

Introduction

What works? This has been the most and major evaluation question in drug and alcohol abuse, prevention and treatment. Many programs and funding sources are concerned with accountability. Therefore, a better question is what works for whom, under what circumstances, and what is the monetary expense. Previous research shows that the use of drugs and alcohol abuse hurt society as a whole. By reducing the use of drugs and alcohol, crime and health-risks may decrease and community ties, self-esteem, and family relations may benefit. We focused on both, alcohol and drug use, with the New Hanover High School students. Crossroads CO-OP program already sees both of these substances as important to this age group. The CO-OP Program main goal is to educate and provide information to the high school students. The program supplies the New Hanover High School with free information including brochures, movies, education weeks, class presentations, peer educators, and office hours during lunch every day. The Crossroads CO-OP Program educates the students on physical and psychological effects due to alcohol and drug use. Assertiveness and peer pressures are themes addressed in class presentations. The CO-OP program provides education on norms, attitudes, and alternatives.

Research Question

Is the Crossroads Prevention Program for New Hanover high school students' effective? Specifically, does it help decrease the alcohol and drug use/abuse among youths? Does the Crossroads CO-OP make the teens more aware of alcohol and drug use issues?

Literature Review

Our senior project is with UNCW Crossroads, Substance Abuse Prevention and Educational Programs. We have been completing an evaluation with a need assessment for the CO-OP program, a substance abuse prevention program for New Hanover High School students. Crossroad Programs focus on educating students to make responsible decisions concerning drug and alcohol use. This organization provides up-to-date information to students on the effects of substances and how to cope with addictive behaviors.

Wu, Cernkovich and Dunn (1997) did a study on whether or not race and social class create a bias against juveniles in the justice system. Winters (1998) did a study emphasizing the link between delinquency and substance abuse. Winter's project was more of a program proposal than an actual study addressing the problems between substance abuse and delinquency. Bilchik (1998) purposed restructuring of the juvenile justice court system. This article suggested a different program for the juvenile court system. Goldberg and Govrnali's (1995) study was to assess school counselors' knowledge in New York City, dealing with alcohol, tobacco, and other drugs (ATOD). D. B. Towberman (1992) examines the need to develop assessment measures and the factors, which are currently reviewed in the United States concerning juvenile criminal behavior. We also spoke with Amy Williams, the substance abuse specialist for Crossroads, inquiring her opinions on the literature.

Methods Used In Past Literature

The methods of all the literature were of a quantitative nature. They all used existing data, secondary data, and cross-sectional and longitudinal surveys. Wu, Cernkovich and Dunn (1997) took a sample of 17 counties in Ohio representing a majority of juvenile cases for the state. Winters (1998) took clinical, community and school samples. Bilchik (1998) reviewed states and evaluations from previous criminal and juvenile justice public health and youth development records. Goldberg and Govrnali (1995) used needs assessment surveys based on a convenience sample of school counselors within the central New York area. Towberman (1992) constructed a survey using quantitative analysis of juvenile needs and included factors of the juvenile needs assessment.

Measurements in Past Literature

Wu, Cernkovich and Dunn (1997) measured the detention, adjudication and disposition, which were the dependent variables. The independent variables include demographic, social and legal aspects. Winters (1998) measured the effectiveness of the delinquency intervention programs, juvenile drug courts and diversion programs. Bilchik (1998) proposes a program that would measure assessment, detention, graduated sanction, after care and case management. Goldberg and Govrnali (1995) measured professional preparation of school counselors, their attitude toward counseling students with drug problems, the percentage of time they devote to drug counseling, factors that influence

the amount of time they apportion to drug counseling, their goals for drug counseling, and areas in which they would like to receive additional preparation. Towberman (1992) measures substance abuse, emotional / psychological dysfunction, violent behavior, sexual abuse and deviancy, family problems, peer association problems, educational deficits and physical problems in regard to juvenile offenders. Towberman includes all these factors in his measurement as well as including whether or not any of the fifty states, including the District of Columbia are lacking a formal needs assessment instrument.

Findings of Past Research

The findings of past research on juvenile delinquency vary from study to study. The major finding of Wu, Cernkovich and Dunn (1997) was that the poor and minorities are more symbolic than objective. This means their mere presence is a threat not what they pose's, and means that there are no real evidence that poor and minorities use drugs more than any other social group. The upper classes see them as useless and disposable economically. Winters (1998) found that minor delinquency leads to alcohol use, leading to a rise of delinquency therefore resulting in marijuana and poly-drug use.

This is a good place to bring in Ms. Williams and her expertise in on this subject. She states, "It's really too complex to say that one factor has more of an influence over another factor... Sometimes it's a clear cut case where you'll see delinquent type behaviors occurring before the arrival of their substance abuse." She does agree there is a correlation between the two but the relationship is not necessarily casual. Bilchik (1998) felt that their proposed program would increase the juvenile justice system

responsiveness, juvenile accountability and program effectiveness. Further, it would decrease the cost of juvenile corrections. Goldberg and Govrnali (1995) found that the participants considered drug counseling extremely important in the school system. However, most counselors participate in conferences and workshops on alcohol and drug education, but seldom deal with the concerns of tobacco use. If tobacco use was focused on as a gateway substance, it may be easier to identify young people at risk.

Another finding of Goldberg and Govrnali (1995) was counselor's lack of availability. Time and money, limitations, in-service education, and administrative support prevent counselors from providing necessary education on tobacco, alcohol, and other drugs to students. Majority of the counselors in the study reported they need additional information on specific drugs. 90% said they needed to get more education on steroids, 70% reported a shortage on information regarding inhalants, stimulants, hallucinogens, depressants, narcotics, and over-the-counter drugs. Over 50% said they wanted more knowledge about marijuana, and less than 50% said stated a lack of sources about tobacco and alcohol.

Limitations of Past Research

Each of these studies came across limitations and problems. In Wu, Cernkovich and Dunn's (1997) study did not include arrest and referral decisions. Without including all decision points, their data became skewed. Winters (1998) problem was that both delinquency and substance abuse both increased at the same time. Therefore, it is hard to determine an accurate temporal ordering. In order to restructure the juvenile justice

system in Bilchik (1998) study a major limitation would be the ability to organize and sustain a community wide effort. Ms. Williams did not feel that she was educated enough on this limitation but did add her own personal opinion on this topic; "I would propose that in order for professionals within this area to meet the needs of the youth they serve, they need to embody a holistic approach. They should try to better understand youth's motives, their emotions and thoughts, their family life, and their social-support network within their community (e.g. school, friends, work, etc.)." One limitation for Goldberg and Govrnali (1995) was the sampling design. Convenience sampling is often biased. This method is unable to assess the needs of counselors who never got the chance to be included in the study. The response rate was extremely low, only 37% responded, which creates a second limitation to the study. Aside from these limitations, this study found over all that unless counseling skills and drug knowledge are incorporated into the schools drug education and are given the time to be implemented, these programs become useless.

One problem to the findings of Towberman's (1992) study was in most states the following need factors were important; substance abuse, emotional stability, family problems and parental problems, school problems, and intellectual impairment. One of the questions on the survey helped to provide a profile of high-need, high-risk juveniles. The profile helps states to recognize youths that have a chance to become at risk and therefore have time to prevent it from happening. After the needs were gathered from the survey they were grouped together to make a list of nine theoretical factor groupings.

A limitation to the findings of Towberman's (1992) study would reflect on states' ability to afford the suggested recommendations of the study. Each state has its own budget and some have an overcrowding juvenile justice system. Because of this, a state might have to take a more focused approach to dealing with the needs of the juveniles involved in their system. Another issue this assessment regrets to address is the incorporation of different risk and need categories. High-risk delinquents may require treatment that is more specialized, whereas low-risk juveniles may not need the intense intervention called for to stop their involvement in delinquent behavior.

Conclusion of Past Literature

In conclusion, the literature provided different methods of surveying for needs assessments and a better understanding of the juvenile justice system. The analysis of the reviewed literature has been useful in implementing the survey of our own our evaluation of the Crossroads CO-OP Organization. Crossroads relationship to substance abuse in the school environment has the same goal; to improve and educate students on the consequences of substances. The socialization process has over time transformed from the family into the hands of the school system. This transition is attributed to economical and social changes. The need for dual-income families is taken precedence over the traditional "mother in the home, father in the work place". Because of both parents working extended hours in order to meet financial needs, children are remaining in school longer than before and after school care has become a new tradition. Due to this social change, the school has become the primary socialization agent

including the importance to educate children on alcohol, tobacco, and other substances. This semester we have contributed to this big pool of gathering information and hopefully find some other solutions to help alleviate this social problem.

Hypothesis

We expect to find lower substance use and a high awareness of substance issues by the teens that know of the program.

Data Collection Method

In order to collect the data we developed a survey (see Appendix A). Here we provide a general description of the survey. First, we asked what issues students wanted/needed help with. Second, the survey addressed what substances' students had used/tried, how often and why they used the substances. Third, the survey dealt with the negative consequences due to substance use/abuse. Fourth, the survey targeted the history of family substance use/abuse, as well as personal problems. Fifth, the survey asked questions about their acknowledgement of the Crossroads CO-OP, how the students learned of the program, and how the program has influenced them. The final part of the survey was the demographic questions.

Due to most of the students being minors (under 18 years of age), we had to construct a consent form to be signed by their guardian (see Appendix B). The consent

form described the importance of our project and emphasized total anonymity for the participants. We think this encouraged students to be forthcoming and open.

We were afraid we might find parents who would refuse to let their children participate in the study. We reduced this possibility by writing a detailed letter to parents/guardians about how this program is trying to better society and make it a safer place for their children. The consent form allowed us to interview their child with the understanding the data collected would be kept confidential. We explained that this would be an educational program for parents, students, school faculty, Crossroads, and for us as evaluators. We also included in the letter the importance of having effective alcohol and drug programs for the children that need help to get back on track.

Sampling

In order to get an unbiased sample of the group of high school students; we used a stratified sample of English classes. Permission was given by the principal and chair of the English department to administer the survey. We wrote a letter to the English teachers explaining our project and asking permission to access their students (see Appendix C). English at New Hanover High School is a required course; therefore every grade would be represented. We obtained a list of all the students attending English the second semester of the 1999-2000 school year. The reason we selected only the second semester English is due to the correspondence with our senior project. This will not bias our sample because at New Hanover High School, students are randomly assigned to either fall or spring semester English course.

To get an accurate sample we studied the list of classes carefully. Second, we looked at class size and percentage of male to female. Third, we divided the list of classes by grade level. Fourth, we made sure to include the different levels of English represented on each grade level (occupational, honors, advanced, and regular). Fifth, we organized the classes into class periods. Sixth, we chose one class from each grade at each time period (block), selecting one regular and either an occupational or advanced course, where available. With each selection, we choose the largest class size with the most equal sex distribution. Our final sampling list included 79 seniors, 21 juniors, 25 sophomore, 12 freshmen, and 7 students missing, in other words, 7 of the students did not respond to what grade they were in.

A week and a half before administering the survey, we distributed consent forms to the students. To increase the response rate, a follow-up letter was sent to the English teachers better informing them of the importance of the project, and requesting that they remind the students to return the consent forms. The day before we distributed the survey researchers entered each individual classroom in person as a final reminder to return the consent form.

On Friday, March 31, we administered the survey to all those students who returned consent forms, 145. There were four people handing out and collecting the surveys as the students' completed them. As we handed out the surveys, we introduced ourselves and reassured the students about our promise for total anonymity. The participants placed the surveys directly into a large manila envelope.

Length of Data Collection

Our research work in conjunction with Crossroads began in January 2000 and continued through April 2000. However, the actual data collection occurred from March 15 through April 15. We analyzed the data from April 16th to April 23rd (See Appendix D).

Role of Researcher

We clarified to the students that we are researchers doing our senior practicum. One member of our research team has been involved with the Crossroads CO-OP program on site at New Hanover High School since January 2000. She did volunteer-work for one of her other classes, and this worked out in our favor. This gave us an advantage by establishing personal relations at the school. Furthermore, participant observation gave us a better understanding of the study context, which helped us interpret the data and explaining the findings. Our team-member that volunteered at New Hanover High School the whole semester got an impression that the majority of the students were regularly using different substances. The other two team-members felt likewise from just being at the school a couple of times during the data collection process.

Ethics

We promised the students total confidentiality and that only disclosed information would be revealed if we felt like anyone's life was endangered, which is required by law. We made it clear that the reason for collecting the data would be to evaluate the Crossroads

CO-OP program for future grant funding. We kept all collected data in a locked file cabinet separate from Crossroads and New Hanover High School, only accessible to the researchers. It was very important that we gave a complete impression to the youth that they would never get in trouble for honest answers no matter what they were, and that they would never be identified. As social researchers all information will be coded numerically and can never be associated with names. Further, we did not collect names of participants.

Data Analysis

First, we coded the survey responses. Second, we entered all the data into Microsoft Excel and transferred it into SPSS. Third, we labeled the responses, the variables and values. Fourth, we ran frequencies to tabulate the percentage of each response and to check for inaccurate codes. Fifth, we rank-ordered the answers from highest to the lowest percentages to find the major problems. Sixth, we went through these major problems choosing those that had the most significant implications for the Crossroads program development. Seventh, we ran means tests and cross-tabs to find any differences in sex, age, gender, and race on these selected problems.

Results

Questions fifteen through eighteen asked about demographics of the participants. The age ranged between fourteen and nineteen; 6% are fourteen, 13% were fifteen, 14% were

sixteen, 22% were seventeen, 38% were eighteen, 4% were nineteen. Regarding present grade level, 8% are in ninth grade, 17% in tenth grade, 15% in eleventh, and 55% in twelfth. There were slightly more females 58% who filled out the survey than males 38%. On race, 4% answered Native American, 26% answered African American, 3% answered Latino, 1% answered Asian, 60% answered Caucasian, .7% answered middle eastern, and 4% answered other (race). (See Table 1)

The first question on the survey asked participants what they wanted help with and the top four responses were; college/career choices 54%, stress 49%, achieving in school 28%, and parents 26% (See Table 2). The second question the survey asked was a speculative question. The question asked the participant what other students would want or need help with; the top answer was drugs/alcohol by 72%, stress was second with a 67% responding, third was parents 64%, and finally the participants thought other students needed help or wanted help with smoking cigarettes 63%. Only 7% needed help with drugs and alcohol versus 72% saying that other students needed help (See Table 2).

The third question asked, when, if ever, did the participant try the following substances; tobacco, alcohol, marijuana, ecstasy, GHB, opiates, cocaine/crack, hallucinogens, inhalants, diet pills, or steroids. The highest response was on the use of alcohol, 79% have used and 42% first tried alcohol in grade 8 or earlier. The second highest was tobacco with 67% of the participants staying they have used and 36% first tried tobacco in grade 8 or earlier. The third highest was marijuana with 57% of the participants saying they have used and 26% first tried marijuana in grade 8 or earlier (See Table 2).

The fourth question of the survey used the same substances in question three and asked how many times in the past 12 months the participant had used the substances. The highest percentages of the participants have used alcohol, 66% and 15% use alcohol a few times a month. The second highest used substance was tobacco, 53% and 27% use tobacco on a daily basis. The third highest was marijuana with 52% of the participants saying they have used and 15% use marijuana a few times a year (See Table 2).

The fifth question asked for what reason the participant used alcohol or other drugs. The response that ranked the highest was to have fun/party with a 51%. The second was to relax 40% and 40% to celebrate. The third was to get high or drunk 36%, and to make it easier to deal with stress had 23% (See Table 2).

The sixth question on the survey asked how often they had experienced side effects in the past 12 months due to drinking and/or drug use. The number one side effects were headaches, body aches, or vomiting (hangover) with 45%. The number two side effects due to alcohol/drugs were doing something they later regretted with 35%. The third was performed poorly on a test/project with 31% and the fourth was been drunk or high while at school 29% (See Table 2). The symptoms generally occurred once a month or less.

The seventh question on the survey asked the participant if any of their friends or family members had alcohol or other drug problems. The highest was aunt(s)/uncle(s) with 29%, then a male friend 29%, next a female friend 26%, and finally was a father 22% (See Table 2).

Questions eight and nine asked the participant if they thought they had a drinking problem in the past and if they have one now. The participants responded that 13%

thought they had an alcohol and/or drug problem in the past, while only 4% think they have a problem now (See Table 2).

Survey question ten asked what programs and/or materials the participant would be interested in gaining. Most answered that they would like class presentations 29%, second was support groups 24%, third was substance free activities/social events 24%, and finally was awareness week's 23% (See Table 2). Survey questions eleven through thirteen asked the participants questions specifically about the Crossroads CO-OP program (See Table 2). The first question asking if they had ever heard of the program and 60% answered, yes. The next question asked how they had heard about the program and 35% had found out about it through advertisements, 29% heard from teachers, 26% found out through presentations at school, and 27% found out from other students/peers. Survey question thirteen asked the participant how the information about drugs and alcohol they received from Crossroads CO-OP presentations and/or programs have affected them. Several students 23% said the information provided them a better understanding of the problems associated with alcohol, tobacco and other drugs use. 22% said it has not made a difference, 21% said it helped them to make better decisions regarding alcohol, tobacco and other drugs and 14% said they have shared information they learned about alcohol, tobacco and other drugs with other people. A majority of the participants, 65% thought their campus enforced its policies regarding alcohol, tobacco and other drugs.

In the last question, we asked how much time students spent home alone with no adult present. The majority of students 93% spend some time after school without an

adult present, with 30% spending more than 3 hours a day without adult supervision (See Table 2).

Awareness of the Crossroads Co-Op Program

When the students were asked if they had heard of the Crossroads Co-Op program 60% answered, yes. The mean age of the students who had heard of the program was 17 and the mean grade level was 11th. Out of the students who said yes, 64% were females and 36% were males. The largest race represented was Caucasian with 61%, next was 31% African Americans, and 6% other. (See Table 3)

Student Perceptions

When the students were asked if they needed or wanted help with drugs or alcohol only 7% answered, yes. The mean age of the participants was 18 with the mean grade level of 12th. There were 30% females and 50% males that answered yes. The largest race that answered yes was Caucasians with 60%, next was African Americans with 20%, and 10% Asians. In contrast, when the students were asked, if their peers want or need help with drugs and alcohol 72% answered, yes. There was a mean age of 17 and a mean grade level of 11th. 56% of the students who answered yes were females and 40% were males. The largest race represented was 62% Caucasians, 27% African Americans, and 5% Latinos.

The students were asked if they wanted or needed help on smoking cigarettes and 14% of them answered, yes. There was a mean age of 18 and a mean grade level of 12th. The largest race represented was Caucasians with 65%, next was African Americans

25%, and 5% other. They were also asked if their peers wanted or needed help with smoking cigarettes and 63% answered, yes. The mean age was 17 and the mean grade level was 11th. With 53% of the respondents being females and 41% being males. The highest race represented was Caucasians with 60%, then 26% African Americans, and 55% other.

The general pattern that emerged within these questions was that when asking students about their own substance use, they simply did not want or need help (or chose not to admit they did). On the other hand, a large percentage responded in favor of students needing help with alcohol, tobacco, and other drugs. Although the question is speculative, it may provide insight on the student's activities involving alcohol, tobacco, and other drugs. This leads us to believe that student's perceptions on their peer's behaviors are significant. We can speculate that this may factor into substance use resulting from peer pressure.

Implementing Substance Awareness and Prevention Programs at an Earlier Age

The students were asked when if ever they tried alcohol, tobacco, and marijuana. 80% of the students responded to using alcohol and 42% first tried alcohol in grade 8 or earlier. 67% of students have used tobacco and 36% of them first tried tobacco in grade 8 or earlier. 57% of students have use marijuana and 26% of them first tried it in grade 8 or earlier. (See Table 5)

These results suggest that nearly half of the students who have tried alcohol, tobacco, and marijuana, have done so at or before the eighth grade. This leads us to believe that there is a need to implement substance awareness and prevention programs at

an earlier age. We are 95% confident that at grade 8 or earlier there is a difference in the use of alcohol and tobacco according to gender. The female students responded to first drinking alcohol nearly twice as frequently as the male students did at this age. When marijuana was concerned, the pattern reversed. Male students had tried marijuana in grade 8 twice as often as female students did. This suggests that different emphasis needs to be placed on alcohol and marijuana with regard to gender when substance education is implemented.

Home Alone

When the students were asked how much time alone they spend after school with no adult present, the response was overwhelming. 93% of the students spend time home alone after school everyday and 30% of them spend more than three hours each day without any adult supervision. (See Table 6)

This information can be related back to the literature we researched. Goldberg and Gornall provide that the family's role as a traditional socializing agent is changing. This is often due to economic reasons, presenting the need for both parents to be in the workplace. Therefore, schools are being called on to assume some of the responsibilities that were once left to the family. This includes the expectation to provide drug education and counsel students who are at risk. Such data reinforces the need for the Crossroads Co-Op Program in New Hanover High School.

Limitations

The biggest limitation of our senior practicum was the low response rate. We took several initiatives to increase our response rate. Unfortunately, the teacher's apathy and student's apathy prevented the initiatives success. We wrote a letter to the English department, and then we personally introduced ourselves to the teachers and gave out the consent forms. The following week right before we administered the surveys, we wrote letters and went by in person to remind the teachers of the consent forms. When we returned on Friday, March 31st, we found that many of the teachers had never distributed the consent forms. Therefore, many of the students had no say in participating in the survey even if they wanted to. However, it is important to mention that some of the teachers were very supportive and made the consent forms, homework or extra-credit, and in these classes the response rates ranged between 70-95%.

We heard no comments or problems with consent from the parents. A few students did not remember to bring the consent forms back. One of the teachers asked us on March 31st when we came to her class to administer the survey to come back at the end of the class period. When we returned the last 10 minutes of class, she asked us if we could return the following week because she had not finished her lecture. We told her no, and she let us give the survey, but only 4 out of over 20 students had the consent form signed.

There were a couple of classes that did get the consent form and the response rate was still extremely low. Therefore, a second limitation is also the memory of the students. It seems at that age, if you are not reminded you will not remember. There are a lot more respondents in the 12th grade, due to some of them being over the age of 18, and the responsibility gets stronger with age.

When doing a study like this, time has defiantly been a limitation. Certain actions could have been done differently, however, it was a lot of work to do in a short period of time. We think if we had a couple more weeks, we would have worked harder on the consent form returns. However, the teachers seemed so helpful when we first introduced ourselves, and at that time it looked like the return of the consent forms would be a “breeze”.

Response Bias

Some of the responses were false. For example, a student responded that he/she had never tried or used any substances, and then turned around on a different question stating that he/she had consequences from using drugs or alcohol. This led us to believe that there were some problems with honesty.

Personal Reflection

During the practicum course, we constructed a survey and a consent form, wrote letters, submitted an IRB application, analyzed data, performed public speaking, used computer skills, and wrote a final report. We got an opportunity to apply the skills we have gained throughout our college career. We were able to gain the knowledge of how to do a literature report and how to go about doing a evaluation and needs assessment. Our biggest disappointment was with the teacher's lack of participation. We thought they would be more willingly to help us out considering they are educators and know how it is to have to do a final project in order to graduate.

Appendix A

**CROSSROADS CO-OP Needs Assessment and Program Awareness
New Hanover High School
Random Selected English Classes**

March 31, 2000

This survey is completely confidential. Please be honest. Thank you!

1. Do you want or need help on any of the following? Check all that apply.

- a. Achieving in School
- b. Depression and Loneliness
- c. Drugs and Alcohol
- d. Smoking Cigarettes
- e. Conflict Resolution
- f. Eating Disorders
- g. Making College or Career Choices
- h. School Safety
- i. Dating and Intimacy
- j. Relationships with Friends/Students
- k. Stress
- l. Parents
- m. Guilt
- n. Other _____

2. What do you think *other students* would want or need help with? Check all that apply.

- a. Achieving in school
- b. Depression and Loneliness
- c. Drugs and Alcohol
- d. Smoking Cigarettes
- e. Conflict Resolution
- f. Eating Disorders
- g. Making College or Career Choices
- h. School Safety
- i. Dating and Intimacy
- j. Relationships with Friends/Students
- k. Stress
- l. Parents
- m. Guilt
- n. Other _____

3. When, if ever, did you *first* try the following substances? Please check one box next to each substance.

	Never Used	Grade 8 or Earlier	Grade 9	Grade 10	Grade 11	Grade 12
a. Tobacco (Cigarettes, Dip, Chew, Snuff)						
b. Alcohol (Beer, Liquor, Wine)						
c. Marijuana (Weed, Pot, Hash)						
d. Ecstasy (E, Extc, MDMA)						
e. GHB (Roofies, forget pills)						
f. Opiates (Heroin)						
g. Cocaine/crack (Coke, Rock, Snow)						
h. Hallucinogens (LSD, Mushrooms)						
i. Inhalants (Sniffing Glue)						
j. Diet Pills (Dexitrim)						
k. Steroids (Juice)						

4. During the past 12 months, how often have you used each substance? Please check one box next to each substance.

	Daily	A Few Times A Week	Once A Week	A Few Times A Month	Once A Month	A Few Times A Year	Not In The Last Year	Never
a. Tobacco (Cigarettes, Dip, Chew, Snuff)								
b. Alcohol (Beer, Liquor, Wine)								
c. Marijuana (Weed, Pot, Hash)								
d. Ecstasy (E, Exstasy, MDMA)								
e. GHB (Roofies, Forget Pills)								
f. Opiates (Heroin)								
g. Cocaine/Crack (Rock, Coke, Snow)								
h. Hallucinogens (LSD, Mushrooms)								
i. Inhalants (Sniffing Glue)								
j. Diet Pills (Dexitrim)								
k. Steroids (Juice)								

5. Do you use alcohol or other drugs for any of the following reasons? Check all that apply.

- a. ___ To get high or drunk
- b. ___ To have fun/Party
- c. ___ Relax
- d. ___ Easier to deal with stress
- e. ___ Celebrate
- f. ___ Experiment
- g. ___ Pressured to
- h. ___ Solve problems
- i. ___ Feel better about yourself
- j. ___ To bond with friends
- k. ___ Escape, drown sorrows
- l. ___ Boredom
- m. ___ To socialize/Break the ice
- n. ___ Anxiety/Nervousness

6. During the *past 12 months*, how often have you experienced the following due to your drinking and/or drug use? Please check one box next to each substance.

7. Have any of your friends or family members had alcohol or other drug problems? Check all that apply.

- | | |
|--|--|
| a. <input type="checkbox"/> Mother | g. <input type="checkbox"/> Aunt(s)/Uncles(s) |
| b. <input type="checkbox"/> Father | h. <input type="checkbox"/> Mother's Parent(s) |
| c. <input type="checkbox"/> Stepmother | i. <input type="checkbox"/> Father's Parent(s) |
| d. <input type="checkbox"/> Stepfather | j. <input type="checkbox"/> Female Friend |
| e. <input type="checkbox"/> Brother(s) | k. <input type="checkbox"/> Male Friend |
| f. <input type="checkbox"/> Sister(s) | l. <input type="checkbox"/> Other_____ |

8. Do you think you have had a problem with alcohol or/and drugs *in the past*?

- a. Yes b. No

9. Do you think you have a problem with alcohol or/and drugs *now*?

- a. Yes b. No

10. Which of the following programs and/or materials would you be interested in? Check all that apply.

- | | |
|---|---|
| a. <input type="checkbox"/> Class Presentations | e. <input type="checkbox"/> Substance Abuse Peer Educators |
| b. <input type="checkbox"/> Awareness Weeks | f. <input type="checkbox"/> Substance Free Activities/Social Events |
| c. <input type="checkbox"/> Brochures on Drugs and Alcohol | g. <input type="checkbox"/> Support Groups |
| d. <input type="checkbox"/> Educational Programs During Lunch | h. <input type="checkbox"/> Other_____ |

11. Have you ever heard of the CROSSROADS CO-OP?

- a. Yes b. No

12. If yes, how did you learn of and/or participate in CROSSROADS CO-OP? Check all that apply.

- a. Presentations at school
- b. Advertisements (Flyers, Posters, School Announcements, etc.)
- c. Information Booths
- d. Picked up brochures
- e. Teachers
- f. School Counselor
- g. Parents
- h. Students/Peers
- i. Awareness Week(s)
- j. Substance Free Activities/Social Events
- k. Other_____

13. How has the information about drugs and alcohol that you received in CROSSROADS CO-OP presentations and/or programs affected you? Check all that apply.

- a. Helped me make better decisions regarding the use of drugs and/or alcohol.
- b. Provided a better understanding of the problems associated with people's use of drugs and/or alcohol.
- c. Changed my drug and/or alcohol use.
- d. I have shared information learned about drugs and/or alcohol with other people.
- e. Not made a difference to me.
- f. Changed my interest in drugs and/or alcohol. Explain_____
- g. Other. Please describe any other changes in your attitude or behavior._____

14. Do you think that your campus enforces its policies on alcohol, tobacco and other drugs?

- a. Yes b. No

15. How old are you today? _____ years old

16. What is your grade level today? _____

17. What is your gender? 1. Male 2. Female

18. How do you describe yourself? Check all that apply.

- a. Native American
- b. African American
- c. Latino
- d. Asian
- e. White or Caucasian
- f. Middle Eastern
- g. Other_____

19. On average, how much time do you spend after school each day at home with no adult present? Check one.

- 1. Never without an adult present
- 2. Less than 1 hour
- 3. Less than 2 hours
- 4. Less than 3 hours
- 5. More than 3 hours
- 6. Live by myself

20. Do you have any additional comments you would like to share?_____

If you are interested in learning more about the CROSSROADS CO-OP Program, or have questions about drugs and alcohol, please contact Jessica Burt or the Peer Educators with Crossroads CO-OP. (Office located in the back of the cafeteria.)

Appendix B

Crossroads CO-OP Program Evaluation/ Needs Assessment

Informed Consent Form for Participants Under 18 Years, Date:

Dear Study Participant and Parent/Guardian:

Identification:

As part of our work toward a bachelor's degree in the department of Sociology at the University of NC at Wilmington, we are conducting an evaluation and needs assessment of the Crossroads CO-OP Substance Abuse Prevention and Education Program for the Crossroads organization.

Purpose:

The purpose of this study is to gain an understanding of the necessity and effectiveness of the program, as well as an understanding of how the program could be further developed.

Protection of Privacy:

Confidentiality of your responses to the survey questions will be protected.

Voluntary Participation:

Your participation in this study remains voluntary and you can refrain from answering any or all questions without penalty or explanation. Please note that your responses are appreciated and will add to the validity of the study.

Your participation will involve completing a survey and your name will not be asked anywhere on the survey. This ensures you as a participant total anonymity.

Contact:

If you have any questions or comments concerning this study, you/ your parent(s)/ legal guardians(s) can contact us through the Sociology Department at University of NC at Wilmington.

Thank you for your assistance.

Sincerely,

Kathryn Fortunato

Anneline Hojem

Paige Gupton

Jammie Price, supervisor (962-3590)

(Please keep this paper in case you have any questions, Thank you.)

Informed Consent Form, Crossroads CO-OP Program Evaluation/ Needs Assessment

Date:

Please Print Study Participant's Name:

Parent or Legal Guardian's Consent:

I understand the nature of this study as described above and also that the parental/guardian consent as granted above does not require my participation in this study.

I (We) consent to this study and allow my (our) child's participation:

Parent or Legal Guardian
(If student is under the age of 18)

Study participant's Consent:

I understand the nature of this study as described above.

I consent to my participation in this study.

Signature
Study participant

(Please return this form signed to your English teacher as soon as possible, Thank you.)

Appendix C

Ms. Barlett
New Hanover High School

Dear Ms. Barlett,

English Class Survey

I would like to thank you for allowing us to enter your English classes to conduct our Evaluation and Needs Assessment Survey of the Crossroads CO-OP program. The survey we are conducting is part of our senior project, which will allow us to graduate with our degree in Sociology. Included is a list of the English classes that were randomly selected to participate. In order for us to be able to administer the survey to the students we have to gain parental consent. On Wednesday, March 22 we are hoping to hand out the consent forms to the students in order to administer the survey on Friday, March 31.

Once again, I thank you for allowing us to use some of your class time.

Sincerely,

Paige Gupton

UNCW Sociology Student
Crossroads CO-OP

TABLE 2

1. Q. Do you want or need help on any of the following?
 - 1st, college or career choices (54.2%)*; (n=78)
 - 2nd, stress (48.6%)*; (n=70)
 - 3rd, achieving in school (27.8%); (n=40)
 - 4th, parents (25.7%); (n=37)

2. Q. What do you think other students would want or need help with?
 - 1st, drugs and alcohol (72.2%); (n=104)
 - 2nd, stress (66.7%); (n=96)
 - 3rd, parents (63.9%); (n=92)
 - 4th, smoking cigarettes (63.2%); (n=91)

3. Q. When, if ever, did you first try the following substances?
 - *78.6% have used alcohol, 42.1% first tried alcohol in grade 8 or earlier. (n=59)
 - *67.2% have used tobacco, 35.8% first tried tobacco in grade 8 or earlier. (n=49)
 - *56.6% have used marijuana, 25.7% first tried marijuana in grade 8 or earlier. (n=35)

4. Q. During the past 12 months, how often have you used each substance?
 - 66.2% have used alcohol, 15.1% use alcohol a few times a month. (n=21)
 - *52.6% have used tobacco, 27% use tobacco on a daily basis. (n=37)
 - 51.8% have used marijuana, 15.1% use marijuana a few times a year. (n=21)

5. Q. Do you use alcohol or other drugs for any of the following reasons?
 - 1st, to have fun/party (50.7%)*; (n=73)
 - 2nd, to relax (39.6%), to celebrate (39.6%); (n=57)
 - 3rd, to get high or drunk (36.1%); (n=52)
 - 4th, easier to deal with stress (22.9%); (n=33)

6. Q. During the past 12 months, how often have you experienced the following due to your drinking and/or drug use?
 - *1st, headaches, body aches, or vomiting (hangover) (45.2%); (n=61)
 - 2nd, did something you later regretted (34.6%); (n=47)
 - 3rd, performed poorly on a test/project (31.1%); (n=42)
 - 4th, been drunk/high while at school (29.3%); (n=40)

7. Q. Have any of your friends or family members had alcohol or other drug problems?
 - 1st, aunt(s)/uncle(s) (29.2%); (n=42)
 - 2nd, male friend (28.5%); (n=41)
 - 3rd, female friend (26.4%); (n=38)
 - 4th, father (22.2%); (n=32)

8. & 9. 12.5% thought they had an alcohol and/or drug problem in the past, (n=18) while only 3.5% think they have a problem now. (n=5)

10. Q. Which of the following programs and/or materials would you be interested in?
 - 1st, class presentations (28.5%); (n=41)
 - 2nd, support groups (24.3%); (n=35)
 - 3rd, substance free activities/social events (23.6%); (n=34)
 - 4th, awareness weeks (22.9%); (n=33)

11. & 12. *59.7% have heard of the Crossroads CO-OP. (n=86)
through; 1st, advertisements (35.4%); (n=51)
2nd, teachers (28.5%); (n=41)
3rd, students/peers (27.1%); (n=39)
4th, presentations at school (26.4%); (n=38)
13. Q. How has the information about drugs and alcohol that you received in Crossroads CO-OP and/or programs affected you?
1st, provided a better understanding of the problems associated with ATOD use (22.9%); (n=33)
2nd, not made a difference to me (21.5%); (n=31)
3rd, helped me make better decisions regarding ATOD (20.8%); (n=30)
4th, I've shared information learned about ATOD with other people (13.9%); (n=20)
14. *65.4% think that their campus enforces its policies on ATOD. (n=89)
19. 92.8% spend time after school each day with no adult present, (n=128)
29.5% spend more than 3 hours without adult supervision. (n=41)

Table 4

Student Perceptions

1. When asked, do you want or need help on drugs and alcohol?
 6.9% of students answered yes. (n=10)
 mean age = 18
 mean grade level = 12
 30% female (n=3), 50% male (n=5)
 race: 1st, 60% White or Caucasian (n=6)
 2nd, 20% African American (n=2)
 3rd, 10% Asian (n=1)

2. When asked, do other students want or need help with drugs and alcohol?
 72.2% of students answered yes. (n=104)
 mean age = 17
 mean grade level = 11
 55.8% female (n=58), 40.4% male (n=42)
 race: 1st, 61.5% White or Caucasian (n=64)
 2nd, 26.9% African American (n=28)
 3rd, 4.8% Latino (n=5)

3. When asked, do you want or need help on smoking cigarettes?
 13.9% of students answered yes. (n=20)
 mean age = 18
 mean grade level = 12
 55% female (n=11), 40% male (n=8)
 race: 1st, 65% White or Caucasian (n=13)
 2nd, 25% African American (n=5)
 3rd, 5% other (n=1)

4. When asked, do other students want or need help with smoking cigarettes?
 63.2% of students answered yes. (n=91)
 mean age = 17
 mean grade level = 11
 53.8% female (n=49), 40.7% male (n=37)
 race: 1st, 59.3% White or Caucasian (n=54)
 2nd, 26.4% African American (n=24)
 3rd, 55% other (n=5)