5 PROJECTS USE THIS METHOD SPECIFICALLY			
TELEVISION	ASSISTANCE	COLL	UNIV NEW MEXICO DRUG

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GRAM

CONDUCTED?	WHAT ACTION IS BEING UNDERTAKEN?	BY WHAT TYPE OF PROJECT?	PROJECTS USING THIS METHOD AND SPECIFIC METHODS ARE:

ATION
LS   OPERATION   STATE   CALIFORNIA DEP (SACRAMENTO)
SES THIS METHOD SPECIFICALLY

              PREPARATION   STATE   WISCONSIN DEP (MADISON)
              OPERATION   STATE   WISCONSIN DEP (MADISON)
                                     STATE   WISCONSIN DEP (MADISON)
SES THIS METHOD SPECIFICALLY

              OPERATION   STATE   OREGON DEPOT (SALEM)
              PROVISION   COMM   BALTIMORE PROJECT DAWN
USE THIS METHOD SPECIFICALLY

              PROVISION   STATE   ALASKA DEP (JUNEAU)
SES THIS METHOD SPECIFICALLY

              EVALUATION   STATE   WISCONSIN DEP (MADISON)
                                     COMM   BOZEMAN MONT GALLATIN COUNCIL
                                                  INDIANAPOLIS DEMONSTRATION PRJ
                                                  SAN JUAN, PR, NU SIGMA BETA
              OPERATION   COLL   UNIV/IDAHO THE TALISMAN
              PROVISION   STATE   OKLAHOMA DEP (OKLAHOMA CITY)
                                                  TENNESSEE DEP (NASHVILLE)
                                     COMM   BISMARCK ND AWARENESS HOUSE
                                                  SAN JUAN, PR, NU SIGMA BETA
USE THIS METHOD SPECIFICALLY

              DISSEMINATION   COMM   INDIANAPOLIS DEMONSTRATION PRJ
USES THIS METHOD SPECIFICALLY

ICLES   ACQUISITION   STATE   NEW JERSEY DEP (TRENTON)
              PREPARATION   STATE   WISCONSIN DEP (MADISON)
                                     COMM   FORT COLLINS, COL. THE POINT
                                                  SAN FRANCISO MAS VIDA
              OPERATION   COLL   COLLEGE OF SANTA FE LA TIERRA
              PROVISION   STATE   COLORADO DEP (DENVER)
                                                  OKLAHOMA DEP (OKLAHOMA CITY)
                                     COMM   BROOKLYN PEER GROUP LEADERSHIP
USE THIS METHOD SPECIFICALLY

              PREPARATION   STATE   ILLINOIS DEP (SPRINGFIELD)
                                     COLL   UNIV NEW MEXICO DRUG
              PROVISION   STATE   ILLINOIS DEP (SPRINGFIELD)
                                     COLL   COLLEGE OF SANTA FE LA TIERRA
                                                  JACKSON STATE COLLEGE DRUG ED
                                                  UNIV NEW MEXICO DRUG
                                     COMM   COLUMBIA, SC URBAN SERV CTR
U   THIS METHOD SPECIFICALLY

              ASSISTANCE   COLL   UNIV NEW MEXICO DRUG

HOW IS THIS ACTIVITY BEING CONDUCTED? SPECIFICALLY HOW?	WHAT ACTION IS BEING UNDERTAKEN?	BY WHAT TYPE OF PROJECT?	PROJECTS USING THIS METH AND SPECIFIC METHODS ARE
	PREPARATION	STATE	ILLINOIS DEP (SPRINGFIEL
		COMM	SACRAMENTO UNIFIED SCHOO
	DISSEMINATION	STATE	ARKANSAS DEP (LITTLE ROC
			MISSOURI DEP (JEFFERSON
	EXCHANGE	STATE	VERMONT DEP (MONTPELIER
	IMPROVEMENT	COLL	UNIV NEW MEXICO DRUG
	PROVISION	STATE	ALABAMA DEP (MONTGOMERY)
			ILLINOIS DEP (SPRINGFIEL
			LOUISIANA DEP (BATON ROU
			MARYLAND DEP (BALTIMORE)
			NEVADA DEP (LAS VEGAS)
			RHODE ISLAND DEP (PROVI
			SOUTH CAROLINA DEP (COLU
		COLL	UNIV NEW MEXICO DRUG
		COMM	BROOKLYN PEER GROUP LEAD
			TAMPA THE DOOR
		STATE	CALIFORNIA DEP (SACRAMEN
15 PROJECTS USE THIS METHOD SPECIFICALLY			
OTHER SPECIFIC METHOD	EVALUATION	STATE	CONNECTICUT DEP (HARTFOR
1 PROJECT USES THIS METHOD SPECIFICALLY			
	EVALUATION	STATE	WISCONSIN DEP (MADISON)
1 PROJECT USES THIS METHOD SPECIFICALLY			
11 SPECIFIC METHODS USED			

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TED?	WHAT ACTION IS BEING UNDERTAKEN?	BY WHAT TYPE OF PROJECT?	PROJECTS USING THIS METHOD AND SPECIFIC METHODS ARE:
	PREPARATION	STATE	ILLINOIS DEP (SPRINGFIELD)
		COMM	SACRAMENTO UNIFIED SCHOOL DIST
	DISSEMINATION	STATE	ARKANSAS DEP (LITTLE ROCK)
			MISSOURI DEP (JEFFERSON CITY)
	EXCHANGE	STATE	VERMONT DEP (MONTPELIER)
	IMPROVEMENT	COLL	UNIV NEW MEXICO DRUG
	PROVISION	STATE	ALABAMA DEP (MONTGOMERY)
			ILLINOIS DEP (SPRINGFIELD)
			LOUISIANA DEP (BATON ROUGE)
			MARYLAND DEP (BALTIMORE)
			NEVADA DEP (LAS VEGAS)
			RHODE ISLAND DEP (PROVIDENCE)
			SOUTH CAROLINA DEP (COLUMBIA)
		COLL	UNIV NEW MEXICO DRUG
		COMM	BROOKLYN PEER GROUP LEADERSHIP
			TAMPA THE DOOR
		STATE	CALIFORNIA DEP (SACRAMENTO)
S METHOD SPECIFICALLY			
	EVALUATION	STATE	CONNECTICUT DEP (HARTFORD)
S METHOD SPECIFICALLY			
	EVALUATION	STATE	WISCONSIN DEP (MADISON)
S METHOD SPECIFICALLY			

USED

People Being Served - Profile and Index

This report, an index of the activity data base
by people category, permits one to identify projects
working with the various types of target groups. The
objective for the activities which relate to these
people is also provided as a possible indication of
the types of problems these groups are thought to
share.

Totals of the number of projects involving these
people are also included.

WHO WAS AFFECTED, INFLUENCED OR INVOLVED IN PROJECT ACTIVITIES?	WHAT OBJECTIVES WERE DIRECTED TOWARD THESE PEOPLE?	TYPE OF PROJ.	WHICH PROJECTS INVOLVED THESE PEOPLE?

INMATES/PAROLEES

      PROVIDE HELP WITH PERSONAL PROBLEMS
        THROUGH NON-EMERGENCY SERVICES

INTERPERSONAL RELATIONSHIPS		COMM	COLUMBIA, SC UN
THRU BOTH EMERGENCY/NON-EMERGENCY SERVICE			
DRUG-RELATED NEED		COMM	FORT COLLINS, C
LEGAL NEED		COMM	LONG ISLAND SCH
TO INCREASE AWARENESS AND KNOWLEDGE			
DRUG EFFECTS ON USERS		COLL	KENNEDY-KING CO
INTERPERSONAL RELATIONSHIPS		COMM	BISMARCK ND AW/

      TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THESE PEOPLE   5

      PROVIDE INFORMATION AND/OR EXPERIENCES
        TO INCREASE AWARENESS AND KNOWLEDGE

INTERPERSONAL RELATIONSHIPS		COMM	ATLANTA KIRKWOO
SELF-UNDERSTANDING		COMM	BISMARCK ND AW/
TO INCREASE SKILLS			
COMMUNICATION	,	COLL	COLLEGE OF SANT
COUNSELING		COMM	DENVER SCHOOL/C

      TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THESE PEOPLE   4

      IMPROVE COMMUNITY RESPONSE TO INDIVIDUAL NEEDS
        BY ESTABLISHING SERVICES

SERVICES AVAILABLE		COLL	UNIV/VERMONT TH

      TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THESE PEOPLE   1

      IMPROVE PROJECT EFFECTIVENESS
        BY ACQUIRING

PEOPLE RESOURCES		COMM	LEWISTON, MAINE

      TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THESE PEOPLE   1

      TOTAL NUMBER OF PROJECTS INVOLVING THESE PEOPLE   10

II-37

WERE DIRECTED PLE?	TYPE OF PROJ.	WHICH PROJECTS INVOLVED THESE PEOPLE?	WHICH ACTIVITY(IES) WERE THEY INVOLVED IN?

ROBLEMS
ICES
IPS

ERGENCY SERVICE

KNOWLEDGE

IPS

	COMM	COLUMBIA, SC URBAN SERV CTR	12
	COMM	FORT COLLINS, COL. THE POINT	05
	COMM	LONG ISLAND SCHL DIST #30	06
	COLL	KENNEDY-KING COLG/PROJ REACH	05
	COMM	BISMARCK ND AWARENESS HOUSE	19

ING THIS OBJECTIVE FOR THESE PEOPLE　　　　　　　5

XPERIENCES
KNOWLEDGE
IPS

	COMM	ATLANTA KIRKWOOD COMMUNITY	07
	COMM	BISMARCK ND AWARENESS HOUSE	03
	COLL	COLLEGE OF SANTA FE LA TIERRA	10
	COMM	DENVER SCHOOL/COMMUNITY PRGM	07

ING THIS OBJECTIVE FOR THESE PEOPLE　　　　　　　4

C INDIVIDUAL NEEDS

| | COLL | UNIV/VERMONT THE NEXT THING | 09 |

ING THIS OBJECTIVE FOR THESE PEOPLE　　　　　　　1

S

| | COMM | LEWISTON, MAINE RAP PLACE | 17 |

ING THIS OBJECTIVE FOR THESE PEOPLE　　　　　　　1

VOLVING THESE PEOPLE　　　　　10

WHO WAS AFFECTED, INFLUENCED OR INVOLVED IN PROJECT ACTIVITIES?	WHAT OBJECTIVES WERE DIRECTED TOWARD THESE PEOPLE?	TYPE OF PROJ.	WHICH PROJECTS INVOLVED THESE PEOPLE?	WHICH T

GANG MEMBERS

      PROVIDE HELP WITH PERSONAL PROBLEMS
        THROUGH NON-EMERGENCY SERVICES

	EDUCATION NEED	COMM	LONG ISLAND SCHL DIST #30	
	THRU BOTH EMERGENCY/NON-EMERGENCY SERVICE			
	DRUG-RELATED NEED	COLL	KENNEDY-KING COLG/PROJ REACH	
	INTERPERSONAL RELATIONSHIPS	COMM	LONG ISLAND SCHL DIST #30 .	

      TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THESE PEOPLE   2

      IMPROVE COMMUNITY RESPONSE TO INDIVIDUAL NEEDS
        THROUGH NON-EMERGENCY SERVICES

	SERVICES AVAILABLE	COMM	SAN FRANCISO MAS VIDA	
	BY DISSEMINATING INFORMATION			
	PROGRAM OPERATIONS	COMM	NEW YORK GANG DRUG PREVENTION	

      TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THESE PEOPLE   2

      TOTAL NUMBER OF PROJECTS INVOLVING THESE PEOPLE   4

TIVES WERE DIRECTED SE PEOPLE?	TYPE OF PROJ.	WHICH PROJECTS INVOLVED THESE PEOPLE?	WHICH ACTIVITY(IES) WERE THEY INVOLVED IN?

ONAL PROBLEMS
Y SERVICES

	COMM	LONG ISLAND SCHL DIST #30	04
NON-EMERGENCY SERVICE			
	COLL	KENNEDY-KING COLG/PROJ REACH	01
TIONSHIPS	COMM	LONG ISLAND SCHL DIST #30	09

TS HAVING THIS OBJECTIVE FOR THESE PEOPLE   2

ONSE TO INDIVIDUAL NEEDS
Y SERVICES

	COMM	SAN FRANCISO MAS VIDA	01
ORMATION			
	COMM	NEW YORK GANG DRUG PREVENTION	08

TS HAVING THIS OBJECTIVE FOR THESE PEOPLE   2

TS INVOLVING THESE PEOPLE   4

Organizations Being Influenced - Profile and Index

This report is similar to the people profile and index except that it deals with the general types of organizations that projects try to influence.

WHO WAS AFFECTED, INFLUENCED OR INVOLVED IN PROJECT ACTIVITIES?	WHAT OBJECTIVES WERE DIRECTED TOWARD THESE ORGANIZATIONS?	TYPE OF PROJ.	WHICH PROJECTS INVOLVED THESE ORGANIZATIONS?	WH

STATE HEALTH DEPT.

PROVIDE INFORMATION AND/OR EXPERIENCES
  THRU BOTH EMERGENCY/NON-EMERGENCY SERVICE

	PURPOSEFUL ACTIVITY	COMM	BISMARCK ND AWARENESS HOUS
	TO INCREASE AWARENESS AND KNOWLEDGE		
	DRUG EFFECTS ON USERS	STATE	NORTH DAKOTA DEP (BISMARCK
	TEACHING TECHNIQUES	STATE	OKLAHOMA DEP (OKLAHOMA CIT
	TO INCREASE SKILLS		
	HUMAN POTENTIAL	STATE	COLORADO DEP (DENVER)

TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION   4

IMPROVE COMMUNITY RESPONSE TO INDIVIDUAL NEEDS
  BY DEVELOPING INFORMATION

	YOUTH NEEDS	STATE	MAINE DEP (AUGUSTA)
	BY PLANNING PROGRAMS		
	COMMUNITY NEEDS	COLL	JACKSON STATE COLLEGE-DRUG
	DRUG ABUSE PREVENTION	STATE	ILLINOIS DEP (SPRINGFIELD)
	DRUG ABUSE PREVENTION EDUCATION	STATE	TENNESSEE DEP (NASHVILLE)

TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION   4

IMPROVE PROJECT EFFECTIVENESS
  BY DISSEMINATING INFORMATION

	PROGRAM	STATE	COLORADO DEP (DENVER)

TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION   1

TOTAL NUMBER OF PROJECTS INVOLVING THIS ORGANIZATION   8

II-40

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IVES WERE DIRECTED              TYPE    WHICH PROJECTS          WHICH ACTIVITY(IES) WERE
E ORGANIZATIONS?                OF      INVOLVED THESE          THEY INVOLVED IN?
                                PROJ.   ORGANIZATIONS?
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```
/OR EXPERIENCES
ON-EMERGENCY SERVICE
                                COMM    BISMARCK ND AWARENESS HOUSE     21
 AND KNOWLEDGE
RS                              STATE   NORTH DAKOTA DEP (BISMARCK)     14
                                STATE   OKLAHOMA DEP (OKLAHOMA CITY)    14

                                STATE   COLORADO DEP (DENVER)           09


S HAVING THIS OBJECTIVE FOR THIS ORGANIZATION       4

NSE TO INDIVIDUAL NEEDS
TION
                                STATE   MAINE DEP (AUGUSTA)             07

                                COLL    JACKSON STATE COLLEGE DRUG ED   14
ON                              STATE   ILLINOIS DEP (SPRINGFIELD)      02
ON EDUCATION                    STATE   TENNESSEE DEP (NASHVILLE)       02


S HAVING THIS OBJECTIVE FOR THIS ORGANIZATION       4

VENESS
RMATION
                                STATE   COLORADO DEP (DENVER)           13


S HAVING THIS OBJECTIVE FOR THIS ORGANIZATION       1


S INVOLVING THIS ORGANIZATION       8
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WHO WAS AFFECTED, INFLUENCED OR INVOLVED IN PROJECT ACTIVITIES?	WHAT OBJECTIVES WERE DIRECTED TOWARD THESE ORGANIZATIONS?	TYPE OF PROJ.	WHICH PROJECTS INVOLVED THESE ORGANIZATIONS?	WHICH ACTIVITY(IS THEY INVOLVED

STATE ALCOHOL/DRUG AB

      PROVIDE INFORMATION AND/OR EXPERIENCES
        TO INCREASE AWARENESS AND KNOWLEDGE

'THE DRUG PROBLEM'		STATE	MINNESOTA DEP (ST. PAUL)	10
BY DEVELOPING NEW RESOURCES				
INTERPERSONAL RELATIONSHIPS		COMM	FAIRBANK , ALASKA.CODEP	14
BY DEVELOPING SUPPORT				
PROBLEM-SOLVING		STATE	SOUTH DAKOTA DEP (PIERRE)	03

      TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION   3

      IMPROVE COMMUNITY RESPONSE TO INDIVIDUAL NEEDS
        BY ESTABLISHING SERVICES

DRUG ABUSE PREVENTION EDUCATION	COMM	COLUMBIA, SC URBAN SERV CTR	21
BY IMPROVING SERVICES			
COMMUNITY NEEDS	STATE	COLORADO DEP (DENVER)	13
DRUG-RELATED NEED	STATE	MARYLAND DEP (BALTIMORE)	16
BY DEVELOPING INFORMATION			
YOUTH NEEDS	STATE	MAINE DEP (AUGUSTA)	07
BY DISSEMINATING INFORMATION			
DRUG ABUSE PREVENTION	STATE	SOUTH CAROLINA DEP (COLUMBIA)	11
BY DEVELOPING SUPPORT			
DRUG ABUSE PREVENTION EDUCATION	STATE	CONNECTICUT DEP (HARTFORD)	26
BY PLANNING PROGRAMS			
DRUG ABUSE PREVENTION	STATE	MISSISSIPPI DEP (JACKSON)	03
DRUG ABUSE PREVENTION EDUCATION	COMM	EUGENE OREGON WHITEBIRD	14
DRUG-RELATED NEED	STATE	ARKANSAS DEP (LITTLE ROCK)	07
		OKLAHOMA DEP (OKLAHOMA CITY)	10
BY ACQUIRING			
FINANCIAL RESOURCES	STATE	UTAH DEP (SALT LAKE CITY)	07
BY REACHING OUT TO TARGET POPULATION			
DRUG ABUSE PREVENTION EDUCATION	STATE	UTAH DEP (SALT LAKE CITY)	07

      TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION   11

      IMPROVE PROJECT EFFECTIVENESS
        BY PLANNING PROGRAMS

DRUG ABUSE PREVENTION EDUCATION	STATE	MINNESOTA DEP (ST. PAUL)	11

      TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION   1

      TOTAL NUMBER OF PROJECTS INVOLVING THIS ORGANIZATION   14

II-41

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IVES WERE DIRECTED                  TYPE    WHICH PROJECTS          WHICH ACTIVITY(IES) WERE
E ORGANIZATIONS?                    OF      INVOLVED THESE               THEY INVOLVED IN?
                                    PROJ.   ORGANIZATIONS?
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/OR EXPERIENCES
AND KNOWLEDGE
                                    STATE   MINNESOTA DEP (ST. PAUL)   10
OURCES
IONSHIPS   COMM   FAIRBANK , ALASKA.CODEP   14

                                    STATE   SOUTH DAKOTA DEP (PIERRE)   03

S HAVING THIS OBJECTIVE FOR THIS ORGANIZATION   3

NSE TO INDIVIDUAL NEEDS
CES
ON EDUCATION   COMM   COLUMBIA, SC URBAN SERV CTR   21

                                    STATE   COLORADO DEP (DENVER)   13
                                    STATE   MARYLAND DEP (BALTIMORE)   16
TION
                                    STATE   MAINE DEP (AUGUSTA)   07
RMATION
ON   STATE   SOUTH CAROLINA DEP (COLUMBIA) 11

ON EDUCATION   STATE   CONNECTICUT DEP (HARTFORD)   26

ON   STATE   MISSISSIPPI DEP (JACKSON)   03
ON EDUCATION   COMM   EUGENE OREGON WHITEBIRD   14
                                    STATE   ARKANSAS DEP (LITTLE ROCK)   07
                                             OKLAHOMA DEP (OKLAHOMA CITY)   10

                                    STATE   UTAH DEP (SALT LAKE CITY)   07
RGET POPULATION
ON EDUCATION   STATE   UTAH DEP (SALT LAKE CITY)   07

S HAVING THIS OBJECTIVE FOR THIS ORGANIZATION   11

VENESS

ON EDUCATION   STATE   MINNESOTA DEP (ST. PAUL)   11

S HAVING THIS OBJECTIVE FOR THIS ORGANIZATION   1

S   ING THIS ORGANIZATION   14

Shared Experience Bank Indexes

The Shared Experience Bank contains descriptions
of partic larly successful activities the projects
have been involved with, materials they recommend,
and some negative experiences which are available on
a referral basis only.

The material in the Shared Experience Bank is
indexed by problem/objectives, methods, people (ethnic
background), and people (role type).
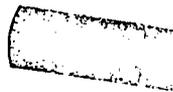
PROBLEM CR OBJECTIVE   SEB #   SEB TITLE

BY CEVELCPING SUPPORT.   0001   USE CF A WCMEN'S CLUB TO PUBLICIZE DRUG EDUCATICN

TO INCREASE SKILLS   0002   SENIOR CITIZENS CAN RELATE TO TODAY'S YOUTH

BY GATHERING INFORMATION   0007   GUIDELINES FOR ENTRY INTO A NEW COMMUNITY

BY EVALUATING PROGRAMS   0008   EVALUATION OF COMMUNITY DRUG PROGRAM (FORM)

BY GATHERING INFORMATION   C012   CUESTICNAIRE USEC WITH COMMUNITY LEACERS ANC CTHERS

THROUGH EMERGENCY/CRISIS   007C   FLEXIBILITY IN COUNSELING
SERVICES   0075   PAMPHLET CN CRISIS PHONE LINES
                                 0131   LIST CF (PUERTO RICAN) SPANISH MATERIALS
                                 0140   OLD SOUTH 'SNOBS' CONFRONT LONGHAIR 'SLOBS' CN OUR PROJEC
                                 0145   OUR CRISIS TREATMENT BOOKLET IS IN DEMAND BY LCCAL HOSPIT
                                 0171   RECCMMENC TEAM CCUNSELING TECHNICUES IN "..WKG W/ HEAVY S
                                 C203   PROBLEMS WITH JUSTICE SYSTEMS HANDLINGDRUG CFFENDERS

THROUGH NON-EMERGENCY   C017   CLEAN-UP CAMPAIGN INVOLUES YCUTH CIVIC GROUPS; BEFRIENDS
SERVICES   CG24   CISCUSSIGNS CENTERING ARCUNC THE CCNSECUENCES OF A DRUG A
                                 0041   CCMBINING USEFUL SUMMER WORK WITH CRUG ABUSE PREVENTICN
                                 CC59   EMPLCYMENT IS A BIG NEED
                                 CG62   CUD JOBS PUREAU AS AN ALTERNATIVE
                                 007C   FLEXIBILITY IN CCUNSELING
                                 0100   USING BLACK AWARENESS AS THE MEDIUM'
                                 0138   TRYING TO MEET BLACK CCMMUNITY NEECS WITHOUT 'BURNING CU1
                                 0139   PROVIDING 'CRASH SPACE' AND FAMILY CCUNSELING FOR RUNAWAY
                                 C141   WE INVITED OUR STREET ALCOHCLICS IN TO PARTICIPATE IN OUF
                                 015C   DO SCMETHING NICE FOR SOMECNE--SPCNSCR A "HEALTH FAIR"
                                 0183   ICE CREAM THEATER
                                 0184   BREAKFAST PROGRAM FOR 125 KIDS AT COST OF 22 /MEAL
                                 0185   CLIENT VCLUNTARISM AS AN ALTERNATIVE
                                 C197   CCMMUNITY SCHCOLS SUMMER PRCGRAM
                                 0201   HCW TC WCRK WITH EMPLCYER PRCBLEMS
                                 0202   JUCGING ALTERNATIVE PRCGRAMS CN THEIR CREDIBILITY

THROUGH BOTH EMERGENCY/NON-   006C   AVCICING 'COMPETITION' THRCUGH AN INTER-AGENCY CCMMITTEE
EMERGENCY SERVICES

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SEB TITLE

1   USE CF A WOMEN'S CLUB TO PUBLICIZE DRUG EDUCATION

2   SENIOR CITIZENS CAN RELATE TO TODAY'S YOUTH

7   GUIDELINES FOR ENTRY INTO A NEW COMMUNITY

8   EVALUATION OF COMMUNITY DRUG PROGRAM (FORM)

2   QUESTIONAIRE USED WITH COMMUNITY LEADERS AND OTHERS

C   FLEXIBILITY IN COUNSELING
5   PAMPHLET ON CRISIS PHONE LINES
1   LIST OF (PUERTO RICAN) SPANISH MATERIALS
D   CLD SOUTH 'SNOBS' CONFRONT LONGHAIR 'SLOBS' ON OUR PROJECT'S "OMZ"
5   OUR CRISIS TREATMENT BOOKLET IS IN DEMAND BY LOCAL HOSPITAL STAFF
1   RECOMMEND TEAM COUNSELING TECHNIQUES IN "..RKG W/ HEAVY STRANGERS"
3   PROBLEMS WITH JUSTICE SYSTEMS HANDLINGDRUG OFFENDERS

7   CLEAN-UP CAMPAIGN INVOLUES YOUTH CIVIC GROUPS; BEFRIENDS PROJECTS
4   DISCUSSIONS CENTERING AROUND THE CONSEQUENCES OF A DRUG ABUSE
1   COMBINING USEFUL SUMMER WORK WITH DRUG ABUSE PREVENTION
9   EMPLOYMENT IS A BIG NEED
2   COD JOBS BUREAU AS AN ALTERNATIVE
C   FLEXIBILITY IN COUNSELING
C   USING BLACK AWARENESS AS THE MEDIUM'
8   TRYING TO MEET BLACK COMMUNITY NEEDS WITHOUT 'BURNING OUT'
9   PROVIDING 'CRASH SPACE' AND FAMILY COUNSELING FOR RUNAWAYS
1   WE INVITED OUR STREET ALCOHOLICS IN TO PARTICIPATE IN OUR DRUG RAPS
C   DO SOMETHING NICE FOR SOMEONE--SPONSOR A "HEALTH FAIR"
3   ICE CREAM THEATER
4   BREAKFAST PROGRAM FOR 125 KIDS AT COST OF 22 /MEAL
5   CLIENT VOLUNTARISM AS AN ALTERNATIVE
7   COMMUNITY SCHOOLS SUMMER PROGRAM
1   HOW TO WORK WITH EMPLOYER PROBLEMS
2   JUDGING ALTERNATIVE PROGRAMS ON THEIR CREDIBILITY

C   AVOIDING 'COMPETITION' THROUGH AN INTER-AGENCY COMMITTEE

'FORT   SEPR72   SHARED EXPERIENCES INDEXED BY METHODS USED
ATIONAL DRUG EDUCATION PROJECT

ETHOD   SEB #   SEB TITLE

                               0137   REPORTS PREPARED IN AND FOR THE D. C. PUBLIC SCHCOLS
                               0206   FUND RAISING

ERSONAL CONTACT   0021   TO REALLY INVOLVE STUDENTS, LET THEM RUN IT
                               0056   SOME PROBLEMS AND SOLUTIONS FOR OPENING A DRUG ANALYSIS OPERATI
                               0100   USING BLACK AWARENESS AS THE MEDIUM
                               0108   REPORT ON FIRST YEAR OF OPERATION AT EL DORADO (ARK.) D. E. P.
                               0110   RESULTS OF GOVERNOR'S COMMITTEE ON DRUG ABUSE DATA COLLECTION
                               0130   EXTENSIVE EVALUATION OF DRUG EDUCATION WORKSHOPS IN MISSOURI
                               0206   FUND RAISING

ERSONAL SUPPORT   0093   DRUGS AS A SUBSTITUTE FOR ALCOHOL
                               0157   TEACHING ONE-TO-ONE COUNSELING THROUGH A NEW TECHNIQUE
                               0208   HOW WE GOT THE CRIMINAL JUSTICE SYSTEM TO WORK FOR US

ROFESSIONAL SERVICES   0145   OUR CRISIS TREATMENT BOOKLET IS IN DEMAND BY LOCAL HOSPITAL STA
                               0150   DO SOMETHING NICE FOR SOMEONE--SPONSOR A "HEALTH FAIR"

UBLICITY   0011   USING BUS PLACARDS FOR PUBLICITY
                               0017   CLEAN-UP CAMPAIGN INVOLVES YOUTH CIVIC GROUPS; BEFRIENDS PROJEC
                               0023   SOME REQUIREMENTS FOR HAVING A SUCCESSFUL COMMUNITY MEETING
                               0029   GETTING GOOD STAFF FOR YOUR PROJECT - ONE APPROACH
                               0055   HOW TO SURVIVE CATASTROPHES
                               0058   TRUST
                               0063   NEVER FORGET TO THANK YOUR VOLUNTEERS
                               0065   PUBLIC RELATIONS BROCHURE/COUNSELOR'S WORK SHEET
                               0081   HOW A NEWSLETTER SOLVED A COMMUNICATIONS HANGUP
                               0099   INCREASED SUCCESS BY WORKING WITH EXISTING ORGANIZATIONS
                               0113   WRITTEN MATERIALS DEVELOPED BY A DETROIT PROJECT
                               0143   GOOD 'PR' TECHNIQUE: AN ANNUAL REPORT TO OUR LOCAL FUNDING AGE
                               0146   PROJECT PUBLICITY FACILITATES TOWN-GOWN INTERACTION
                               0148   PUBLICITY AND PROGRESS REPORTS GEARED TO 'STREET PEOPLE'
                               0190   CREATIVE ARTS WORKSHOP PUBLICITY -SHARING OUR ARTIST'S WORK
                               0191   DRUG HELP FUND RAISING PACKAGE/MATERIAL SENT TO SMALL FUNDING
                               0206   FUND RAISING

FFERRAL   0059   EMPLOYMENT IS A BIG NEED
                               0139   PROVIDING 'CRASH SPACE' AND FAMILY COUNSELING FOR RUNAWAYS
                               0141   WE INVITED OUR STREET ALCOHOLICS IN TO PARTICIPATE IN OUR DRUG
                               0203   PROBLEMS WITH JUSTICE SYSTEMS HANDLING DRUG OFFENDERS

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B #   SEB TITLE

27   REPORTS PREPARED IN AND FOR THE D. C. PUBLIC SCHCOLS
06   FUND RAISING

21   TO REALLY INVOLVE STUDENTS, LET THEM RUN IT
56   SOME PROBLEMS AND SOLUTIONS FCR CPENING A DRUG ANALYSIS OPERATION
00   LSING BLACK AWARENESS AS THE MEDIUM
08   REPORT ON FIRST YEAR CF CPERATION AT EL DORADC (ARK.) D. E. P.
10   RESULTS CF GOVERNOR'S COMMITTEE CN DRUG ABUSE DATA COLLECTION
30   EXTENSIVE EVALUATION CF DRUG EDUCATION WORKSHCPS IN MISSCURI
06   FUND RAISING

93   DRUGS AS A SUBSTITUTE FOR ALCCHOL
57   TEACHING ONE-TO-ONE COUNSELING THROUGH A NEW TECHNIQUE
08   HOW WE GOT THE CRIMINAL JUSTICE SYSTEMTO WORK FCR US

45   OUR CRISIS TREATMENT BCOKLET IS IN DEMAND BY LCCAL HOSPITAL STAFF
50   DO SOMETHING NICE FCR SOMEONE--SPCNSOR A "HEALTH FAIR"

011   LSING BUS PLACARDS FCR PUBLICITY
017   CLEAN-UP CAMPAIGN INVOLUES YOUTH CIVIC GRCUPS; BEFRIENDS PROJECTS
023   SOME REQUIREMENTS FOR HAVING A SUCCESSFUL CCMMUNITY MEETING
029   GETTING GCOD STAFF FCR YCUR PRCJECT – CNE APPRCACH
055   HOW TO SURVIVE CATASTROPHES
058   TRUST
063   NEVER FORGET TO THANK YOUR VCLUNTEERS
065   PUBLIC RELATIONS BROCHURE/COUNSELOR'S WORK SHEET
081   HOW A NEWSLETTER SCLVED A COMMUNICATIONS HANGUP
099   INCREASED SUCCESS BY WCRKING WITH EXISTING CRGANIZATICNS
113   WRITTEN MATERIALS DEVELOPED BY A DETRCIT PROJECT
143   GCOD 'PR' TECHNIQUE: AN ANNUAL REPCRT TO OUR LCCAL FUNDING AGENCY
146   PRCJECT RUBLICITY FACILITATES TOWN-GCWN INTERACTION
148   PUBLICITY AND PROGRESS REPORTS GEARED TC 'STREET PEOPLE'
190   CREATIVE ARTS WCRKSHCP PUBLICITY –SHARING CUR ARTIST'S WORK
191   DRUG HELP FUND RAISING PACKAGE/MATERIAL SENT TC SMALL FUNDING SCURC
206   FUND RAISING

059   EMPLOYMENT IS A BIG NEED
139   PROVIDING 'CRASH SPACE' AND FAMILY CCUNSELING FCR RUNAWAYS
141   WE INVITED OUR STREET ALCOHOLICS IN TC PARTICIPATE IN OUR DRUG RAPS
203   PRCBLEMS WITH JUSTICE SYSTEMS HANDLINGDRUG CFFENDERS

ETHNIC GROUPS INVOLVED   SEB #   SEB TITLE

                                    0141   WE INVITED OUR STREET ALCOHOLICS IN TO PARTICIPATE IN OUR
                                    0149   HOW WE INFORMED THE COMMUNITY ABOUT QUAALUDES
                                    0155   KIRKWOOD'S COMMUNITY-ORIENTED NEWSLETTER--"THE ALTERNATIV
                                    0159   FLORIDA USES "SOCIAL SEMINAR" FOR COOPERATIVE INTERAGENCY
                                    0160   COMPARISON OF SELF CONCEPT/REFLECTED + IDEAL SELF IN USER
                                    0167   MEETING WITH STUDENTS PRIOR TO SEMINAR HELPS INSURE SUCCE
                                    0168   A RARE EXPERIENCE: POSITIVE RESULT WITH THE 'ONE-SHOT' AP
                                    0197   COMMUNITY SCHOOLS SUMMER PROGRAM

CHICANO   0014   WEEKLY WORKSHOP AT A JUNIOR COLLEGE
                                    0016   COMMUNICATION WITH KEY PEOPLE IN OTHER ORGANIZATIONS
                                    0017   CLEAN-UP CAMPAIGN INVOLVES YOUTH CIVIC GROUPS: BEFRIENDS
                                    0020   PROBLEMS IN TRAINING SCHOOL TEAMS
                                    0022   GETTING MINORITY STUDENTS INVOLVED
                                    0029   GETTING GOOD STAFF FOR YOUR PROJECT - ONE APPROACH
                                    0047   EXTENSIVE RESOURCE MATERIAL FROM A TEXAS PROJECT
                                    0050   DRUG PROBLEMS AMONG CHICANOS REQUIRE PRACTICAL APPROACHES
                                    0063   NEVER FORGET TO THANK YOUR VOLUNTEERS
                                    0064   FEEDBACK FROM THREE WORKSHOPS IN NEBRASKA
                                    0078   EXAMPLE OF A DIRECTORY OF DRUG ABUSE AGENCIES
II-45   0079   EXTENSIVE STATISTICS RESULTING FROM QUESTIONAIRES GIVEN
                                    0080   BI-LINGUAL, BI-CULTURAL WORKSHOPS FOR CHICANOS
                                    0081   HOW A NEWSLETTER SOLVED A COMMUNICATIONS HANGUP
                                    0082   REPORT OF SCHOOL PROGRAMS IN SANTA BARBARA COUNTY

CUBAN   0072   MONTHLY NEWSLETTERS OF A BROOKLYN PROJECT

ORIENTAL   0025   QUESTIONAIRE FOR PARTICIPANTS IN A PEER COUNSELING COURS
                                    0029   GETTING GOOD STAFF FOR YOUR PROJECT - ONE APPROACH
                                    0072   MONTHLY NEWSLETTERS OF A BROOKLYN PROJECT
                                    0087   MAILOUT INTRODUCING A DRUG ABUSE WORKSHOP
                                    0088   EXAMPLE OF A WORKSHOP EVALUATION BY PARTICIPANTS

PUERTO RICAN   0028   SELECTED PRINCIPLES FOR COMMUNITY DRUG EDUCATION [REPORT
                                    0072   MONTHLY NEWSLETTERS OF A BROOKLYN PROJECT
                                    0131   LIST OF (PUERTO RICAN) SPANISH MATERIALS
                                    0197   COMMUNITY SCHOOLS SUMMER PROGRAM

WHITE   0011   USING BUS PLACARDS FOR PUBLICITY
                                    0012   QUESTIONAIRE USED WITH COMMUNITY LEADERS AND OTHERS

SEE TITLE

WE INVITED OUR STREET ALCOHOLICS IN TO PARTICIPATE IN OUR DRUG RAPS
HOW WE INFORMED THE COMMUNITY ABOUT QUAALUDES
KIRKWOOD'S COMMUNITY-ORIENTED NEWSLETTER--"THE ALTERNATIVE"
FLORIDA-USES "SOCIAL SEMINAR" FOR COOPERATIVE INTERAGENCY TRAINING
COMPARISON OF SELF CONCEPT/REFLECTED + IDEAL SELF IN USERS/ABUSERS
MEETING WITH STUDENTS PRIOR TO SEMINAR HELPS INSURE SUCCESSFUL PRGM
A RARE EXPERIENCE: POSITIVE RESULT WITH THE 'ONE-SHOT' APPROACH
COMMUNITY SCHOOLS SUMMER PROGRAM

WEEKLY WORKSHOP AT A JUNIOR COLLEGE
COMMUNICATION WITH KEY PEOPLE IN OTHER ORGANIZATIONS
CLEAN-UP CAMPAIGN INVOLVES YOUTH CIVIC GROUPS; BEFRIENDS PROJECTS
PROBLEMS IN TRAINING SCHOOL TEAMS
GETTING MINORITY STUDENTS INVOLVED
GETTING GOOD STAFF FOR YOUR PROJECT - ONE APPROACH
EXTENSIVE RESOURCE MATERIAL FROM A TEXAS PROJECT
DRUG PROBLEMS AMONG CHICANOS REQUIRE PRACTICAL APPROACHES
NEVER FORGET TO THANK YOUR VOLUNTEERS
FEEDBACK FROM THREE WORKSHOPS IN NEBRASKA
EXAMPLE OF A DIRECTORY OF DRUG ABUSE AGENCIES
EXTENSIVE STATISTICS RESULTING FROM QUESTIONAIRES GIVEN TO
BI-LINGUAL, BI-CULTURAL WORKSHOPS FOR CHICANOS
HOW A NEWSLETTER SOLVED A COMMUNICATIONS HANGUP
REPORT OF SCHOOL PROGRAMS IN SANTA BARBARA COUNTY

MONTHLY NEWSLETTERS OF A BROOKLYN PROJECT

QUESTIONAIRE FOR PARTICIPANTS IN A PEER COUNSELING COURSE
GETTING GOOD STAFF FOR YOUR PROJECT - ONE APPROACH
MONTHLY NEWSLETTERS OF A BROOKLYN PROJECT
MAILOUT INTRODUCING A DRUG ABUSE WORKSHOP
EXAMPLE OF A WORKSHOP EVALUATION BY PARTICIPANTS

SELECTED PRINCIPLES FOR COMMUNITY DRUG EDUCATION (REPORT)
MONTHLY NEWSLETTERS OF A BROOKLYN PROJECT
LIST OF (PUERTO RICAN) SPANISH MATERIALS
COMMUNITY SCHOOLS SUMMER PROGRAM

USING BUS PLACARDS FOR PUBLICITY
QUESTIONAIRE USED WITH COMMUNITY LEADERS AND OTHERS

ECPLE INVOLVED WERE   SEB #   SEE TITLE

CCICTS   0013   HOW WE HANDLED A 'SPECIAL EVENT' CN CRUG EDUCATICN

ISERS OF ALCOHOL   0141   WE INVITED OUR STREET ALCOHLICS IN TO PARTICIPATE IN OUR

IFUG USERS   0145   CUR CRISIS TREATMENT BOOKLET IS IN DEMAND BY LCCAL HOSPIT
                                   0160   CCMPARISCN OF SELF CONCEPT/REFLECTED + IDEAL SELF IN USER
                                   0162   A STUDY CF DRUG LSAGE AMCNG STUDENTS AT BREVARD COMMUNITY
                                   0171   RECCMMEND TEAM CCUNSELING TECHNIQUES IN "..WKG W/ HEAVY S
                                   0203   PRCBLEMS WITH JUSTICE SYSTEMS HANDLINGDRUG CFFENDERS
                                   0205   WINNING THE HEART CF JCHN LAW,

PACTIONALLY DISTRAUGT   0060   AVOIDING 'COMPETITION' THRCUGH AN INTER-AGENCY CCMMITTEE
                                   C205   WINNING THE HEART CF JCHN LAW

DRCFCUTS/ED DISADVANT   0013   HOW WE HANDLED A 'SPECIAL EVENT' CN DRUG EDUCATICN
                                   CC41   CCMBINING USEFUL SUMMER WORK WITH DRUG ABUSE PREVENTION
                                   CC59   EMPLCYMENT IS A BIG NEED.

DIRECTICNLESS PECPLE   007C   FLEXIBILITY IN CCUNSELING
                                   0076   A HIGHLY RECOMMENDED PUBLICATICN FROM THE CC IT NCW FOUND

STREET PECPLE   C055   HOW TO SURVIVE CATASTRCPHES
                                   0148   PUBLICITY AND PRCGRESS REPCRTS GEARED TO 'STREET PEOPLE'
                                   0149   HCW WE INFCRMED THE COMMUNITY ABOUT QUAALUDES

YCLTH IN CENERAL   C011   USING BUS PLACARDS FCR PUBLICITY
                                   0012   CUESTICNAIRE USED WITH COMMUNITY LEADERS AND CTHERS
                                   C017   CLEAN-UP CAMPAIGN INVOLVES YCUTH CIVIC GROUPS; BEFRIENDS
                                   0018   A 'CIFFERENT' WAY TO CCNCEIVE CF CRUG ABUSE
                                   CC55   HCW TO SURVIVE CATASTRCPHES
                                   CC76   A HIGHLY RECOMMENDED PUBLICATICN FRCM THE CC IT NCW FOUND
                                   0100   LSING BLACK AWARENESS AS THE MEDIUM
                                   0138   TRYING TO MEET BLACK CCMMUNITY NEEDS WITHCUT 'BURNING CUT
                                   0139   PROVIDING 'CRASH SPACE' AND FAMILY CCUNSELING FCR RUNAWA
                                   C183   ICE CREAM THEATER
                                   0184   PREAKFAST PRCGRAM FOR 125 KIDS AT COST OF 22 /MEAL

SEE TITLE

HOW WE HANDLED A 'SPECIAL EVENT' ON DRUG EDUCATION

WE INVITED OUR STREET ALCOHOLICS IN TO PARTICIPATE IN OUR DRUG RAPS

OUR CRISIS TREATMENT BOOKLET IS IN DEMAND BY LOCAL HOSPITAL STAFF
COMPARISON OF SELF CONCEPT/REFLECTED + IDEAL SELF IN USERS/ABUSERS
A STUDY OF DRUG USAGE AMONG STUDENTS AT BREVARD COMMUNITY COLLEGE
RECOMMEND TEAM COUNSELING TECHNIQUES IN "...PKG W/ HEAVY STRANGERS"
PROBLEMS WITH JUSTICE SYSTEMS HANDLINGDRUG OFFENDERS
WINNING THE HEART OF JOHN LAW

AVOIDING 'COMPETITION' THROUGH AN INTER-AGENCY COMMITTEE
WINNING THE HEART OF JOHN LAW

HOW WE HANDLED A 'SPECIAL EVENT' ON DRUG EDUCATION
COMBINING USEFUL SUMMER WORK WITH DRUG ABUSE PREVENTION
EMPLOYMENT IS A BIG NEED.

FLEXIBILITY IN COUNSELING
A HIGHLY RECOMMENDED PUBLICATION FROM THE DO IT NOW FOUNDATION

HOW TO SURVIVE CATASTROPHES
PUBLICITY AND PROGRESS REPORTS GEARED TO 'STREET PEOPLE'
HOW WE INFORMED THE COMMUNITY ABOUT QUAALUDES

USING BUS PLACARDS FOR PUBLICITY
QUESTIONAIRE USED WITH COMMUNITY LEADERS AND OTHERS
CLEAN-UP CAMPAIGN INVOLVES YOUTH CIVIC GROUPS; BEFRIENDS PROJECTS
A 'DIFFERENT' WAY TO CONCEIVE OF DRUG ABUSE
HOW TO SURVIVE CATASTROPHES
A HIGHLY RECOMMENDED PUBLICATION FROM THE DO IT NOW FOUNDATION
USING BLACK AWARENESS AS THE MEDIUM
TRYING TO MEET BLACK COMMUNITY NEEDS WITHOUT 'BURNING OUT'
PROVIDING 'CRASH SPACE' AND FAMILY COUNSELING FOR RUNAWAYS
ICE CREAM THEATER
BREAKFAST PROGRAM FOR 125 KIDS AT COST OF 22 /MEAL

D.   SUMMARIES OF INVOLVEMENT

Education and Training Summary

By the ISS system definition, whether an activity is called education or training depends on whether the participant uses his changed behavior for self-growth or to help others. Since many activities combine both purposes, this report provides an overall summary of the types of people reached by each project through education and training sessions. In addition, an indication of the duration of the sessions is provided.

The report summarizes the information by project, region, program component, and national totals.

PROJ TYPE ST PROJECT NAME	HRS EDUC	* K-6	STUDENTS K-12	* COLL	YOUTH & YOUNG	EDUCATORS K-12	COLL	LAW ENFORCE	HE PE
NUMBER OF PEOPLE EDUCATED									
STAT MD MARYLAND DEP (BALTIMORE)	1-5	0	0	0	0	0	0	0	
	6-39	0	0	0	0	0	0	0	
	40 +	0	0	0	0	25	0	0	
	UNSP	0	0	0	0	0	0	0	
	TOTL	0	0	0	0	25	0	0	
STAT VA VIRGINIA DEP (RICHMOND)	1-5	0	0	0	0	0	0	0	
	6-39	0	0	0	0	0	0	0	
	40 +	0	0	0	0	0	0	0	
	UNSP	0	25	0	0	15	0	0	
	TOTL	0	25	0	0	15	0	0	
STAT WV WEST VIRGINIA DEP (CHARLESTON)	1-5	0	0	0	0	0	0	0	
	6-39	0	0	89	0	75	0	0	
	40 +	0	0	0	0	0	0	0	
	UNSP	0	0	0	0	30	0	0	
	TOTL	0	0	89	0	105	0	0	
TOTAL STATE	1-5	0	0	0	0	0	0	0	
	6-39	0	0	89	0	75	0	0	
	40 +	0	0	0	0	25	0	0	
	UNSP	0	25	0	0	45	0	0	
	TOTL	0	25	89	0	145	0	0	
COMM MD BALTIMORE PROJECT DAWN	1-5	0	0	0	0	0	0	0	
	6-39	0	0	0	0	65	0	0	
	40 +	0	0	0	0	0	0	0	
	UNSP	0	50	0	0	100	0	0	
	TOTL	0	50	0	0	165	0	0	
TOTAL COMMUNITY	1-5	0	0	0	0	0	0	0	
	6-39	0	0	0	0	65	0	0	
	40 +	0	0	0	0	0	0	0	
	UNSP	0	50	0	0	100	0	0	
	TOTL	0	50	0	0	165	0	0	
REGIONAL TOTAL	1-5	0	0	0	0	0	0	0	
	6-39	0	0	89	0	140	0	0	
	40 +	0	0	0	0	25	0	0	
	UNSP	0	75	0	0	145	0	0	
	TOTL	0	75	89	0	310	0	0	

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REGION 03

NUMBER OF PEOPLE EDUCATED

HRS EDUC	* K-6	STUDENTS K-12	* COLL	YOUTH & YOUNG	EDUCATORS K-12	COLL	LAW ENFORCE	HEALTH PERSON	SOCIAL SERVICE	GEN COMMUN	TOTAL
1-5	0	0	0	0	0	0	0	0	0	0	0
6-39	0	0	0	0	0	0	0	0	0	0	0
40 +	0	0	0	0	25	0	0	0	0	64	39
UNSP	0	0	0	0	0	0	0	0	0	0	0
TOTL	0	0	0	0	25	0	0	0	0	64	89
1-5	0	0	0	0	0	0	0	0	0	0	0
6-39	0	0	0	0	0	0	0	0	0	0	0
40 +	0	0	0	0	0	0	0	0	0	0	0
UNSP	0	25	0	0	15	0	0	0	0	0	40
TOTL	0	25	0	0	15	0	0	0	0	0	40
1-5	0	0	0	0	0	0	0	0	0	0	0
6-39	0	0	89	0	75	0	0	0	0	0	164
40 +	0	0	0	0	0	0	0	0	0	0	0
UNSP	0	0	0	0	30	0	0	0	0	0	30
TOTL	0	0	89	0	105	0	0	0	0	0	194
1-5	0	0	0	0	0	0	0	0	0	0	0
6-39	0	0	89	0	75	0	0	0	0	0	164
40 +	0	0	0	0	25	0	0	0	0	64	89
UNSP	0	25	0	0	45	0	0	0	0	0	70
TOTL	0	25	89	0	145	0	0	0	0	64	323
1-5	0	0	0	0	0	0	0	0	0	0	0
6-39	0	0	0	0	65	0	0	0	0	0	65
40 +	0	0	0	0	0	0	0	0	0	0	0
UNSP	0	50	0	0	100	0	0	0	0	50	200
TOTL	0	50	0	0	155	0	0	0	0	50	265
1-5	0	0	0	0	0	0	0	0	0	0	0
6-39	0	0	0	0	65	0	0	0	0	0	65
40 +	0	0	0	0	0	0	0	0	0	0	0
UNSP	0	50	0	0	100	0	0	0	0	50	200
TOTL	0	50	0	0	165	0	0	0	0	50	265
1-5	0	0	0	0	0	0	0	0	0	0	0
6-39	0	0	89	0	140	0	0	0	0	0	229
40 +	0	0	0	0	25	0	0	0	0	64	89
	0	75	0	0	145	0	0	0	0	50	270
	0	75	89	0	310	0	0	0	0	114	588

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PROJ TYPE	ST	PROJECT NAME	HRS EDUC	*K-6	STUDENTS K-12	*COLL	YOUTH & YOUNG	EDUCATORS K-12	COLL	LAW ENFORCE	HEALTH PERSON
36		STATES	1-5	0	0	0	12	232	0	0	
			6-39	100	0	89	265	713	0	0	
			40 +	0	0	0	0	639	0	0	
			UNSP	0	8025	7	591	7592	25	2	7
			TOTL	100	8025	96	868	9225	25	2	20
10		COLLEGES	1-5	0	0	0	0	0	0	0	
			6-39	0	200	31	0	0	0	0	
			40 +	0	0	81	0	0	0	0	
			UNSP	0	240	1120	0	0	0	35	
			TOTL	0	440	1232	0	8	0	35	
22		COMMUNITIES	1-5	0	0	0	0	11	0	0	90
			6-39	8	134	102	0	547	0	0	
			40 +	0	0	0	0	0	0	0	
			UNSP	97	605	80	70	438	0	25	1
			TOTL	105	739	182	70	996	0	25	10
6		REG. TRNG. CENTERS	1-5	0	0	0	0	0	0	0	
			6-39	0	0	0	0	0	0	0	
			40 +	0	71	34	6	149	17	47	2
			UNSP	0	0	0	0	0	0	0	
			TOTL	0	71	34	6	149	17	47	2
0		PLANNING GRANTS	1-5	0	0	0	0	0	0	0	
			6-39	0	0	0	0	0	0	0	
			40 +	0	0	0	0	0	0	0	
			UNSP	0	0	0	0	0	0	0	
			TOTL	0	0	0	0	0	0	0	
74		TOTAL PROJECTS	1-5	0	0	0	12	293	0	0	90
			6-39	108	334	222	265	1267	0	0	
			40 +	0	71	115	6	789	17	47	2
			UNSP	97	8870	1207	661	8030	25	62	3
			TOTL	205	9275	1544	944	10378	42	109	14

NUMBER OF PEOPLE EDUCATED

NUMBER OF PEOPLE EDUCATED

HRS EDUC	* K-6	STUDENTS K-12	* COLL	YOUTH & YOUNG	EDUCATORS K-12	COLL	LAW ENFORCE	HEALTH PERSON	SOCIAL SERVICE	GEN COMMUN	TOTAL
1-5	0	0	0	12	282	0	0	0	0	0	294
6-39	100	0	89	265	712	0	0	0	17	2155	3330
40 +	0	0	0	0	639	0	0	0	12	495	1146
UNSP	0	8025	7	591	7592	25	2	20	47	16035	32344
TOTL	100	8025	96	868	9225	25	2	20	76	18685	37132
1-5	0	0	0	0	0	0	0	0	0	0	0
6-39	0	200	31	0	8	0	0	0	0	33	277
40 +	0	0	81	0	0	0	0	0	0	40	121
UNSP	0	240	1120	0	0	0	35	0	6	2609	4010
TOTL	0	440	1232	0	8	0	35	0	6	2697	4408
1-5	0	0	0	0	11	0	0	90	0	155	256
6-39	8	134	102	0	547	0	0	0	0	351	1142
40 +	0	0	0	0	0	0	0	0	0	151	151
UNSP	97	605	80	70	438	0	25	10	21	4112	5458
TOTL	105	739	182	70	996	0	25	100	21	4779	7017
1-5	0	0	0	0	0	0	0	0	0	0	0
6-39	0	0	0	0	0	0	0	0	0	0	0
40 +	0	71	34	6	149	17	47	24	119	175	642
UNSP	0	0	0	0	0	0	0	0	0	0	0
TOTL	0	71	34	6	149	17	47	24	119	175	642
1-5	0	0	0	0	0	0	0	0	0	0	0
6-39	0	0	0	0	0	0	0	0	0	0	0
40 +	0	0	0	0	0	0	0	0	0	0	0
UNSP	0	0	0	0	0	0	0	0	0	0	0
TOTL	0	0	0	0	0	0	0	0	0	0	0
1-5	0	0	0	12	293	0	0	90	0	155	550
6-39	108	334	222	265	1267	0	0	0	17	2544	4757
40 +	0	71	115	6	768	17	47	24	131	871	2070
UNSP	97	8870	1207	661	8030	25	62	30	74	22755	41812
TOTL	205	9275	1544	944	10378	42	109	144	222	26326	49189

Training Summary

The Training Summary is a sub-set of the Education
and Training Summary. It presents information on those
activities where training is clearly identified as the
purpose. The same format and totals are provided.

PROJ TYPE ST PROJECT NAME	HRS TRNG	* K-6	STUDENTS K-12	* COLL	YOUTH & YOUNG	EDUCATORS K-12	COLL	LAW ENFORCE	HEALTH PERSON
COLL MS JACKSON STATE COLLEGE DRUG ED	1-5	0	0	0	0	0	0	0	
	6-39	0	0	6	0	0	0	0	
	40 +	0	0	0	0	0	0	0	
	UNSP	0	0	0	0	0	0	0	
	TOTL	0	0	6	0	0	0	0	
TOTAL COLLEGE	1-5	0	0	0	0	0	0	0	
	6-39	0	0	6	0	0	0	0	
	40 +	0	0	0	0	0	0	0	
	UNSP	0	0	0	0	0	0	0	
	TOTL	0	0	6	0	0	0	0	
COMM FL TAMPA THE DOOR	1-5	0	0	0	0		0	0	
	6-39	0	0	0	0	0	0	0	
	40 +	0	0	0	0	0	0	0	
	UNSP	0	0	0	0	1	0	0	
	TOTL	0	0	0	0	1	0	0	
COMM GA ATLANTA KIRKWOOD COMMUNITY	1-5	0	0	0	0	0	0	0	
	6-39	0	0	0	0	0	0	0	
	40 +	0	0	0	0	0	0	0	
	UNSP	0	0	0	0	0	0	0	
	TOTL	0	0	0	0	0	0	0	
COMM SC COLUMBIA, SC URBAN SERV CTR	1-5	0	0	0	0	0	0	0	
	6-39	0	0	0	0	0	0	0	
	40 +	0	0	0	0	0	0	0	
	UNSP	0	40	0	0	15	0	0	
	TOTL	0	40	0	0	15	0	0	
TOTAL COMMUNITY	1-5	0	0	0	0	0	0	0	
	6-39	0	0	0	0	0	0	0	
	40 +	0	0	0	0	0	0	0	
	UNSP	0	40	0	0	16	0	0	
	TOTL	0	40	0	0	16	0	0	
R E G I O N A L T O T A L	1-5	0	0	0	0	0	0	0	
	6-39	0	0	6	15	275	0	0	
	40 +	0	0	0	0	139	0	0	
	UNSP	0	40	7	1	488	25	0	
	TOTL	0	40	13	16	902	25	0	

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REGION 04

NUMBER OF PEOPLE TRAINED

	HRS TRNG	* K-6	STUDENTS K-12	* COLL	YOUTH & YOUNG	EDUCATORS K-12	COLL	LAW ENFORCE	HEALTH PERSON	SOCIAL SERVICE	GEN COMMUN	TOTAL
DRUG ED	1-5	0	0	0	0	0	0	0	0	0	0	0
	6-39	0	0	6	0	0	0	0	0	0	20	26
	40 +	0	0	0	0	0	0	0	0	0	0	0
	UNSP	0	0	0	0	0	0	0	0	0	0	0
	TOTL	0	0	6	0	0	0	0	0	0	20	26
	1-5	0	0	0	0	0	0	0	0	0	0	0
	6-39	0	0	6	0	0	0	0	0	0	20	26
	40 +	0	0	0	0	0	0	0	0	0	0	0
	UNSP	0	0	0	0	0	0	0	0	0	0	0
	TOTL	0	0	6	0	0	0	0	0	0	20	26
	1-5	0	0	0	0	0	0	0	0	0	0	0
	6-39	0	0	0	0	0	0	0	0	0	0	0
	40 +	0	0	0	0	0	0	0	0	0	0	0
	UNSP	0	0	0	0	1	0	0	0	3	6	10
	TOTL	0	0	0	0	1	0	0	0	3	6	10
NITY	1-5	0	0	0	0	0	0	0	0	0	0	0
	6-39	0	0	0	0	0	0	0	0	0	0	0
	40 +	0	0	0	0	0	0	0	0	0	0	0
	UNSP	0	0	0	0	0	0	0	0	0	46	46
	TOTL	0	0	0	0	0	0	0	0	0	46	46
V CTR	1-5	0	0	0	0	0	0	0	0	0	30	30
	6-39	0	0	0	0	0	0	0	0	0	0	0
	40 +	0	0	0	0	0	0	0	0	0	0	0
	UNSP	0	40	0	0	15	0	0	0	12	117	184
	TOTL	0	40	0	0	15	0	0	0	12	147	214
	1-5	0	0	0	0	0	0	0	0	0	30	30
	6-39	0	0	0	0	0	0	0	0	0	0	0
	40 +	0	0	0	0	0	0	0	0	0	0	0
	UNSP	0	40	0	0	16	0	0	0	15	169	240
	TOTL	0	40	0	0	16	0	0	0	15	199	270
	1-5	0	0	0	0	0	0	0	0	0	30	30
	6-39	0	0	6	15	275	0	0	0	0	20	316
	40 +	0	0	0	0	139	0	0	0	0	110	249
	UNSP	0	40	7	1	488	25	0	0	15	190	766
	TOTL	0	40	13	16	902	25	0	0	15	350	1361

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PROJ TYPE	ST	PROJECT NAME	HRS TRNG	*K-5	STUDENTS K-12	*COLL	YOUTH & YOUNG	EDUCATORS K-12	COLL	LAW ENFORCE	HEALTH PERSON
35		STATES	1-5	0	0	0	12	192	0	0	
			6-39	0	0	89	265	5?1	0	0	
			40 +	0	0	0	0	639	0	0	0
			UNSP	0	3025	7	591	7430	25	2	20
			TOTL	0	3025	95	863	8942	25	2	20
6		COLLEGES	1-5	0	0	0	0	0	0	0	0
			6-39	0	0	6	0	0	0	0	0
			40 +	0	0	6	0	0	0	0	
			UNSP	0	0	0	0	0	0	35	
			TOTL	0	0	12	0	0	0	35	
19		COMMUNITIES	1-5	0	0	0	0	11	0	0	
			6-39	0	84	102	0	517	0	0	
			40 +	0	0	0	0	0	0	0	
			UNSP	0	46	10	0	187	0	0	
			TOTL	0	130	112	0	715	0	0	
6		REG. TRNG. CENTERS	1-5	0	0	0	0	0	0	0	
			6-39	0	0	0	0	0	0	0	
			40 +	0	71	34	6	149	17	47	2
			UNSP	0	0	0	0	0	0	0	
			TOTL	0	71	34	6	149	17	47	2
0		PLANNING GRANTS	1-5	0	0	0	0	0	0	0	
			6-39	0	0	0	0	0	0	0	
			40 +	0	0	0	0	0	0	0	
			UNSP	0	0	0	0	0	0	0	
			TOTL	0	0	0	0	0	0	0	
66		TOTAL PROJECTS	1-5	0	0	0	12	193	0	0	
			6-39	0	84	197	265	1208	0	0	
			40 +	0	71	40	6	788	17	47	2
			UNSP	0	3071	17	591	7617	25	37	2
			TOTL	0	3226	254	874	9806	42	84	4

NUMBER OF PEOPLE TRAINED

HRS TRNG	* K-5	STUDENTS K-12	* COLL	YOUTH & YOUNG	EDUCATORS K-12	COLL	LAW ENFORCE	HEALTH PERSON	SOCIAL SERVICE	GEN COMMUN	TOTAL
1-5	0	0	0	12	182	0	0	0	0	0	194
6-39	0	0	89	265	591	0	0	0	17	1930	2992
40 +	0	0	0	0	639	0	0	0	12	420	1071
UNSP	0	3025	7	591	7430	25	2	20	39	6823	17967
TOTL	0	3025	96	868	8942	25	2	20	68	9176	22224
1-5	0	0	0	0	0	0	0	0	0	0	0
6-39	0	0	6	0	0	0	0	0	0	2	44
40 +	0	0	6	0	0	0	0	0	0	0	6
UNSP	0	0	0	0	0	0	35	0	6	183	224
TOTL	0	0	12	0	0	0	35	0	6	225	279
1-5	0	0	0	0	11	0	0	0	0	30	41
6-39	0	84	102	0	517	0	0	0	0	269	972
40 +	0	0	0	0	0	0	0	0	0	141	141
UNSP	0	46	10	0	1	0	0	0	21	3004	3251
TOTL	0	130	112	0	715	0	0	0	21	3464	4442
1-5	0	0	0	0	0	0	0	0	0	0	0
6-39	0	0	0	0	0	0	0	0	0	0	0
40 +	0	71	34	6	149	17	47	24	119	175	642
UNSP	0	0	0	0	0	0	0	0	0	0	0
TOTL	0	71	34	6	149	17	47	24	119	175	642
1-5	0	0	0	0	0	0	0	0	0	0	0
6-39	0	0	0	0	0	0	0	0	0	0	0
40 +	0	0	0	0	0	0	0	0	0	0	0
UNSP	0	0	0	0	0	0	0	0	0	0	0
TOTL	0	0	0	0	0	0	0	0	0	0	0
1-5	0	0	0	12	193	0	0	0	0	30	235
6-39	0	84	197	265	1208	0	0	0	17	2237	4008
40 +	0	71	40	6	788	17	47	24	131	756	1880
UNSP	0	3071	17	591	7617	25	37	20	66	10020	21464
TOTL	0	3226	254	874	9806	42	84	44	214	13043	27587

Direct Services Summary

Direct services are those project activities that respond to the personal problems of individuals, usually in a personalized, and direct, interactive real-time fashion. This report presents the numbers of individuals reported as receiving direct assistance by each of the major types of direct intervention, e.g., counselling, hot-line, referral, etc.

Information is provided by project, region, program component, and national totals.
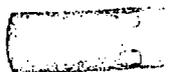
REPORT 080 - ACTIVITY DATA   REGIONAL RECIPIENTS OF DIRECT SERVICES SUMMARY
NATIONAL DRUG EDUCATION PROGRAM   AS OF QUARTER ENDING 03/31/73

                                                                    REGION 04

REGION 04   PROJECT TYPE-COMM   STATE-GA   PROJECT NAME-ATLANTA KIRKWOOD COMMUNITY

NUMBER OF RECIPIENTS OF EACH DIRECT SERVICE

QUARTER	ALTERNATIVES	COUNSELING	DROP-IN CENTER	HOTLINE	INFORMATION	PROFESSIONAL SERVICES
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	27	0	0	0	0	0
4	0	0	0	0	0	0
TOTAL	27	0	0	0	0	0

REGION 04   PROJECT TYPE-COMM   STATE-SC   PROJECT NAME-COLUMBIA, SC URBAN SERV CTR

NUMBER OF RECIPIENTS OF EACH DIRECT SERVICE

QUARTER	ALTERNATIVES	COUNSELING	DROP-IN CENTER	HOTLINE	INFORMATION	PROFESSIONAL SERVICES
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	2,040	0	1,125	0	0
4	0	0	0	0	0	0
TOTAL	0	2,040	0	1,125	0	0

COMMUNITY TOTAL FOR THIS REGION

	ALTERNATIVES	COUNSELING	DROP-IN CENTER	HOTLINE	INFORMATION	PROFESSIONAL SERVICES
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	27	2,040	304	3,234	0	0
4	0	0	0	0	0	0
TOTAL	27	2,040	304	3,234	0	0

STATE-GA   PROJECT NAME-ATLANTA KIRKWOOD COMMUNITY

NUMBER OF RECIPIENTS OF EACH DIRECT SERVICE

UNSELING	DROP-IN CENTER	HOTLINE	INFORMATION	PROFESSIONAL SERVICES	SHELTER	REFERRAL	OTHER
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0

STATE-SC   PROJECT NAME-COLUMBIA, SC URBAN SERV CTR

NUMBER OF RECIPIENTS OF EACH DIRECT SERVICE

UNSELING	DROP-IN CENTER	HOTLINE	INFORMATION	PROFESSIONAL SERVICES	SHELTER	REFERRAL	OTHER
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
2,040	0	1,125	0	0	0	0	97
0	0	0	0	0	0	0	0
2,040	0	1,125	0	0	0	0	97

0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
2,040	304	3,234	0	0	0	0	97
0	0	0	0	0	0	0	0
2,040	304	3,234	0	0	0	0	97

REGIONAL RECIPIENTS OF DIRECT SERVICES SUMMARY
AS OF QUARTER ENDING 03/31/73

REGION 04

R E G I O N A L   T O T A L

NUMBER OF RECIPIENTS OF EACH DIRECT SERVICE

QUARTER	ALTERNATIVES	COUNSELING	DROP-IN CENTER	HOTLINE	INFORMATION	PROFESSIONAL SERVICES	SHELTER
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	27	2,040	304	3,314	0	0	0
4	0	0	0	0	0	0	0
TOTAL	27	2,040	304	3,314	0	0	0

II-56

REGIONAL RECIPIENTS OF DIRECT SERVICES SUMMARY
AS OF QUARTER ENDING 03/31/73

REGION 04

NUMBER OF RECIPIENTS OF EACH DIRECT SERVICE

NSELING	DROP-IN CENTER	HOTLINE	INFORMATION	PROFESSIONAL SERVICES	SHELTER	REFERRAL	OTHER
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
2,040	304	3,314	0	0	0	0	97
0	0	0	0	0	0	0	0
2,040	304	3,314	0	0	0	0	97

REPORT 090 - ACTIVITY DATA   REGIONAL RECIPIENTS OF DIRECT SERVICES SUMMARY
NATIONAL DRUG EDUCATION PROGRAM   AS OF QUARTER ENDING 03/31/73

NUMBER OF RECIPIENTS OF EACH DIRECT SERVICE

QUARTER	ALTERNATIVES	COUNSELING	DROP-IN CENTER	HOTLINE	INFORMATION	PROFESSIONAL SERVICES	SHELTER
3 STATES							
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	0	306	0	0	20	0	0
4	0	0	0	0	0	0	0
TOTAL	0	306	0	0	20	0	0
9 COLLEGES							
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	0	2,100	0	80	150	9	0
4	0	0	0	0	0	0	0
TOTAL	0	2,100	0	80	150	9	0
30 COMMUNITIES							
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	1,089	7,069	3,399	7,827	130	3,494	100
4	0	0	0	0	0	0	0
TOTAL	1,089	7,069	3,399	7,827	130	3,494	100
0 REG. TRNG. CENTERS							
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0

II-57

NUMBER OF RECIPIENTS OF EACH DIRECT SERVICE

UNSELING	DROP-IN CENTER	HOTLINE	INFORMATION	PROFESSIONAL SERVICES	SHELTER	REFERRAL	OTHER
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
306	0	0	20	0	0	0	20
0	0	0	0	0	0	0	0
306	0	0	20	0	0	0	20
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
2,100	0	80	150	9	0	39	2,921
0	0	0	0	0	0	0	0
2,100	0	80	150	9	0	39	2,921
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
7,069	3,399	7,827	130	3,494	100	2,191	5,391
0	0	0	0	0	0	0	0
7,069	3,399	7,827	130	3,494	100	2,191	5,391
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0

REPORT 030 - ACTIVITY DATA
NATIONAL DRUG EDUCATION PROGRAM

REGIONAL RECIPIENTS OF DIRECT SERVICES SUMMARY
AS OF QUARTER ENDING 03/31/73

NUMBER OF RECIPIENTS OF EACH DIRECT SERVICE

QUARTER	ALTERNATIVES	COUNSELING	DROP-IN CENTER	HOTLINE	INFORMATION	PROFESSIONAL SERVICES	SHELTER
PLANNING GRANTS							
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0
42 TOTAL PROJECTS							
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	1,089	9,475	3,399	7,907	300	3,503	100
4	0	0	0	0	0	0	0
TOTAL	1,089	9,475	3,399	7,907	300	3,503	100

II-58

REGIONAL RECIPIENTS OF DIRECT SERVICES SUMMARY
AS OF QUARTER ENDING 03/31/73

NUMBER OF RECIPIENTS OF EACH DIRECT SERVICE

COUNSELING	DROP-IN CENTER	HOTLINE	INFORMATION	PROFESSIONAL SERVICES	SHELTER	REFERRAL	OTHER
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
9,475	3,399	7,907	300	3,503	100	2,230	8,332
0	0	0	0	0	0	0	0
9,475	3,399	7,907	300	3,503	100	2,230	8,032

Indirect Services Summary

Indirect services are those project activities which are primarily dissemination oriented. In these activities the exact nature and number of people reached is difficult to assess.

Numbers reported by each project by quarter are displayed by the major means of providing these services.

REGIONAL RECIPIENTS OF INDIRECT SERVICES SUMMARY
AS OF QUARTER ENDING 03/31/73

REGION 01

REGION 01   PROJECT TYPE-STATE   STATE-CT   PROJECT NAME-CONNECTICUT DEP (HARTFORD)

NUMBER OF RECIPIENTS OF EACH INDIRECT SERVICE

QUARTER	DISPLAYS & POSTERS	NEWSLETTERS	MASS MEDIA	THROUGH 'MULTIPLIER EFFECT'	PAMPHLETS/ WRITTEN MATERIAL
1	0	0	0	0	0.
2	0	0	0	0	0
3	0	198	0	255,000	0
4	0	0	0	0	0
TOTAL	0	198	0	255,000	0

REGION 01   PROJECT TYPE-STATE   STATE-MA   PROJECT NAME-MASSACHUSETTS DEP (BOSTON)

NUMBER OF RECIPIENTS OF EACH INDIRECT SERVICE

QUARTER	DISPLAYS & POSTERS	NEWSLETTERS	MASS MEDIA	THROUGH 'MULTIPLIER EFFECT'	PAMPHLETS/ WRITTEN MATERIAL
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
TOTAL	0	0	0	0	0

REGION 01   PROJECT TYPE-STATE   STATE-ME   PROJECT NAME-MAINE DEP (AUGUSTA)

NUMBER OF RECIPIENTS OF EACH INDIRECT SERVICE

QUARTER	DISPLAYS & POSTERS	NEWSLETTERS	MASS MEDIA	THROUGH 'MULTIPLIER EFFECT'	PAMPHLETS/ WRITTEN MATERIAL
1	0	0	0	0	0
2	0	0	0	0	0
3	400	0	0	100	5,500
4	0	0	0	0	0
TOTAL	400	0	0	100	5,500

09-II

REGION 01

STATE-CT   PROJECT NAME-CONNECTICUT DEP (HARTFORD)

NUMBER OF RECIPIENTS OF EACH INDIRECT SERVICE

PLAYS & STERS	NEWSLETTERS	MASS MEDIA	THROUGH 'MULTIPLIER EFFECT'	PAMPHLETS/ WRITTEN MATERIAL	SPEAKERS PRESEN- TATIONS	CURRICULUM GUIDE	OTHER
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	198	0	255,000	0	72	0	165
0	0	0	0	0	0	0	0
0	198	0	255,000	0	72	0	165

STATE-MA   PROJECT NAME-MASSACHUSETTS DEP (BOSTON)

NUMBER OF RECIPIENTS OF EACH INDIRECT SERVICE

PLAYS & STERS	NEWSLETTERS	MASS MEDIA	THROUGH 'MULTIPLIER EFFECT'	PAMPHLETS/ WRITTEN MATERIAL	SPEAKERS PRESEN- TATIONS	CURRICULUM GUIDE	OTHER
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0

STATE-ME   PROJECT NAME-MAINE DEP (AUGUSTA)

NUMBER OF RECIPIENTS OF EACH INDIRECT SERVICE

SPLAYS & OSTERS	NEWSLETTERS	MASS MEDIA	THROUGH 'MULTIPLIER EFFECT'	PAMPHLETS/ WRITTEN MATERIAL	SPEAKERS PRESEN- TATIONS	CURRICULUM GUIDE	OTHER
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
400	0	0	100	5,500	0	75	0
0	0	0	0	0	0	0	0
400	0	0	100	5,500	0	75	0

QUARTER	DISPLAYS & POSTERS	NEWSLETTERS	MASS MEDIA	THROUGH "MULTIPLIER EFFECT"	PAMPHLETS/ WRITTEN MATERIAL	SPEA PRES TATI
41 STATES						
1	0	0	0	0	0	
2	0	0	0	0	0	
3	400	3,444	249	461,564	522,214	5
4	0	0	0	0	0	
TOTAL	400	3,444	249	461,564	522,214	5
12 COLLEGES						
1	0	0	0	0	0	
2	0	0	0	0	0	
3	0	2,000	150,987	1,000	1,060	1
4	0	0	0	0	0	
TOTAL	0	2,000	150,987	1,000	1,060	1
35 COMMUNITIES						
1	0	0	0	0	0	
2	0	0	0	0	0	
3	6,325	7,450	2,810,343	177,003	48,105	3
4	0	0	0	0	0	
TOTAL	6,325	7,450	2,810,343	177,003	48,105	3
6 REG. TRNG. CENTERS						
1	0	0	0	0	0	
2	0	0	0	0	0	
3	0	0	0	0	0	
4	0	0	0	0	0	
TOTAL	0	0	0	0	0	

NUMBER OF RECIPIENTS OF EACH INDIRECT SERVICE

I9-II

NUMBER OF RECIPIENTS OF EACH INDIRECT SERVICE

DISPLAYS & POSTERS	NEWSLETTERS	MASS MEDIA	THROUGH 'MULTIPLIER EFFECT'	PAMPHLETS/ WRITTEN MATERIAL	SPEAKERS PRESEN- TATIONS	CURRICULUM GUIDE	OTHER
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
400	3,444	249	461,564	522,214	5,105	10,247	8,165
0	0	0	0	0	0	0	0
400	3,444	249	461,564	522,214	5,105	10,247	8,165
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	2,000	150,987	1,000	1,060	1,919	0	15,297
0	0	0	0	0	0	0	0
0	2,000	150,987	1,000	1,060	1,919	0	15,297
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
6,325	7,450	2,810,343	177,003	48,105	3,204	0	1,010,900
0	0	0	0	0	0	0	0
6,325	7,450	2,810,343	177,003	48,105	3,204	0	1,010,900
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0

REPORT 090 - ACTIVITY DATA   REGIONAL RECIPIENTS OF INDIRECT SERVICES SUMMARY
NATIONAL DRUG EDUCATION PROGRAM   AS OF QUARTER ENDING 03/31/73

QUARTER		NUMBER OF RECIPIENTS OF EACH INDIRECT SERVICE				
	DISPLAYS & POSTERS	NEWSLETTERS	MASS MEDIA	THROUGH 'MULTIPLIER EFFECT'	PAMPHLETS/ WRITTEN MATERIAL	SPEAKER PRESEN TATIONS

O   PLANNING GRANTS

1	0	0	0	0	0	
2	0	0	0	0	0	
3	C	0	0	0	0	
4	C	0	0	0	0	
TOTAL	0	0	0	0	0	

94   TOTAL PROJECTS

1	0	0	0	0	0	
2	0	0	0	0	0	
3	6,725	12,894	2,961,579	639,567	571,379	10,2
4	0	0	0	0	0	
TOTAL	6,725	12,894	2,961,579	639,567	571,379	10,2

II-62

REGIONAL RECIPIENTS OF INDIRECT SERVICES SUMMARY
AS OF QUARTER ENDING 03/31/73

SPLAYS & OSTERS	NEWSLETTERS	MASS MEDIA	NUMBER OF RECIPIENTS OF EACH INDIRECT SERVICE THROUGH 'MULTIPLIER EFFECT'	PAMPHLETS/ WRITTEN MATERIAL	SPEAKERS PRESEN- TATIONS	CURRICULUM GUIDE	OTHER
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
6,725	12,894	2,961,579	639,567	571,379	10,229	10,247	1,034,368
	0	0	0	0	0	0	0
5,725	12,894	2,961,579	639,567	571,379	10,229	10,747	1,034,368

Inter-organizational Involvement Summary

This report presents an overview of the local and state level organizations that are involved as targets or in cooperative or coordinated endeavors with NDEP projects.

The data is presented by project, region, program component and national totals.

ORGANIZATIONS INVOLVED WITH NDEP PROGRAMS
AS OF QUARTER ENDING 03/31/73

REGION 07

NUMBER OF ORGANIZATIONS SERVED

PROJ ST PROJECT NAME TYPE	EDUC	STATE LEVEL ORGANIZATIONS					EDUC	HLT /MH	LOCAL LEVE CRIM JUST	SOC SER
		HLT /MH	CRIM JUST	SOC SERV	DRUG PGMS	OTHER PGMS				
STAT AR ARKANSAS DEP (LITTLE ROCK)	0	0	0	0	0	0	1	0	0	
STAT AZ ARIZONA DEP (PHOENIX)	0	0	0	0	0	1	2	0	0	
STAT CO COLORADO DEP (DENVER)	3	2	1	0	1	0	8	0	0	
STAT LA LOUISIANA DEP (BATON ROUGE)	0	0	0	0	0	0	0	0	0	
STAT NM NEW MEXICO DEP (SANTA FE)	0	0	0	0	0	0	30	0	0	
STAT OK OKLAHOMA DEP (OKLAHOMA CITY)	1	4	0	0	1	0	275	0	0	
STAT TX TEXAS DEP (AUSTIN)	0	0	3	0	0	0	31	0	0	
STAT UT UTAH DEP (SALT LAKE CITY)	1	0	0	0	2	0	71	0	0	
STATE TOTALS	5	6	4	0	4	1	418	0	0	
COLL NM UNIV NEW MEXICO DRUG	3	0	0	0	0	0	0	0	0	
COLLEGE TOTALS	3	0	0	0	0	0	0	0	0	
COMM AR EL DORADO DRUG EDUCATION PROJ	0	0	0	0	0	0	3	0	0	
COMM CO DENVER SCHOOL/COMMUNITY PRGM	0	0	1	0	0	0	1	0	0	
COMM TX SAN ANGELO,TEXAS TRADE	0	0	0	0	0	0	0	2	0	
COMMUNITY TOTALS	0	0	1	0	0	0	4	2	0	
REGIONAL TOTAL	8	6	5	0	4	1	422	2	0	

REGION 07

NUMBER OF ORGANIZATIONS SERVED

	STATE LEVEL ORGANIZATIONS							LOCAL LEVEL ORGANIZATIONS						
EDUC	HLT /MH	CRIM JUST	SOC SERV	DRUG PGMS	OTHER GMS		EDUC	HLT /MH	CRIM JUST	SOC SERV	DRUG PGMS	OTHER PGMS		TOTAL ORGS.
0	0	0	0	0	0		1	0	0	0	0	0		1
0	0	0	0	0	1		2	0	0	0	1	0		4
3	2	1	0	1	0		8	0	0	1	0	0		27
0	0	0	0	0	0		0	0	0	0	0	0		8
0	0	0	0	0	0		30	0	0	0	0	5		35
1	4	0	0	1	0		275	0	0	0	0	44		325
0	0	3	0	0	0		31	0	0	0	0	0		61
1	0	0	0	2	0		71	0	0	0	0	3		79
5	5	4	0	4	1		418	0	0	1	1	52		540
3	0	0	0	0	0		0	0	0	0	106	5		115
3	0	0	0	0	0		0	0	0	0	106	5		115
0	0	0	0	0	0		3	0	0	2	0	6		11
0	0	1	0	0	0		1	0	0	2	0	4		38
0	0	0	0	0	0		0	2	0	1	1	1		5
0	0	1	0	0	0		4	2	0	5	1	11		54
8	6	5	0	4	1		422	2	0	6	108	68		709

REPORT 100 - ACTIVITY DATA
NATIONAL DRUG EDUCATION PROGRAM

ORGANIZATIONS INVOLVED WITH NDEP PROGRAMS
AS OF QUARTER ENDING 03/31/73

| | | | STATE LEVEL ORGANIZATIONS | | | | | NUMBER OF ORGANIZATIONS SERVED | | LOCAL LEVEL | |
PROJ ST TYPE	PROJECT NAME	EDUC	HLT /MH	CRIM JUST	SOC SERV	DRUG PGMS	OTHER PGMS	EDUC	HLT /MH	CRIM JUST	SOC SERV
32	STATE TOTALS	13	7	6	0	27	7	2822	1	0	3
7	COLLEGE TOTALS	3	1	1	0	0	0	115	0	0	0
19	COMMUNITY TOTALS	0	1	3	0	1	0	61	9	0	141
0	REG. TRNG. CENTERS	0	0	0	0	0	0	0	0	0	0
0	PLANNING GRANT TOTALS	0	0	0	0	0	0	0	0	0	0
58	TOTAL PROJECTS	16	9	10	0	28	7	2998	10	0	144

ORGANIZATIONS INVOLVED WITH NDFP PROGRAMS
AS OF QUARTER ENDING 03/31/73

NUMBER OF ORGANIZATIONS SERVED

	STATE LEVEL ORGANIZATIONS						LOCAL LEVEL ORGANIZATIONS						
EDUC	HLT /MH	CRIM JUST	SOC SERV	DRUG PGMS	OTHER PGMS		EDUC	HLT /MH	CRIM JUST	SOC SERV	DRUG PGMS	OTHER PGMS	TOTAL ORGS.
13	7	6	0	27	7		2822	1	0	3	411	80	3843
3	1	1	0	0	0		115	0	0	0	131	37	295
0	1	3	0	1	0		61	9	0	141	85	110	549
0	0	0	0	0	0		0	0	0	0	0	0	0
0	0	0	0	0	0		0	0	0	0	0	0	0
16	9	10	0	28	7		2998	10	0	144	627	227	5298

National Summary of Participants

This report presents a summary of participation in all activities of NDEP projects. Participation is reported by type of service, program component, and with a national total. Indirect services are totalled separately since this data is less directly measurable that the other categories of participation.

PROGRAM SERVICES PARTICIPANTS
FOR QUARTER ENDING 03/31/73

JECT TYPE	NUMBER REPORTED	EDUCATION & TRAINING	DIRECT SERVICES	SUB TOTAL	IND SER
TE	5,5	564,333	4,034	568,367	
LEGE	18	14,855	4,301	19,156	
MUNITY	39	25,628	36,232	61,860	5
INING CENTER	8	679		679	
AL	120	605,495	44,567	650,062	5

PROGRAM SERVICES PARTICIPANTS
FOR QUARTER-ENDING 03/31/73

EDUCATION & TRAINING	DIRECT SERVICES	SUB TOTAL	INDIRECT SERVICES	07/25/73 TOTAL
564,333	4,034	568,367	560,348	1,128,715
14,855	4,301	19,156	110,978	130,134
25,628	36,232	61,860	5,118,442	5,180,302
679		679		679
605,495	44,567	650,062	5,789,768	6,439,830

1

Ethnic Profile of Participants

This report provides information about the ethnic background of participants in each general type of service activity.

Where available, data on the ethnic background of the potential target community is included, as well as staff ethnic breakdowns.

Data is reported by project, region, program component and national total.

REFURT 39   DATA   PROJECT ETHR PROFILE
NATICNAL DRUG ECUCATICN PROJECT   FOR QUARTER ENDING 03/31/73
                                                  REGICN C9

PROG TYPE ANC

NUMBER REPORTED

TYPE OF SERVICE   ETHNIC BACKGROUND CF PARTICIPANTS AND THEIR PERCENTAGE OF THE TYPE

	AMERICAN INDIAN	BLACK	CHICANO	CUBAN	ORIENTAL	PUERTO PICAN	WHITE
55 STATES							
EDUCATICN & TRAINING	1,000	6,715	2,183		46	8,912	30,819
	.19%	1.19%	.39%		.01%	1.58%	5.46%
DIRECT SERVICES	150	341			162	8	1,375
	3.72%	8.45%			4.02%	.20%	34.09%
INDIRECT SERVICES	4,600	16,004			50	14,776	186,608
	.82%	2.86%			.01%	2.64%	33.20%
TCTAL	5,840	20,806	1,083		298	23,688	218,802
	.52%	1.84%	.10%		.02%	2.10%	19.39%
TARGET							
STAFF		15	1		1	5	114
		10.71%	.71%		.71%	3.57%	81.43%
18 COLLEGES							
EDUCATICN & TRAINING	13	8,465	2,138	600	122	501	4,467
	.09%	56.98%	14.39%	4.04%	.82%	3.37%	30.07%
DIRECT SERVICES	9	222	88	1	5	20	1,517
	.21%	5.16%	2.05%	.02%	.12%	.47%	35.27%
INCIRECT SERVICES	612	16,806	6,032		105	600	18,791
	.55%	15.14%	5.44%		.09%	.54%	16.93%
TCTAL	634	24,383	6,118	601	232	1,101	24,775
	.49%	18.74%	4.70%	.46%	.18%	.85%	19.04%
TARGET							
STAFF	1	42	8			3	138
	.59%	24.85%	4.73%			1.78%	81.66%

ETHNIC BACKGROUND OF PARTICIPANTS AND THEIR PERCENTAGE OF THE TYPE OF SERVICE

AMERICAN INDIAN	BLACK	CHICANO	CUBAN	ORIENTAL	PUERTO RICAN	WHITE	OTHER	UNKNOWN	TOTAL
1,00C .19%	6,715 1.19%	2,183 .39%		46 .01%	8,912 1.58%	30,819 5.46%	513 .09%	515,624 91.37%	564,333
15C 3.72%	341 8.45%			162 4.02%	8 .20%	1,375 34.09%	1 .02%	2,001 49.60%	4,034
4,600 .82%	16,004 2.86%			50 .01%	14,776 2.64%	186,608 33.30%		339,310 60.37%	560,348
5,84C .52%	20,806 1.84%	1,083 .10%		258 .02%	23,688 2.10%	218,802 19.39%	514 .05%	855,935 75.83%	1,128,715
									6,347,449
	15 10.71%	1 .71%		1 .71%	5 3.57%	114 81.43%	5 3.57%	41 29.29%	140
13 .09%	8,465 56.98%	2,138 14.39%	600 4.04%	122 .82%	501 3.37%	4,467 30.07%		230 1.55%	14,855
5 .21%	222 5.16%	88 2.05%	1 .02%	5 .12%	20 .47%	1,517 35.27%		2,493 57.96%	4,301
612 .55%	16,806 15.14%	6,032 5.44%		105 .09%	600 .54%	18,791 16.93%		67,932 61.21%	110,978
634 .49%	24,383 18.74%	6,118 4.70%	601 .46%	232 .19%	1,101 .85%	24,775 19.04%		70,655 54.29%	130,134
									73,075
1 .59%	42 24.85%	8 4.73%			3 1.78%	138 81.66%	2 1.18%	50 29.59%	169

REFERT 39 C[..]CATA
NATIONAL DRUG EDUCATION PROJECT

PROJECT ETHN[...] PROFILE
FOR QUARTER END[...] 03/31/73
REGION 39

PROG TYPE AND

NUMBER REPORTED

TYPE OF SERVICE   ETHNIC BACKGROUND OF PARTICIPANTS AND THEIR PERCENTAGE OF THE

	AMERICAN					PUERTO	
	INDIAN	BLACK	CHICANO	CUBAN	ORIENTAL	RICAN	WHITE
39 COMMUNITIES							
EDUCATION & TRAINING	274	7,304	1,068	175	114	1,667	12,584
	1.07%	28.50%	4.17%	.63%	.44%	6.50%	49.10%
DIRECT SERVICES	609	12,056	6,970	16	59	6,106	13,406
	1.93%	33.27%	19.24%	.04%	.16%	16.85%	37.00%
INDIRECT SERVICES	159	55,098	1,359			685 2,002,567	245,626
		1.08%	.03%			.01% 39.12%	4.80%
TOTAL	1,132	73,652	1,569	191		858 2,004,234	271,616
	.02%	1.42%	.03%			.02% 38.69%	5.24%
TARGET							
STAFF	1	148	28	1	2	8	217
	.24%	35.92%	6.80%	.24%	.49%	1.94%	52.67%

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ETHNIC BACKGRCUNC CF PARTICIPANTS AND THEIR PERCENTAGE CF THE TYPE CF SERVICE

	AMERICAN INDIAN	BLACK	CHICANO	CUBAN	ORIENTAL	PLERTO RICAN	WHITE	CTHER	UNKNOWN	TCTAL
ING	274	7,304	1,068	175	114	1,667	12,584	156	3,228	25,628
	1.07%	28.50%	4.17%	.63%	.44%	6.50%	49.10%	.61%	12.60%	
	679	12,056	6,970	16	59	6,106	13,406	257	3,099	36,232
	1.93%	33.27%	19.24%	.04%	.16%	16.85%	37.00%	.71%	8.55%	
	159	55,098	1,259			685	2,002,567	245,026	1,817	2,811,021	5,118,442
		1.08%	.03%			.01%	39.12%	4.80%	.04%	54.92%	
	1,132	73,692	1,569	191		858	2,004,234	271,616	2,230	2,817,349	5,180,302
	.02%	1.42%	.03%			.02%	38.69%	5.24%	.04%	54.39%	
										4,658,351
	1	148	28	1	2	8	217	11	29	412
	.24%	35.92%	6.80%	.24%	.49%	1.94%	52.67%	2.67%	7.04%	

REPORT 39   CPS DATA
NATICNAL DRUG EDUCATICN PRCJECT

PRCJECT ETHNIC PROFILE
FOR CUARTER ENDING 03/31/73
REGION 02

PRCJECT TYPE - CCMMUNITY

STATE - NY

PRCJECT NAME - NEW YORK GANG DRUG PREVENTICN

TYPE OF SERVICE   ETHNIC BACKGROUND CF PARTICIPANTS AND THEIR PERCENTAGE CF THE TYPE CF S

	AMERICAN INDIAN	BLACK	CHICANO	CUBAN	ORIENTAL	PUERTO RICAN	WHITE	CTHER
EDUCATICN & TRAINING		410 38.64%	60 5.66%	60 5.66%	1 .09%	480 45.24%	50 4.71%	
DIRECT SERVICES		110 30.14%		15 4.11%		230 63.01%	10 2.74%	
INDIRECT SERVICES		235 33.29%		110 15.58%	360 50.99%		1 .14%	
TOTAL		755 35.41%	60 2.81%	185 8.68%	361 16.93%	710 33.30%	61 2.86%	
TARGET		36.00%	4.00%	2.00%		51.00%	7.00%	
STAFF		3 75.00%		1 25.00%				

RUG PREVENTICN

ETHNIC BACKGROUND CF PARTICIPANTS AND THEIR PERCENTAGE CF THE TYPE CF SERVICE

AMERICAN INDIAN	BLACK	CHICANO	CUBAN	ORIENTAL	PUERTO RICAN	WHITE	OTHER	UNKNOWN	TOTAL
	410	60	60	1	480	50			1,061
	38.64%	5.66%	5.66%	.09%	45.24%	4.71%			
	110		15		230	10			365
	30.14%		4.11%		63.01%	2.74%			
	235		110	360		1			706
	33.29%		15.58%	50.99%		.14%			
	755	60	185	361	710	61			2,132
	35.41%	2.81%	8.68%	16.93%	33.30%	2.86%			
	36.00%	4.00%	2.00%		51.00%	7.00%			2,300
	3		1						4
	75.00%		25.00%						

E.   PROJECT AND PROGRAM MANAGEMENT SUMMARIES
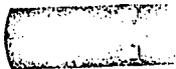
Staff Characteristics by Age, Sex, Job Level, and

Ethnic Background

    These reports present project, regional, program
component, and national summaries of the characteris-
tics of staff members working on NDEP projects.

PROJECT   STATE   PROJECT NAME

TYPE

NUMBER CF STAFF MEMBERS BY OTHER CHAR

			SEX	*	AGE		*	*
				16 - 22	22 - 35	CVER 35	PROFESSI
CCLLEGE	WV	WVA WESLEYAN COLG DRUG CCUNCIL	MALE	3			
			FEMALE	3			
			TOTAL	6			
			TOTAL MAN HC				
		CCLLEGE TOTAL	MALE	3			
			FEMALE	3			
			TOTAL	6			
			TOTAL MAN HC				
CCMMUNITY	MD	BALTIMCRE THE HCLSE CENTER	MALE	2	3		
			FEMALE	1			
			TOTAL	3	3		
			TOTAL MAN HC				
CCMMUNITY	MD	BALTIMCRE PROJECT DAWN	MALE		3	3	
			FEMALE		1	1	
			TOTAL		4	4	
			TOTAL MAN HC				1,9
CCMMUNITY	VA	RICHMCND VA RUBICCN	MALE	1	6	1	
			FEMALE	3	2	.	
			TOTAL	4	8	1	
			TOTAL MAN HC				
		CCMMUNITY TOTAL	MALE	3	12	4	
			FEMALE	4	3	1	
			TOTAL	7	15	5	
			TOTAL MAN HC				1,9
		REGICNAL TOTAL	MALE	6	13	5	
			FEMALE	7	5	1	
			TOTAL	13	18	6	
			TOTAL MAN HC				3,5

(5 PROJECTS)

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NUMBER CF STAFF MEMBERS BY OTHER CHARACTERISTICS

	SEX	*	AGE		*	*	JOB STATUS		*
		16 – 22	22 – 35	OVER 35		PROFESSIONAL	PARAPROF	CLERICAL	
LG DRUG CCUNCIL	MALE	3				1	'2		
	FEMALE	3					2	1	
	TOTAL	6				1	4	1	
	TOTAL MAN HC								
	MALE	3				1	2		
	FEMALE	3					2	1	
	TOTAL	6				1	4	1	
	TOTAL MAN HC								
CLSE CENTER	MALE	2	3			2	3		
	FEMALE	1						1	
	TOTAL	3	3			2	3	1	
	TOTAL MAN HC								
CT DAWN	MALE		3	3		5	1		
	FEMALE		1	1			1	1	
	TOTAL		4	4		5	2	1	
	TOTAL MAN HC					1,950	910	520	
BICCN	MALE	1	6	1			8		
	FEMALE	3	2			1	3	1	
	TOTAL	4	8	1		1	11	1	
	TOTAL MAN HC								
	MALE	3	12	4		7	12		
	FEMALE	4	3	1		1	4	3	
	TOTAL	7	15	5		8	16	3	
	TOTAL MAN HC					1,950	910	520	
	MALE	6	13	5		10	14		
	FEMALE	7	5	1		2	6	5	
	TOTAL	13	18	6		12	20	5	
	TOTAL MAN HC					3,510	910	806	

PROJECT TYPE   NUMBER OF STAFF MEMBERS BY CTHER CHARACTERISTICS

AND NUMBER PEPCRTEC	SEX	* 16 - 22	AGE 22 - 35	CVER 35 *	* PRCFESSICNAL	JCB. STATLS PARAPRCF	C:
55 STATES	MALE	5	46	40	83	10	
	FEMALE	13	37	22	32	4	
	TCTAL	19	•83	62	115	14	
	TCTAL MAN HC				27,146	1,600	
19 COLLEGES	MALE	70	28	4	31	70	
	FEMALE	62	20	4	8	77	
	TCTAL	132	48	8	39	147	
	TCTAL MAN HC				9,569	10,571	
39 COMMUNITIES	MALE	59	172	31	86	151	
	FEMALE	66	95	30	33	103	
	TCTAL	125	267	61	119	254	
	TCTAL MAN HC				40,568	76,755	
PLANNING GRANT	MALE						
	FEMALE						
	TCTAL						
	TCTAL MAN HC						
TCTAL	MALE	134	246	75	200	231	
	FEMALE	141	152	56	73	184	
	TCTAL	275	398	131	273	415	
	TCTAL MAN HC				77,283	88,926	

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PROGRAM STAFFING CHARACTERISTICS
FOR QUARTER ENDING 03/31/73
PROGRAM SUMMARY

NUMBER OF STAFF MEMBERS BY OTHER CHARACTERISTICS

SEX	* 16 - 22	AGE 22 - 35	OVER 35 *	* PROFESSIONAL	JOB STATUS PARAPROF	CLERICAL *
MALE	5	46	40	83	10	5
FEMALE	13	37	22	32	4	35
TOTAL	18	83	62	115	14	40
TOTAL MAN HO				27,146	1,600	11,319
MALE	70	28	4	31	70	6
FEMALE	62	20	4	8	77	15
TOTAL	132	48	8	39	147	21
TOTAL MAN HO				9,569	10,571	2,584
MALE	59	172	31	86	151	4
FEMALE	66	95	30	33	103	38
TOTAL	125	267	61	119	254	42
TOTAL MAN HO				40,568	76,755	11,244
NT MALE						
FEMALE						
TOTAL						
TOTAL MAN HO						
MALE	134	246	75	200	231	15
FEMALE	141	152	56	73	184	88
TOTAL	275	398	131	273	415	103
TOTAL MAN HO				77,283	88,926	25,147

REPORT 27   OPS DATA
NATIONAL DRUG EDUCATION PROJECT

PROGRAM STAFFING ETHNIC SUMMARY
FOR QUARTER ENDING 03/31/73
NUMBER OF STAFF MEMBERS BY ETHNIC BACKGROUND

PROG TYPE AND NUMBER REPORTED	AMERICAN INDIAN	BLACK	CHICANO	CUBAN	ORIENTAL	PUERTO RICAN	WHITE
55 STATES		15	1 ..		1	5	114
18 COLLEGES	1	42	8		3		138
39 COMMUNITIES	1	148	28	1	2	8	217
2 PLANNING GRANT						3	
TOTAL	2	205	37	1	6	16	469

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PROGRAM STAFFING ETHNIC SUMMARY
FOR QUARTER ENDING 03/31/73
NUMBER OF STAFF MEMBERS BY ETHNIC BACKGROUND

1   7/25/73

BLACK	CHICANO	CUBAN	ORIENTAL	PUERTO RICAN	WHITE	OTHER	UNKNOWN	TOTAL
15	1		1	5	114	5	41	140
42	8		3		138	2	50	169
148	28	1	2	8	217	11	29	412
				3				3
205	37	1	6	16	469	18	120	874

Dollar and In-kind Contribution Summary

This report shows, by project, program component, region, and nationally, the dollar value of contributions of money, time, equipment, materials, etc., from individuals and agencies. These amounts do not include funding by governmental agencies and organizations which are reflected in the Funding Summary report.
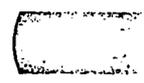
REGIONAL DOLLAR AND INKIND CONTRIBUTION SUMMARY
FOR QUARTER ENDING 03/31/73
REGION 01

PROJ TYPE	ST	PROJECT NAME	YR QTR	DOLLAR CONTRIB	IN KIND CONTRIBUTIONS IN			
					VOLUNTEER TIME	MANPOWER	EQUIP	SPACE
CCMM	CT	DANBURY CT AIDE	72-3 1		296			1,200
			2					
			3	10	1,590		300	3,500
			4					
			TOTL	10	1,886		300	4,700
CCMM	ME	LEWISTON, MAINE RAP PLACE	72-3 1	50	240			300
			2	400	500	700	75	
			3		800			
			4					
			TOTL	450	1,540	700	75	300
CCMM	NH	WEST LEBANON, NH-PROJ.HEADREST	72-3 1		7,000	1,000	1,500	400
			2	20	4,500	1,000	100	
			3	10	4,320	200	60	
			4					
			TOTL	30	15,820	2,200	1,660	400
		COMMUNITY TOTAL	1	50	7,536	1,000	1,500	1,900
			2	420	5,000	1,700	175	
			3	20	6,710	200	360	3,500
			4					
			TOTL	450	19,246	2,900	2,035	5,400
		REGIONAL TOTAL	1	50	10,536	2,800	1,500	3,100
			2	420	37,500	23,800	2,675	
			3	20	45,250	29,742	360	4,380
			4					
			TOTL	490	93,286	56,242	4,535	7,480

(11 PROJECTS)

REGICNAL DCLLAR ANC INKINC CCNTRIBUTICN SUMMARY
FCR CUARTER ENCING 03/31/73
REGICN 01

	YR QTR	DOLLAR CONTRIB	VOLUNTEER TIME	MANPOWER	EGUIP	SPACE	MATERIAL	CTHER	TOTAL
	72-3 1		296			1,200			1,496
	2								
	3	10	1,590		300	3,500	100		5,900
	4								
	TCTL	10	1,886		300	4,700	100		6,996
RAP PLACE	72-3 1	50	240			300			590
	2	400	500	700	75		150		1,825
	3		800						800
	4								
	TCTL	450	1,540	700	75	300	150		3,215
H-PRCJ.HEADREST	72-3 1		7,000	1,000	1,500	400			9,900
	2	20	4,500	1,000	100				5,620
	3	10	4,320	200	60		10		4,600
	4								
	TCTL	30	15,820	2,200	1,660	400	10		20,120
	1	50	7,536	1,000	1,500	1,900			11,986
	2	420	5,000	1,700	175		150		7,445
	3	20	6,710	200	360	3,500	110		10,900
	4								
	TCTL	490	19,246	2,900	2,035	5,400	260		30,331
	1	50	10,536	2,800	1,500	3,100	200		18,186
	2	420	37,500	23,800	2,675		400		64,795
	3	20	45,250	29,742	360	4,380	210		79,962
	4								
	TCTL	490	93,286	56,342	4,535	7,480	810		162,943

PRCGRAM DCLLAR AND IN-KIND CNTRIBUTICN SUMMARY
FOR QUARTER ENDING 03/31/73
PRCGRAM SUMMARY

PRCJECT TYPE	YEAP QTR	DCLLAR CCNTRIB	VOLLNTEER TIME	MANPCWER	EQUIPMENT	SPACE	MATERIALS
TATE	72-73 1	200	27,338	64,096	5,520	8,997	4,726
	72-73 2		55,118	156,728	6,846	6,700	3,363
	72-73 3		77,290	196,412	4,535	6,315	6,671
	72-73 4						
	TOTAL	200	159,746	417,236	16,901	22,012	14,760
CCLLEGE	72-73 1	450	10,050	798	11,695	1,650	255
	72-73 2	1,420	25,702	16,783	7,240	1,100	890
	72-73 3	610	26,158	5,000	1,350	7,210	1,150
	72-73 4						
	TOTAL	2,480	61,910	22,581	20,285	9,960	2,295
CCMMUNITY	72-73 1	77,448	60,191	29,271	11,105	39,660	5,678
	72-73 2	14,591	127,113	432,873	71,386	113,340	7,700
	72-73 3	57,765	118,659	162,302	26,163	27,283	3,945
	72-73 4						
	TCTAL	149,304	305,963	624,446	108,654	180,283	17,323
TCTAL	72-73 1	78,098	97,579	94,165	28,320	50,307	10,659
	72-73 2	16,011	207,933	606,384	85,472	121,140	11,953
	72-73 3	58,375	222,107	363,714	32,048	40,808	11,766
	72-73 4						
	TOTAL	152,484	527,619	1,064,263	145,840	212,255	34,378

DCLLAR CNTRIB	VOLUNTEER TIME	MANPCWER	EQUIPMENT	SPACE	MATERIALS	CTHER	TCTAL
2C0	27,338	64,096	5,52C	8,997	4,726	9,6CC	120,477
	55,118	156,728	6,846	6,7CC	3,363	13,35C	242,105
	77,29C	196,412	4,535	6,315	6,671	16,32C	307,543
2C0	159,746	417,236	16,901	22,012	14,760	39,27C	67C,125
450	1C,C5C	798	11,695	1,65C	255	1,5CC	26,398
1,42C	25,7C2	16,783	7,24C	1,1C0	89C	2,16C	55,295
61C	26,158	5,CC0	1,350	7,21C	1,150		41,478
2,48C	61,910	22,581	20,285	9,910	2,295	3,66C	123,171
77,448	60,191	29,271	11,105	39,66C	5,678	242,296	465,649
14,591	127,113	432,873	71,386	113,340	7,7CC	2C6,863	973,866
57,765	118,655	162,302	26,163	27,283	3,945	201,813	597,93C
149,3C4	3C5,963	624,446	108,654	180,283	17,323	65C,972	2,C37,445
78,C58	97,579	94,165	28,320	5C,3C7	10,659	253,396	612,524
16,C11	2C7,933	606,384	85,472	121,140	11,953	222,373	1,271,26C
58,375	222,107	363,714	32,048	4C,8C8	11,766	218,123	946,951
152,484	527,619	1,064,263	145,840	212,255	34,378	693,9C2	2,830,741

Funding Summary

, This is a cumulative report of project funding
for the fiscal year. It shows funds provided by the
OE/NDEP grant, grants from other federal agencies,
and from non-federal sources.

REPORT 51 C. J CATA
NATIONAL CRUG EDUCATICN PRCJECT

REGIONAL FL _ING SUMMARY
FOR CUARTER ENCING 03/31/73
REGICN 03

| PRCJECT NAME | CE FUNCING | | | CTHER FECERAL | | | |
	GRANT	GRANT & CARRYCVER	EXPEND-ITURES AS CF 03/31/73	AGENCY	REQUESTEC	APPRCVED	AGENC
BALTIMORE THE HCUSE CENTER	39,748	50,035	18,1C5				
OF FY 1573 REQ: 40,825							
EALTIMCRE PRCJECT CAHN	1C0,000	1C8,4C7					
CE FY 1973 REQ: 1C0,000							
RICFMCNC VA RUBICCN				CCC			
	95,CCC	95,000	48,291		217,639	217,639	CITY GOVNMENT
COMMUNITY TOTAL	234,748	253,442	66,396		217,639	217,639	
REGICNAL TCTAL	386,798	447,251	143,112		217,639	217,639	

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	CE FUNDING			OTHER FEDERAL			NON FEDERAL			TOTAL
	GRANT	GRANT & CARRYOVER	EXPENDITURES AS OF 03/31/73	AGENCY	REQUESTED	APPROVED	AGENCY	REQUESTED	APPROVED	
TER	39,748	50,035	18,105							50,035
825										
	100,000	108,407								108,407
000										
				CEC						
	95,000	95,000	48,291		217,639	217,639				
							CITY GOVERNMENT	17,073	17,073	
								1,208	1,208	1,593,427
	234,748	253,442	66,396		217,639	217,639		18,281	18,281	489,362
	366,798	447,251	143,112		217,639	217,639		41,281	41,281	706,171

REPORT 51 DATA
NATIONAL DRUG EDUCATION PROJECT

REGIONAL FUNDING SUMMARY
FOR QUARTER ENDING 03/31/73
REGION 09

PROJECT NAME	CE FUNDING			OTHER FEDERAL			
	GRANT	GRANT & CARRYOVER	EXPEND-ITURES AS OF 03/31/73	AGENCY	REQUESTED	APPROVED	AGENCY
CALIFORNIA RTC(BERKELEY)	441,634	441,634	280,932				
CONNECTICUT RTC (NEW HAVEN)							
DISTRICT OF COLUMBIA RTC							
FLORIDA RTC (MIAMI)	399,614	399,614	338,645				
ILLINOIS RTC (CHICAGO)	434,410	434,410	221,574				
MINNESOTA RTC (MINNEAPOLIS)	394,721	394,721	289,563				
NEW YORK RTC (OLD WESTBURY)	405,200	405,200	279,805				
TEXAS RTC (SAN ANTONIO)	344,559	344,559	299,658				
TRAINING CENTR TOTAL	2,420,138	2,420,138	1,709,577				
REGIONAL TOTAL	2,420,138	2,420,138	1,709,577				
STATE PROJECTS	2,015,255	2,676,999	1,283,990		1,139,481	122,003	
COLLEGE PROJECTS	469,618	579,310	282,891		202,184		
COMMUNITY PROJECTS	3,201,446	3,827,852	2,118,738		3,266,272	275,322	
PLANNING GRANT PROJECTS	2,420,138	2,420,138	1,709,577				
TOTAL PROJECTS	8,106,499	9,504,299	5,395,196		4,607,937	397,325	

	CE FUNCING		OTHER FECERAL			NCN FECERAL			TCTAL
GRANT	GRANT & CARRYCVER	EXPENC- ITURES AS CF 03/31/73	AGENCY	RECUESTEC	APPRCVED	AGENCY	RECUESTEC	APPRCVED	
441,634	441,634	280,932							441,634
399,614	399,614	338,645							399,614
434,410	434,410	221,574							434,410
394,721	394,721	289,943							394,721
405,200	405,200	279,805							405,200
344,559	344,559	299,658							344,559
,420,138	2,420,138	1,709,577							2,420,138
,420,138	2,420,138	1,709,577							2,420,138
,015,295	2,676,999	1,283,990		1,139,481	122,003		1,391,130	1,225,398	4,124,400
465,618	579,310	282,851		202,184			179,903	245,148	824,458
,201,446	3,827,852	2,118,738		3,266,272	275,322		668,058	748,622	4,851,796
,420,138	2,420,138	1,709,577							2,420,138
,105,499	9,504,299	5,395,196		4,607,937	397,325		2,239,091	2,319,169	2,220,792

Support Services Summary

This report reflects the assistance that projects themselves report they have received either directly or indirectly through NDEP. Categories of service include Project Officer and NAC consultant visits, conferences, meetings, training sessions, Shared Experience Bank referrals or withdrawals, contact with other NDEP projects, and project officer telephone calls.

Information is provided by project, region, program component, and national total.
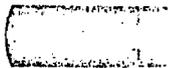
REPORT 63   C-3 DATA
NATIONAL DRUG EDUCATION PROJECT

REGIONAL SUPPORT SERVICE SUMMARY
FOR QUARTER ENDING 03/31/73
REGION   08

PROJ
TYPE ST PROJECT NAME

NUMBER OF CONTACTS WITH NDEP SUPPORTED SERVICES

PROJ TYPE	ST	PROJECT NAME	* VISITS BY PROJ OFFICER QTR	YTD	* CONSULTANT QTR	YTD	CON & MEET QTR	YTD	TRAINING QTR	YTD	SEB QTR	YTD	NDEP CTR
	AK	ALASKA DEP (JUNEAU)						1					
	AS	AMERICAN SAMOA DEP(PAGO PAGO)											7
	CA	CALIFORNIA DEP (SACRAMENTO)						1					
	GU	GUAM DEP (AGANA)						1					
	HI	HAWAII DEP (HONOLULU)				5				6			
	NV	NEVADA DEP (LAS VEGAS)									1	1	
	OR	OREGON DEPT (SALEM)		1		2		1				2	6
	WA	WASHINGTON DEP (OLYMPIA)											
		STATE TOTAL		1		6		4		6	1	3	13
COLL	WA	WEST WASH STATE DRUG ED			1	1							
		COLLEGE TOTAL			1	1							
COMM	AK	FAIRBANK , ALASKA CCDEP			1	1		1	1				
	CA	BERKELEY,CAL. AWARENESS HOUSE	1	1			2	2					
	CA	SACRAMENTO UNIFIED SCHOOL DIST				3							
	CA	SAN FRANCISC MAS VIDA				1		1					
	CA	SANTA BARBARA DRUG INTV PROJ		1		2		1					
	NV	LAS VEGAS SO. NEV DRUG COUNCIL											
	OR	EUGENE OREGON WHITEBIRD		1	1	2		1			1	1	2
	WA	EVERETT WASH DRUG AB COUNCIL			1	2			1			1	
	WA	RENTON, WASH SCHOOL/COMMUNITY				1		1					
		COMMUNITY TOTAL	1	3	3	12	2	7	2	1	2	2	
		REGIONAL TOTAL (18 PROJECTS)	1	4	4	19	2	11	8	2	5	15	

REGIONAL SUPPORT S. /ICE SUMMARY
    FOR QUARTER ENDING 03/31/73   8   07/25/73
       REGION   C8

NUMBER OF CONTACTS WITH NDEP SUPPORTED SERVICES

	* VISITS BY PROJ OFFICER		* CONSULTANT		CON & MEET		TRAINING		SEB		NDEP PROJ		PH.CALL		OTHER	
	QTR	YTD	QTR	YTD	QTR	YTD	QTR	YTD	QTR	YTD	QTR	YTD	QTR	YTD	QTR	YTD
						1						15	5	5	14	
PAGC)						1					7	69				
NTC)						1										1
				5			6									
									1	1						
A)		1		1		1				2	6	7				
		1		6		4	6		1	3	13	91	5	5	15	
			1	1												
			1	1												
			1	1		1	1									
HOUSE	1	1			2	2										
CL DIST				3								1				
				1		1										
PROJ		1		2		1						2				
COUNCIL													3	3		
		1	1	2		1			1	1		5				
UNCIL			1	2					1		2	5				
MUNITY				1		1				1		1	15	15		
	1	3	3	12	2	7	2		1	2	2	14	18	18		
	1	4	4	19	2	11	8		2	5	15	105	23	23	15	

REPORT 63 CPS DATA
NATICNAL DRUG FDUCATICN PRCJECT

REGIONAL SUPPCRT SERVICE SUMMARY
FOR CLARTER ENEING 03/31/73
PROGRAM SUMMARY

PRCJ
TYPE ST PROJECT NAME

NUMBER CF CONTACTS WITH NCEP SUPPCRTED SERVICES

		* VISITS BY		*							NDEP
		PROJ OFFICER		CONSLLTANT		CCN & MEET		TRAINING		SEB		
		QTR	YTC	CTR	YTC	CTR	YTC	QTR	YTD	QTR	YTD	QTR
STAT		5	31	4	31	12	48	11	37	12	22	72
CCLL		2	6	4	1C	1	6	2	5		2	9
CCMM		14	46	6	32	5	31	2	17	29	46	23
TP.C												
TCTL		25	83	14	73	18	85	15	59	41	70	104

II-85

NUMBER OF CONTACTS WITH NDEP SUPPORTED SERVICES

* VISITS BY * PROJ OFFICER		CONSULTANT		CON & MEET		TRAINING		SEB		NDEP PROJ		PH.CALL		OTHER	
QTR	YTD	QTR	YTD	QTR	YTD	QTR	YTD	QTR	YTD	QTR	YTD	QTR	YTD	QTR	YTD
5	31	4	31	12	48	11	37	12	22	72	231	45	115	6	39
2	6	4	10	1	6	2	5		2	9	43	18	32		
14	46	6	32	5	31	2	17	29	46	23	58	34	59	1	15
25	83	14	73	18	85	15	59	41	70	104	332	97	246	7	54