



# **Texas Impaired Driving Task Force**

## **Recommendations for Alcohol and Drug Prevention Programs K–12th Grade**

*Living Document – Updated August 2020*



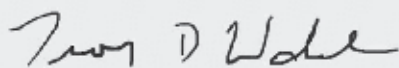
## Dear Texas School Administrators and Staff:

School-based prevention programs, beginning in elementary school and continuing through secondary school and beyond, can play a pivotal role in preventing underage drinking and impaired driving. If children can learn healthy attitudes towards alcohol and drugs, then they may be able to adopt safe behaviors that they carry with them into adolescence and beyond.

Currently, Texas does not have a standard mandatory traffic safety or impairment curriculum. To that end, the Texas Impaired Driving Task Force (TxIDTF) has developed the *Texas Impaired Driving Task Force Recommendations for Alcohol and Drug Prevention Programs K-12th Grade* for your reference as you consider implementing alcohol and drug prevention programs in your schools. The purpose of this reference book is to provide Texas K-12th grades with current, impaired driving information for inclusion in health and other curriculum. This reference book provides an overview of alcohol and drug prevention programs that vary in cost, time, and materials so that you can select the program that is best suited for the needs of your students, staff, and schools.

We recognize that spare time in the classroom is limited. Each of the programs listed in this reference book meets a Texas Education Knowledge and Skills (TEKS), so that your teachers, instructors, and mentors can continue to teach to state standards while instilling valuable lessons about alcohol, drugs, and impaired driving. This reference book is split into two sections, including 1) evidence-based educational programs and 2) programs funded by the Texas Department of Transportation that address impaired driving. We hope that you find this reference book beneficial as you consider implementing alcohol and drug prevention programs. The TxIDTF's mission is to eliminate impaired driving fatalities, injuries, and crashes on Texas roadways. The TxIDTF recognizes that education continues to play a pivotal role in impaired driving prevention strategies.

Respectfully,



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## **Evidence-Based Programs Section**

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## Using Evidence-Based Practices and Programs to Reduce Youth Alcohol and Drug Use

When it comes to preventing and reducing youth alcohol and drug use, there is no silver bullet. In the absence of a single cure-all, it is best to use policies, programs, and practices that have a demonstrated effectiveness in solving or addressing the issue at hand. Using evidence-based strategies not only yields greater positive outcomes, but also provides a more effective means of using limited resources.

Because there is not a single approach that works in all cases, a comprehensive prevention system addressing intervening variables that lead and contribute to alcohol use is most effective. According to the Substance Abuse Mental Health Services Administration, the variables to address include:

- Poor enforcement (of existing policies or laws)
- Easy retail access (sales to minors or alcohol outlet density)
- Social access (getting alcohol through parties and friends)
- Promotion (ad placement and product/brand sponsorships)
- Pricing (low excise taxes or sales on products/bar specials)
- Social norms (rite of passage, perception that peers are doing it and perception of risk – will I get in trouble if I get caught using this product?)

These variables exist in every community, though each community experiences the intervening variables in its own way and has its own specific issues that it must address. A strong prevention system consists of strategies that are tailored to a community's needs and focus on both individual behavioral change and community environmental change.

When addressing the variables outlined above, selecting strategies that have been proven by sound research and evaluation methodologies offers the greatest likelihood of yielding the desired results.

This reference book provides information about school-based alcohol and drug education programs that have been proven to effect change on specific outcomes. According to research found in *Alcohol: No Ordinary Commodity*, school-based prevention programs aim to achieve one or more of the following:

- Change the adolescent's drinking beliefs, attitudes, and behaviors
- Modify factors associated with adolescent drinking (e.g., social skills, self-esteem)
- Delay the onset of first use of alcohol
- Reduce the use of alcohol
- Reduce high-risk drinking
- Minimize the harm caused by drinking

Communities began implementing school-based programs focused on preventing and reducing underage alcohol use in the 1960s. In the early years, prevention was focused on increasing knowledge of alcohol use and the associated risks and dangers with the purpose of changing behavior (informational approach). In subsequent years affective education became popular which addresses self-esteem, general social skills, values clarification, or similar factors assumed to underlie underage alcohol use. There was also a focus on encouraging alternative activities assumed to be inconsistent with alcohol use such as playing sports or meditating. However, research has shown that a majority of the programs that employ informational approaches and/or affective education have been largely ineffective (Cuijpers, 2003).

Starting in the early 1980s, social influence programs were developed in response to the ineffectiveness of informational and affective education programs. Social influence programs assume that most adolescents have an unfavorable attitude towards alcohol, tobacco, and other drug use, yet when challenged about their beliefs they are easily swayed because they have had little practice resisting social pressure. The programs attempt to prepare students against challenges to

their beliefs through resistance skills that focus on short-term and immediate social consequences. In the early 1990s, it was recognized that adolescent alcohol use is determined less by direct pressure from others and more from a myriad of subtle social influences (as indicated in the intervening variables previously mentioned). Since the 1990s, there has been a shift from focusing primarily on refusal/resistance skills to focusing on normative education, which corrects a student's tendency to over-estimate the number of their peers that actually use and/or approve of alcohol use. Many school-based programs now include a combination of both normative education and resistance skills training.

It is also important to note that research assessing 207 universal school-based drug prevention programs, many of which had alcohol as their focus, found there was little effect from non-interactive programs, such as lectures focused on increasing alcohol knowledge or affective education. (Tobler et al., 2007). However, interactive programs that fostered interpersonal skills development did show some positive effects.

There is research and scientific evaluation that indicates some resistance skills and normative education programs work at reducing alcohol use and some do not.

The programs presented in this reference book are social influence programs with demonstrated evidence of effecting change on specific outcomes. The document provides the reader with a target age group, program description, what entities deem the program as evidence-based, the changes the program is intended to affect, outcomes, program costs, and contact information.

Again, because no two schools are exactly alike, and resources are often limited, it is important for a school to select evidence-based programs that 1) best address the intervening variables present at your school, and 2) offer the biggest "bang for the buck." It is also critical that schools honor the fidelity of the programs to observe the intended outcomes and results.

With evidenced-based programs and practices, school administrators and educators can maximize the impact their limited resources will have on reducing alcohol abuse, while at the same time reducing unanticipated consequences. It may require a departure from current prevention practices or a greater investment of resources but using evidence-based programs and practices should generate greater outcomes making it worth the return on investment.

Cuijpers, P. (2003). Three decades of drug prevention research. *Drugs: education, prevention and policy*, 10(1), 7-20.

Tobler, N. S., Roona, M. R., Ochshorn, P., Marshall, D. G., Streke, A. V., & Stackpole, K. M. (2000). School-based adolescent drug prevention programs: 1998 meta-analysis. *Journal of primary Prevention*, 20(4), 275-336.

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## Across Ages

Ages 9-13; Grades 5-8



### During-School; After-School

#### **Program Description**

Across Ages targets at-risk middle school youth through mentorship using school and community-based program components. The program matches adult mentors (55+) with youth aged 9-13

years old. Ultimately, the goal of Across Ages is to increase protective factors to prevent or delay substance use. The four program components include mentoring, community service, classroom curriculum focusing on social competence training, and parent workshops.

#### • Findings:

Outcome	Significant *
Improvement in Attitudes Toward School	☒
Improvement in Coping Skills	☒
Improvement in Family and School Bonding	☒
Improvement in General Functioning and Well-Being	☒
Improvement in Substance Use Knowledge, Attitudes, and Beliefs	☑
Improvement in Prosocial Behaviors	☑
Improvement in Self-Control	☒
Improvement in Substance Use	☒
Note: *Significant at p-value <0.05.	

#### **Program Notes**

- Program information can be found at: <https://www.cebc4cw.org/program/across-ages/>





## During-School

### **Program Description**

AI's Pals is designed to improve problem-solving skills, social and emotional health, self-control, and healthy decision-making skills. These skills are taught through short lessons, appropriate teaching

approaches, interactive puppets, and other fun activities. Additionally, parents are regularly updated about the skills children are learning and are given exercises to support these behaviors at home.

### • Findings:

Outcome	Significant *
Improvement in Anxiety Disorders and Symptoms	<input checked="" type="checkbox"/>
Improvement in Attention Disorders and Symptoms	<input checked="" type="checkbox"/>
Improvement in Coping Skills	<input checked="" type="checkbox"/>
Improvement in Disruptive Behavior Disorders and Symptoms	<input checked="" type="checkbox"/>
Improvement in Social and Emotional Skills	<input checked="" type="checkbox"/>
Note: *Significant at p-value <0.05.	

### **Program Notes**

- Program Information available at: <http://wingspanworks.com/healthy-ai/>

## All Stars

Ages 9-17; Grades 4-12



### During-School; After-School

#### ***Program Description***

All Stars prevents high risk behaviors through a character-based approach designed to develop positive norms, build strong relationship bonds, promote positive parenting behaviors, develop future goals, and school and community involvement. All Stars is comprised of five programs which correspond to grade level,

including All Stars Character Education, Core, Booster, Plus, and Senior. These programs complement each other, covering the entire span of adolescent development. All Stars Character Education, Core, Booster, and Plus engage parents through a variety of activities and encourage children to have meaningful conversations with parents to reinforce classroom lessons.

#### • Findings:

Outcome	Significant *
Improvement in Disruptive Behavior Disorders and Symptoms	<input checked="" type="checkbox"/>
Improvement in Health-Risk Behaviors	Mixed
Improvement in Knowledge, Attitudes, and Beliefs About Substance Use	<input checked="" type="checkbox"/>
Improvement in School Engagement	<input checked="" type="checkbox"/>
Improvement in Sexual Activity	<input checked="" type="checkbox"/>
Improvement in Substance Use	Mixed
Improvement in Violence	<input checked="" type="checkbox"/>

Note: \*Significant at p-value <0.05.

#### ***Program Notes***

- Program overviews are available at: <https://www.allstarsprevention.com/programs.html>
- A preview copy of the All Stars curriculum can be obtained by contacting the company.



**ATHENA (Athletes Targeting Healthy Exercises  
& Nutrition Alternatives)**

*Ages 13-17; Grades 7-12; Females*

**During-School; After-School**

***Program Description***

ATHENA is designed for female athletes using a team-centered and peer-led program to target

potential risk factors associated with eating disorders and body issues. The goal of ATHENA is to prevent eating-disorders and subsequent drug use (e.g. steroids and diet pills) in female athletes.

**• Findings:**

Outcome	Significant *
Improvement in Disordered Eating Behavior	Mixed
Improvement in Healthy Eating Behaviors	<input checked="" type="checkbox"/>
Improvement in Health-Risk Behaviors	<input checked="" type="checkbox"/>
Improvement in Substance Use	Mixed
Improvement in Tobacco Use	Mixed
Note: *Significant at p-value <0.05.	

***Program Notes***

- Program information available at: <https://www.ohsu.edu/ortho/high-school-athlete-program>



## ATLAS (Athletes Training and Learning to Avoid Steroids)

Ages 14-17; Grades 9-12; Males



### During-School; After-School

#### Program Description

ATLAS is designed for male athletes to provide sports nutrition and strength training alternatives

to prevent risky behaviors (e.g., alcohol or drug use). The program uses a peer-led approach and curriculum based on positive peer pressure and role models.

#### Findings:

Outcome	Significant *
Improvement in Alcohol-Impaired Driving	☑
Improvement in Exercise and Nutrition	☑
Improvement in Healthy Body Image	☑
Improvement in Knowledge, Attitudes, and Beliefs About Health	☑
Improvement in Knowledge, Attitudes, and Beliefs About Substance Use	☑
Improvement in Substance Use	☑
Note: *Significant at p-value <0.05.	

#### Program Notes

- Program information available at: <https://www.ohsu.edu/ortho/high-school-athlete-program>



### During-School; After-School

#### **Program Description**

The Caring School Community (CSC) program focuses on strengthening school bonding by building a classroom and schoolwide community to improve social skills, emotional skills, and

prosocial behaviors. In addition to class meetings, home and schoolwide activities, CSC includes a cross-ages mentoring program. The objective is to foster positive academic performance and reduce substance use, violence, and mental health issues.

#### • Findings:

Outcome	Significant *
Improvement in Employment and Work Readiness	<input checked="" type="checkbox"/>
Improvement in School Climate	<input checked="" type="checkbox"/>
Improvement in School Engagement	<input checked="" type="checkbox"/>
Improvement in Social and Emotional Skills	<input checked="" type="checkbox"/>
Improvement in Substance Use	<input checked="" type="checkbox"/>
Note: *Significant at p-value <0.05.	

#### **Program Notes**

- Formally known as Child Development Project
- Brochure available at: <http://online.fliphtml5.com/srupx/siuu/#p=1>
- Program preview available at: [https://www.collaborativeclassroom.org/wp-content/uploads/2017/10/MKT2494-CSC2-Program-Preview\\_web.pdf](https://www.collaborativeclassroom.org/wp-content/uploads/2017/10/MKT2494-CSC2-Program-Preview_web.pdf)
- Webinar series available at <https://www.collaborativeclassroom.org/resources/caring-school-community-webinar-series/>



## Coping Power Program

Ages 9-12; Grades 4-6



### During-School; After-School

#### **Program Description**

The Coping Power Program addresses social skills, self-control, and positive parenting behaviors through skills-based training. The program includes group sessions focused on teaching children

positive behaviors, such as problem solving and anger management, as well as a program component to support parental involvement. The program also includes cognitive-behavioral group sessions.

#### • Findings:

Outcome	Significant *
Improvement in Alcohol Use	<input checked="" type="checkbox"/>
Improvement in Behavior Problems	Mixed
Improvement in Delinquency	Mixed
Improvement in Marijuana Use	<input checked="" type="checkbox"/>
Improvement in Parental Support	<input checked="" type="checkbox"/>
Improvement in School Behavior	Mixed
Improvement in Substance Use	Mixed
Improvement in Tobacco Use	Mixed
Note: *Significant at p-value <0.05.	

#### **Program Notes**

- Program Information available at: <https://www.cebc4cw.org/program/coping-power-program/detailed>





### After-School

#### Program Description

The EFFEKT program (formerly the Örebro Prevention Program) encourages parents to promote a zero-tolerance policy for alcohol use among children with the aim of preventing alcohol abuse among youth. Parents are given information

via meetings and letters throughout the school year, and are also informed of community activities and events for their children to participate in. The EFFEKT program emphasizes clear communication and strict rules between parents and children, including signed agreements about alcohol use and other important family issues.

#### Findings:

Outcome	Significant *
Improvement in Alcohol Use	Mixed
Improvement in Delinquency	☑
Improvement in Parental Attitudes About Alcohol Use	☑
Improvement in Parental Strictness	☑
Note: *Significant at p-value <0.05.	

#### Program Notes

- Formerly the Örebro Prevention Program
- Program description can be found at: <https://www.blueprintsprograms.org/programs/460999999/effekt/print/>

## Good Behavior Game (GBG)

Ages 5-18; Grades K-12



### During-School

#### **Program Description**

The Good Behavior Game (GBG) promotes positive behavior for students. GBG rewards students for following classroom rules, such as following

directions or working quietly. The program aims to reduce aggressiveness, disruptive behavior, and future behavioral issues, such as drug and alcohol use.

#### • Findings:

Outcome	Significant *
Improvement in Aggressive Behavior	Mixed
Improvement in Alcohol Use	☑
Improvement in Antisocial Personality Disorder	☑
Improvement in Peer Acceptance	☑
Improvement in Substance Use	☑
Improvement in Tobacco Use	☑
Improvement in Violence	☑
Note: *Significant at p-value <0.05.	

#### **Program Notes**

- Good Behavior Game overview video can be found at: <https://youtu.be/a0ab5PS8110>
- Good Behavior Game training manual can be found at: <https://www.txasp.org/assets/conference-materials/2017/Fall-Convention-Handouts/Martinez01.pdf>





### During-School; After-School

#### **Program Description**

Guiding Good Choices aims to provide the knowledge and skills needed for early adolescence. The program teaches children the skills to resist drug use, as well as promote good behavior and

family bonding. The program includes five sessions where students learn to resist peer pressure. In addition, during these sessions, parents learn to identify substance abuse risk factors and strengthen parenting skills, such as conflict management.

#### • Findings:

Outcome	Significant *
Improvement in Communication	☑
Improvement in Delinquency	☑
Improvement in Depressive Disorders and Symptoms	☑
Improvement in Negative Interactions with Children	Mixed
Improvement in Parenting Behaviors	☑
Improvement in Relationships	☒
Improvement in Substance Use	☑

Note: \*Significant at p-value <0.05.

#### **Program Notes and Available Resources**

- Program overview can be found at: <http://helpingkidsprosper.org/how-it-works/programs/guiding-good-choices>

## Keepin' it REAL

Ages 11-15; Grades 6-9



### During-School

#### ***Program Description***

Keepin' it REAL (kiR) focuses on developing drug resistance skills. The program is highly interactive between students and teachers with

lessons focusing on drug refusal, healthy choices, self-control, social skills, and critical thinking. Throughout the program, students will complete ten 45-minute lessons, which include videos, role-play, decision-making activities, and storytelling.

#### • Findings:

Outcome	Significant *
Improvement in Alcohol Use	<input checked="" type="checkbox"/>
Improvement in Drug Refusal Skills	<input checked="" type="checkbox"/>
Improvement in Marijuana Use	<input checked="" type="checkbox"/>
Improvement in Self-Concept	<input checked="" type="checkbox"/>
Improvement in Self-Efficacy	<input checked="" type="checkbox"/>
Improvement in Sexual Activity	<input checked="" type="checkbox"/>
Improvement in Substance Use	Mixed
Note: *Significant at p-value <0.05.	

#### ***Program Notes***

- A product guide is available at: [https://real-prevention.com/wp-content/uploads/2016/07/RP-PRESS-KIT\\_FINAL-Digital.pdf](https://real-prevention.com/wp-content/uploads/2016/07/RP-PRESS-KIT_FINAL-Digital.pdf)





### During-School; After-School

#### **Program Description**

LifeSkills Training is a school-based substance abuse curriculum that can be used from K-12th grades. The program aims to improve drug-related

knowledge and attitudes, as well as teach students skills for resisting peer pressure and developing social skills. The curriculum is developmentally appropriate and includes a variety of activities, such as lectures, discussions, activities, and practice.

#### • Findings:

Outcome	Significant *
Improvement in Alcohol Use	Mixed
Improvement in Delinquency	<input checked="" type="checkbox"/>
Improvement in Marijuana Use	<input checked="" type="checkbox"/>
Improvement in Risky Driving	Mixed
Improvement in Sexual Activity	<input checked="" type="checkbox"/>
Improvement in Substance Use	Mixed
Improvement in Tobacco Use	Mixed
Improvement in Violence	<input checked="" type="checkbox"/>
Note: *Significant at p-value <0.05.	

#### **Program Notes**

- Program presentations available at: <https://www.lifeskillstraining.com/overview-webinar-presentations/>
- Program overview available at: <https://www.lifeskillstraining.com/lst-overview/>

## Master Mind

Ages 9-11; Grades 4-5



### During-School

#### **Program Description**

The Master Mind Program aims to improve decision-making capabilities through mindfulness training. By engaging students in mindfulness training through classroom curriculum, interactive

activities, and homework, students develop skills to help improve self-control. The students are also taught to evaluate and avoid risky situations, especially surrounding substance abuse. Additionally, students develop coping mechanisms for stress and anxiety.

#### • Findings:

Outcome	Significant *
Improvement in Aggression	☑
Improvement in Alcohol Use	☒
Improvement in Anxiety Disorders and Symptoms	Mixed
Improvement in Attention Disorders and Symptoms	☒
Improvement in Executive Functioning (e.g. self-control, memory)	☑
Improvement in Self-Control	Mixed
Improvement in Social Problems	☑
Improvement in Tobacco Use	☒
Note: *Significant at p-value <0.05.	

#### **Program Notes**

- Program information is available at: <http://mastermindprogramsonline.com/program-details/>





**During-School; After-School  
Program Description**

Media Detective is a media literacy program aimed at alcohol and tobacco abuse prevention in elementary schools. The program focuses on media messages with the goal of changing how

children process these messages. In addition, the program consists of several hands-on activities. Media Detective also involves parents through online activities to be completed with their student, as well as family night programs.

• **Findings:**

Outcome	Significant *
Improvement in Alcohol Use	☑
Improvement in Critical Thinking Skills	☑
Improvement in Persuasive Intent	☑
Improvement in Self-Efficacy	☑
Improvement in Tobacco Use	☑
Note: *Significant at p-value <0.05.	

**Program Notes**

- Program information available at: <http://mediadetectiveprograms.com/media-detective/>

## Media Ready

Ages 11-14; Grades 6-8



### During-School

#### **Program Description**

Media Ready is a media literacy program for middle-school students that aims to prevent alcohol and tobacco use. Students are empowered to make

informed decisions about substance use through ten interactive lessons that encourage abstinence from alcohol use and improve critical thinking skills when interpreting media messages.

#### • Findings:

Outcome	Significant *
Improvement in Alcohol Use	<input checked="" type="checkbox"/>
Improvement in Tobacco Use	<input checked="" type="checkbox"/>
Note: *Significant at p-value <0.05.	

#### **Program Notes**

- Program information available at: <http://mediareadyprograms.com/program-details/>





### During-School

#### **Program Description**

The Michigan Model for Health (MMH) focuses on several health issues such as nutrition, physical activity, social health, and substance use

prevention. The comprehensive health education curriculum is designed using a building-block approach with age appropriate lessons and activities.

#### • Findings:

Outcome	Significant *
Improvement in Aggressive Behaviors	<input checked="" type="checkbox"/>
Improvement in Drug Refusal Skills	<input checked="" type="checkbox"/>
Improvement in Exercise and Nutrition	<input checked="" type="checkbox"/>
Improvement in Prosocial Behaviors	<input type="checkbox"/>
Improvement in Relationships	<input checked="" type="checkbox"/>
Improvement in Social and Emotional Skills	<input checked="" type="checkbox"/>
Improvement in Substance Use	<input checked="" type="checkbox"/>
Note: *Significant at p-value <0.05.	

#### **Program Notes**

- Formerly the Michigan Model for Comprehensive School Health Education
- Program information can be found at: <https://www.mmhclearinghouse.org/default.aspx?p=botpg1>
- An Implementation Guide is available at: <https://www.mmhclearinghouse.org/images/MMH-Implementation-Guide-201909.pdf>

## Peers Making Peace

Ages 3-18; Grades PreK-12



### During-School; After-School

#### ***Program Description***

Peers Making Peace is designed to handle conflicts through peer-mediation to improve school environments with a focus on reducing violence

and other discipline issues and maintaining drug-free schools. The program includes having schools identify peer mediators who help resolve conflicts among other students at the school and serve as drug-free role models.

#### • Findings:

Outcome	Significant *
Improvement in Assaults	<input checked="" type="checkbox"/>
Improvement in Discipline Referrals	<input checked="" type="checkbox"/>
Improvement in School Absences	<input checked="" type="checkbox"/>
Improvement in School Expulsions	<input checked="" type="checkbox"/>
Improvement in School Performance	<input checked="" type="checkbox"/>
Improvement in Self-Efficacy	<input checked="" type="checkbox"/>
Note: *Significant at p-value <0.05.	

#### ***Program Notes***

- Program resources can be found at: <http://www.paxunited.org/resources.aspx>





**During-School; After-School**

***Program Description***

The Positive Action program focuses on improving

academic behaviors, family bonding, relationships, and reducing substance use, disruptive behaviors, and family conflict.

**• Findings:**

Outcome	Significant *
Improvement in Disruptive Behavior Disorders and Symptoms	<input checked="" type="checkbox"/>
Improvement in School Absences	<input checked="" type="checkbox"/>
Improvement in School Engagement	<input checked="" type="checkbox"/>
Improvement in School Performance	<input checked="" type="checkbox"/>
Improvement in Sexual Activity	Mixed
Improvement in Social and Emotional Health	<input checked="" type="checkbox"/>
Improvement in Substance Use	<input checked="" type="checkbox"/>
Improvement in Violence	<input checked="" type="checkbox"/>
Note: *Significant at p-value <0.05.	

***Program Notes***

- Program information available at: <https://www.positiveaction.net/introduction>
- Program resources can be found at: <https://www.positiveaction.net/program-resources#skills-for-greatness-resources>

## Positive Family Support

Ages 10-14; Grades 6-8



### During-School; After-School

#### **Program Description**

Positive Family Support (PFS) is a multi-tiered, school intervention program that targets youth at risk of problem behaviors, such as substance abuse. PFS is parent-focused and aims to develop

family management and communication skills. The main objective of the program is to prevent behavior problems and substance use in adolescents by enhancing communication and parenting skills at home.

#### • Findings:

Outcome	Significant *
Improvement in Alcohol Use	☑
Improvement in Behavior Problems	☑
Improvement in Delinquency	☑
Improvement in Depressive Disorders and Symptoms	☑
Improvement in Marijuana Use	☑
Improvement in Substance Use	☑
Improvement in Tobacco Use	☑
Note: *Significant at p-value <0.05.	

#### **Program Notes**

- Formerly known as Adolescent Transitions Program (ATP)
- Program information available at: <https://reachinstitute.asu.edu/programs/positivefamilysupport>





**During-School; After-School**  
**Program Description**

Project ALERT is designed to prevent substance use through developing and promoting non-use attitudes and beliefs. These skills are developed

through interactive in-class activities, role-playing, and discussions. Parents are also involved by completing homework assignments with their student to reinforce the skills learned in school.

• **Findings:**

Outcome	Significant *
Improvement in Alcohol Use	☑
Improvement in Behavior Problems	☑
Improvement in Delinquency	☑
Improvement in Depressive Disorders and Symptoms	☑
Improvement in Marijuana Use	☑
Improvement in Substance Use	Mixed
Note: *Significant at p-value <0.05.	

**Program Notes**

- Program overview can be found at: [https://s3.amazonaws.com/project\\_alert/upload/project\\_alert\\_at\\_a\\_glance.pdf](https://s3.amazonaws.com/project_alert/upload/project_alert_at_a_glance.pdf)
- Online brochure available at: [https://www.projectalert.com/brochure#page\\_4](https://www.projectalert.com/brochure#page_4)
- Lesson plans available at: <https://www.projectalert.com/account>

## Project EX

Ages 14-19; Grades 9-12



### During-School

#### **Program Description**

Project EX program includes several motivational activities (e.g., yoga, interactive games, and a mock talk show) to stop or reduce tobacco use in high school students. The curriculum focuses

on teaching self-control, mood management, and goal setting. In addition, the curriculum focuses on lessons for addressing stress, providing other relaxation methods, and discussing nicotine withdrawal.

#### • Findings:

Outcome	Significant *
Improvement in Tobacco Use	<input checked="" type="checkbox"/>
Note: *Significant at p-value <0.05.	

#### **Program Notes**

- Program implementation information can be found at: [https://projectex.usc.edu/?page\\_id=20](https://projectex.usc.edu/?page_id=20)





### During-School

#### Program Description

Project Northland curriculum targets alcohol use and prevention. The curriculum is designed to reduce alcohol use and associated behaviors

(e.g., binge drinking) in middle school students. Additionally, the program encourages parents and the community to prevent the consumption and commercial sale of alcohol to minors.

#### • Findings:

Outcome	Significant *
Improvement in Alcohol Use	Mixed
Improvement in Commercial, Community, and Parental Attitudes	Mixed
Improvement in Family Problems	<input checked="" type="checkbox"/>
Improvement in Knowledge, Attitudes, and Beliefs About Substance Use	Mixed
Improvement in Substance Use	Mixed
Note: *Significant at p-value <0.05.	

#### Program Notes

- Program information can be found at: <https://www.spfhawaii.org/evidence-based-programs/project-northland>

## Project Towards No Drug Abuse

Ages 14-19; Grades 9-12



### During-School

#### **Program Description**

Project Towards No Drug Abuse is designed for at-risk high school students. The curriculum focuses

on improving positive skills (e.g., communication, decision making) through hands on activities and worksheets.

#### • Findings:

Outcome	Significant *
Improvement in Alcohol Use	<input checked="" type="checkbox"/>
Improvement in Marijuana Use	Mixed
Improvement in Substance Use	<input checked="" type="checkbox"/>
Improvement in Tobacco Use	Mixed
Improvement in Violence	Mixed
Note: *Significant at p-value <0.05.	

#### **Program Notes**

- A preview of the curriculum is available at: [https://tnd.usc.edu/?page\\_id=41](https://tnd.usc.edu/?page_id=41)
- Program implementation information can be found at: [https://tnd.usc.edu/?page\\_id=71](https://tnd.usc.edu/?page_id=71)





## During-School

### Program Description

The Project Towards No Tobacco Use (Project TNT) classroom curriculum is focused on preventing and reducing tobacco use. Project TNT is based on the belief that students will make better decisions if they are aware of misleading

information regarding tobacco and tobacco use. Project TNT focuses on teaching skills to resist social pressures. The curriculum uses interactive activities to enhance student participation, including games, role-plays, discussions, activism letter writing, and a videotaping project.

### Findings:

Outcome	Significant *
Improvement in Knowledge, Attitudes, and Beliefs About Substance Use	<input checked="" type="checkbox"/>
Improvement in Tobacco Use	<input checked="" type="checkbox"/>
Note: *Significant at p-value <0.05.	

### Program Notes

- Program information can be found at: [https://tnt.usc.edu/?page\\_id=38](https://tnt.usc.edu/?page_id=38)



### **During-School; After-School**

#### ***Program Description***

Project Venture targets at-risk American Indian youth by focusing on cultural values. The program promotes prosocial behavior, as well as alcohol and drug prevention. Project Venture utilizes classroom-

based activities, outdoor experiential learning, and afterschool/weekend intensive sessions. The program also includes a community service component where staff and students complete community service projects that contribute to community building.

#### ***Program Publication***

- Carter, S. L., Straits, J. E., & Hall, M. (2007). Project Venture: Evaluation of a Positive, Culture-Based Approach to Substance Abuse Prevention with American Indian Youth. Technical Report. Gallup, N.M.: National Indian Youth Leadership Project.

#### **• Findings:**

Outcome	Significant *
Improvement in Alcohol Use	<input checked="" type="checkbox"/>
Improvement in Illicit Drug Use	<input checked="" type="checkbox"/>
Improvement in Marijuana Use	<input checked="" type="checkbox"/>
Improvement in Substance Use	<input checked="" type="checkbox"/>
Improvement in Tobacco Use	<input checked="" type="checkbox"/>
Note: *Significant at p-value <0.05.	

#### ***Program Notes***

- Program information available at: <https://projectventure.org/programs/>





## During-School; After-School

### Program Description

Raising Healthy Children targets teachers, parents, and students. Teachers complete workshops that focus on classroom management skills and exercises to reduce aggressive behaviors and risk

factors. Students complete lessons and exercises focused on peer-intervention strategies. And, parents participate through workshops and at-home sessions that focus on providing reinforcement and consequences for good and bad behaviors.

### Findings:

Outcome	Significant *
Improvement in Alcohol-Impaired Driving	<input checked="" type="checkbox"/>
Improvement in Alcohol Use	Mixed
Improvement in Antisocial Behavior	Mixed
Improvement in Marijuana Use	Mixed
Improvement in School Engagement	<input checked="" type="checkbox"/>
Improvement in School Performance	<input checked="" type="checkbox"/>
Improvement in Social and Emotional Skills	Mixed
Improvement in Tobacco Use	<input checked="" type="checkbox"/>
Note: *Significant at p-value <0.05.	

### Program Notes

- A sample of the program can be found at: [http://www.sdr.org/RHC\\_YEAR\\_1\\_Impl\\_Guide.pdf](http://www.sdr.org/RHC_YEAR_1_Impl_Guide.pdf)
- An overview of the program can be found at: <http://www.sdr.org/rhcsunmary.asp>

## Reconnecting Youth

Ages 14-18; Grades 9-12



### During-School; After-School

#### **Program Description**

Reconnecting Youth teaches students skills to avoid or address risk factors. The program is designed for high risk students. The curriculum focuses on increasing self-esteem, improving

decision-making skills, and enhancing interpersonal communication. Additionally, Reconnecting Youth aims to increase social involvement in healthy activities, especially activities that increase school bonding.

#### • Findings:

Outcome	Significant *
Improvement in Alcohol Use	☒
Improvement in Anger	☑
Improvement in Delinquency	☒
Improvement in Depressive Disorders and Symptoms	☑
Improvement in Peer Bonding	☑
Improvement in Health-Risk Behaviors	☑
Improvement in School Attendance	☑
Improvement in School Bonding	Mixed
Improvement in School Performance	Mixed
Improvement in Substance Use	Mixed
Improvement in Suicide	☑
Improvement in Tobacco Use	☒
Note: *Significant at p-value <0.05.	

#### **Program Notes**

- A program overview is available at: <https://www.reconnectingyouth.com/content/our-programs/ry>
- Implementation resources are available at: <https://www.reconnectingyouth.com/content/resources/implementation>



### During-School

#### **Program Description**

SPORT Prevention Plus Wellness (SPORT PPW) is designed to prevent substance abuse while also promoting physical activity, healthy eating,

adequate sleep, and stress-reduction for youth.

Students engage in goal setting to increase overall wellness and drug abstinence. SPORT PPW also includes optional parental materials to reinforce lessons at home.

#### • Findings:

Outcome	Significant *
Improvement in Alcohol Use	<input checked="" type="checkbox"/>
Improvement in Marijuana Use	<input checked="" type="checkbox"/>
Improvement in Physical Activity	<input checked="" type="checkbox"/>
Improvement in Substance Use	Mixed
Improvement in Tobacco Use	<input checked="" type="checkbox"/>
Note: *Significant at p-value < 0.05.	

#### **Program Notes**

- Program information can be found at: <https://preventionpluswellness.com/products/sport-prevention-plus-wellness>
- A program sample can be requested through the company website.



## Start Taking Alcohol Risks Seriously (STARS) for Families

Ages 11-15; Grades 6-9



### During-School; After-School

#### **Program Description**

Start Taking Alcohol Risks Seriously (STARS) for Families prevents alcohol use through identifying risk factors and provides targeted information on underage alcohol use. During the program, students are assessed for risk factors and alcohol

use through a health consultation with a health care provider. “Key Facts Postcards” are also disseminated to parents to help foster good communication about alcohol use with their child. Additionally, parents are involved through take-home lessons that include prevention activities.

#### • Findings:

Outcome	Significant *
Improvement in Alcohol Use	Mixed
Improvement in Positive Peer Associations	☒
Improvement in Risk Factors	☒
Note: *Significant at p-value <0.05.	

#### **Program Notes**

- A program description can be found at: <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=315>



## During-School

### **Program Description**

The Strengthening Families Program prevents drug use in children whose parents have a history of abusing drugs. The program aims to improve

behavioral health outcomes, as well as reduce problem behaviors (e.g. mental health, delinquency, substance abuse) through improving parenting and behavior management skills.

### • Findings:

Outcome	Significant *
Improvement in Behavior Problems	☑
Improvement in Depressive Disorders and Symptoms	☑
Improvement in Drug Refusal Skills	☒
Improvement in Family Relationships	Mixed
Improvement in Family Reunification	☑
Improvement in Negative Peer Associations	☒
Improvement in Parenting Behaviors	☑
Improvement in Risk and Protective Factors	☒
Improvement in School Bonding	☑
Note: *Significant at p-value < 0.05.	

### **Program Notes**

- The program is available in English and Spanish.
- Program information is available at: <https://strengtheningfamiliesprogram.org/about.html>



## Strong African American Families

Ages 10-14; Grades 5-8



### During-School; After-School

#### **Program Description**

Strong African American Families (SAAF) aims to prevent risky behaviors, such as substance abuse through training parents and a family

therapy component. SAAF works to improve parenting practices related to monitoring youth and communication about alcohol use expectations, sexual activity, and racial socialization.

#### • Findings:

Outcome	Significant *
Improvement in Alcohol Use	Mixed
Improvement in Behavior Problems	☑
Improvement in Depressive Disorders and Symptoms	☑
Improvement in Health-Risk Behaviors	☑
Improvement in Parenting Behaviors	☑
Improvement in Sexual Activity	☒
Note: *Significant at p-value <0.05.	

#### **Program Notes**

- A promotional video and brochure can be found at: <https://cfr.uga.edu/saaf-programs/saaf/>





## During-School

### Program Description

The Teams-Games-Tournaments uses peer support and group reward structures to prevent

alcohol use. The program includes an educational program that also includes a tournament game to reinforce lessons.

### Findings:

Outcome	Significant *
Improvement in Alcohol-Impaired Driving	<input checked="" type="checkbox"/>
Improvement in Alcohol Use	<input checked="" type="checkbox"/>
Improvement in Behavior Problems	<input checked="" type="checkbox"/>
Improvement in Family Relationships	<input checked="" type="checkbox"/>
Improvement in Knowledge, Attitudes, and Beliefs About Substance Use	<input checked="" type="checkbox"/>
Improvement in Self-Efficacy	<input checked="" type="checkbox"/>
Note: *Significant at p-value <0.05.	

### Program Notes

- Program description can be found at: <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=302>

## Too Good for Drugs – Middle School

Ages 9-13; Grades 6-8



### During-School

#### ***Program Description***

Too Good for Drugs – Middle School empowers middle schoolers to meet the difficulties of school life by providing social-emotional learning. Too

Good for Drugs provides students with the skills to avoid substance use and increase confidence and self-efficacy through lessons on goal setting, decision making, and problem solving.

#### • Findings:

Outcome	Significant *
Improvement in Alcohol Use	<input checked="" type="checkbox"/>
Improvement in Decision-Making Skills	<input checked="" type="checkbox"/>
Improvement in Drug Refusal Skills	<input checked="" type="checkbox"/>
Improvement in Knowledge, Attitudes, and Beliefs About Substance Use	<input checked="" type="checkbox"/>
Improvement in Marijuana Use	Mixed
Improvement in Prosocial Behaviors	<input checked="" type="checkbox"/>
Improvement in Substance Use	<input checked="" type="checkbox"/>
Improvement in Tobacco Use	<input checked="" type="checkbox"/>
Note: *Significant at p-value <0.05.	

#### ***Program Notes***

- A program overview can be found at: <https://toogoodprograms.org/>

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## **TxDOT Programs Section**

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# Using Texas Department of Transportation (TxDOT)–Sponsored Programs to Reduce Youth Alcohol and Drug Use

The Texas Impaired Driving Task Force (TxIDTF) recognizes that every school and each school district have a different set of available resources to meet the varying needs of students, teachers, and staff. The advantage of implementing evidenced-based alcohol and drug prevention programs in schools is that they have demonstrated evidence of effecting change. However, many alcohol and drug prevention programs that have been certified as evidence-based are costly to implement and exceed resources available to schools.

Every year, the Texas Department of Transportation (TxDOT) funds numerous alcohol and drug prevention programs that can be implemented in schools. While not all of these programs have been certified as evidence-based, many of these programs have demonstrated promising practices. Additionally, because TxDOT provides funding for these programs through traffic safety grants, these programs are typically offered at no cost to schools. Programs are available both statewide and regionally.

If you are interested in implementing one of these programs at your schools, we urge you to reach out to contact the program directly to further coordinate.

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**During-School; After-School**

***Program Description***

The Alcohol Drug and Safety Training Education Program (AD-A-STEP for Life) is a 3-hour program for PreK-12 students and their parents. The program can also be administered to adults identified as undereducated by federal guidelines.

Each target audience receives age appropriate educational training, course material, and hands-on activities. The program's goal is to reduce the number of impaired driving crashes where the driver is under the age of 21 by increasing public education and information.

***Program Notes***

- A flyer and social media marketing are available for information on dissemination and implementation of the program.
- While no formal evaluation exists, the project conducts evaluations every year that are reported to the Texas Department of Transportation.

## Brazos Valley Injury Prevention Coalition

Ages 5+; Grades K-College



### **During-School; After-School**

#### ***Program Description***

The Brazos Valley Injury Prevention Coalition's membership and associated activities are offered at no charge to schools and universities. The program covers the dangers of impaired driving, distracted driving, drowsy driving, seat belt use,

and speeding. The coalition aims to reduce risky behaviors through assembly style programs, as well as hands-on educational activities that are age appropriate. Additionally, parents and mentors are also invited to attend the program to learn about reducing risky behaviors.

#### ***Program Notes***

- Educational materials on impaired driving can be requested.
- Program information is available at: <https://brazosvalleyinjuryprevention.tamu.edu/programs/>
- Despite not having a formal evaluation, the program uses pre-and post-assessments to evaluate the program.





### **During-School; After-School**

#### ***Program Description***

Driving on the Right Side of the Road (DRSR) incorporates traffic safety concepts, such as impaired-driving, into classroom curriculum. For no cost, schools can request a multitude of traffic

safety storybooks and lessons to be distributed in classrooms. Additionally, DRSR offers trainings/workshops for teachers, and engages with the community through conferences and outreach events.

#### ***Program Notes***

- Materials can be requested from: <https://www.tmcec.com/drsr/materials-request-forms/drsr/>
- Program information available at: <https://www.tmcec.com/drsr/>

## Live Your DREAMS (Distraction REduction Among Motivated Students)

Ages 13-19; Grades 8-12



### **During-School; After-School**

#### ***Program Description***

The Live Your DREAMS teen driver safety program is committed to reducing injuries from motor vehicle collisions in Brazoria, Fort Bend, Galveston, Harris, Montgomery, and Waller Counties. The program aims to increase awareness and education about protective and risk factors for motor vehicle safety through a multi-tiered program that can be utilized

in the community or in the high school settings.

Students participate in interactive activities to simulate the consequences of driving under the influence or distracted, which provides a platform for discussion on impairment and safe options when impairment is an issue. In addition, parents of selected students attend an in-depth hospital based event with their teen.

#### ***Program Notes***

- Educational materials on impaired driving can be requested.
- Program information available at: <http://go.memorialhermannhealth.org/trauma-live-your-dreams.html>



### **After-School**

#### ***Program Description***

The Power of Parents is a research-based program that consists of a short presentation and high

quality printed guides designed to assist parents and/or guardians to have positive discussions with their teens to not consume or abuse alcohol.

#### ***Program Notes***

- Power of Parents is part of the 'Take the Wheel' initiative, which is a comprehensive list of complimentary strategies to help end alcohol-impaired driving in Texas.
- Program information available at: <https://www.madd.org/the-solution/power-of-parents/>



## Power of You(th)

Ages 13-19; Grades 8-12



### **During-School; After School**

#### ***Program Description***

Power of You(th) is designed to educate teens about the consequences of underage drinking. The program aims to demonstrate that pop culture and social media misrepresent the prevalence of

underage alcohol use by using a 'social norming' strategy. The program influences teens to abstain from alcohol use before they are 21 with positive social models of behavior that include "Protect Yourself," "Protect Ur Friends," and/or "Protect Ur Future."

#### ***Program Notes***

- Power of You(th) Teen Booklet available at: <https://online.flippingbook.com/view/798543/>
- Toolkit is available at: <https://online.flippingbook.com/view/615202/>
- Program information available at: <https://powerofyouth.com>



### **During-School; After-School**

#### ***Program Description***

Teens in the Driver Seat (TDS) is the first peer-to-peer program for teens that focuses solely on traffic safety and addresses all major risks for this age group, including impaired driving. Teens help shape the program and are responsible for implementing it and educating their peers and parents; the Texas A&M Transportation Institute (TTI) provides the science, guidance, and project resources. Schools

receive resources and information pertaining to zero tolerance, other drugs, and education outreach materials to help address impaired driving among youth. In addition, high school students apply to be on the student advisory board, which is instrumental in guiding future direction and content of programs. TDS programs are also encouraged to partner with the community for activities and outreach.

#### ***Program Notes***

- The program is also known as “Statewide Peer to Peer Traffic Safety Program for Youth Ages 11 to 25.”
- Resources available at: <https://www.t-driver.com/category/activity/>
- Program information available at: <https://www.t-driver.com>



## Travis County Attorney's Office Comprehensive Underage Drinking Prevention Program

Ages 9-18; Grades 4-12



### **During-School; After-School**

#### ***Program Description***

The program provides age-appropriate anti-DWI alcohol awareness presentations and information booths free to Travis, Hays, and Williamson Counties. The program also educates parents on

how to initiate conversations with their children about alcohol use. The objective is to save the lives of teenagers by discouraging underage alcohol consumption, and therefore lower the rate of underage alcohol-related car crashes among teenagers.

#### ***Program Notes***

- “Tween” program resources are available at: <https://www.traviscountytexas.gov/county-attorney/underage-drinking-prevention/tween-programs>
- Teen program resources are available at: <https://www.traviscountytexas.gov/county-attorney/underage-drinking-prevention/teen-presentations>
- Program information available at: <https://www.traviscountytexas.gov/county-attorney/underage-drinking-prevention>



**During-School; After-School*****Program Description***

Texas A&M AgriLife's Watch UR BAC is an interactive program that can be used in schools, county fairs, safety/health fairs, or any other community event to help provide information about the dangers of underage drinking and impaired driving. The Watch UR BAC program, funded by

the Texas Department of Transportation, is a free resource to Texas community groups, faith-based organizations, schools, and businesses. Students are impacted through high tech video gaming systems and impaired driving goggles. In addition, parents are also educated on current drug and alcohol trends.

***Program Notes***

- Despite not having a formal evaluation, the program uses pre- and post-tests to capture knowledge at select locations.
- Program information available at: <https://watchurbac.tamu.edu/>

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## Appendix

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## Program Quick Guide

Program Name	Ages/Grades	Substances Addressed	Community Component	Mentor Component	Parent Component	Student Component	Cost <sup>1</sup>
Across Ages	Ages 9-13; Grades 5-8	Alcohol, Drugs-General, Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$\$\$
AI's Pals: Kids Making Healthy Choices	Ages 3-8; Grades K-2	Alcohol, Drugs-General, Marijuana, Tobacco, Vaping	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
All Stars	Ages 9-17; Grades 4-12	Alcohol, Drugs-General	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	?
ATHENA (Athletes Targeting Healthy Exercises & Nutrition Alternatives)	Ages 13-17; Grades 7-12; Females	Alcohol, Drugs-General, Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$\$
ATLAS (Athletes Training and Learning to Avoid Steroids)	Ages 14-17; Grades 9-12; Males	Alcohol, Drugs-General, Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$\$
Caring School Community	Ages 5-11; Grades K-6	Alcohol, Drugs-General	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Coping Power Program	Ages 9-12; Grades 4-6	Alcohol, Drugs-General	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
EFFEKT	Ages 12-14; Grades 6-8	Alcohol	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Good Behavior Game	Ages 5-18; Grades K-12	Alcohol, Drugs-General, Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$\$
Guiding Good Choices	Ages 9-14; Grades 4-8	Alcohol, Drugs-General, Marijuana, Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$\$
Keepin' it REAL	Ages 11-15; Grades 6-9	Alcohol, Drugs-General, Marijuana, Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
LifeSkills Training	Ages 5-18; Grades K-12	Alcohol, Drugs-General, Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Master Mind	Ages 9-11; Grades 4-5	Drugs-General	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Media Detective	Ages 8-11; Grades 3-5	Alcohol, Tobacco, Vaping	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Media Ready	Ages 11-14; Grades 6-8	Alcohol, Tobacco, Vaping	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Michigan Model for Health	Ages 5-18; Grades K-12	Alcohol, Drugs-General, Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Peers Making Peace	Ages 3-18; Grades PreK-12	Drugs-General	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$\$
Positive Action	Ages 3-18; Grades PreK-12	Alcohol, Drugs-General, Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Positive Family Support	Ages 10-14; Grades 6-8	Alcohol, Drugs-General, Marijuana, Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	?
<sup>1</sup> Key: \$ = <\$500, \$\$ = \$501 - \$1,500, \$\$\$ = \$1,501 - \$2,500, \$\$\$\$ = \$2,501 - \$3,500, \$\$\$\$\$ = >\$3,500							



## Program Quick Guide (continued)

Program Name	Ages/Grades	Substances Addressed	Community Component	Mentor Component	Parent Component	Student Component	Cost <sup>1</sup>
Project ALERT	Ages 12-14; Grades 7-8	Alcohol, Drugs-General, Marijuana, Tobacco, Vaping	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Project EX	Ages 14-19; Grades 9-12	Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Project Northland	Ages 11-14; Grades 6-8	Alcohol	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$\$
Project Towards No Drug Abuse	Ages 14-19; Grades 9-12	Alcohol, Drugs-General, Marijuana, Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Project Towards No Tobacco Use	Ages 10-14; Grades 5-9	Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	?
Project Venture	Ages 10-14; Grades 5-8	Alcohol, Drugs-General	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	?
Raising Healthy Children	Ages 5-18; Grades K-12	Alcohol, Drugs-General	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	?
Reconnecting Youth	Ages 14-18; Grades 9-12	Alcohol, Drugs-General	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
SPORT Prevention Plus Wellness	Ages 7-18; Grades 3-12	Alcohol, Drugs-General, Marijuana, Tobacco, Vaping	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Start Taking Alcohol Risks Seriously (STARS) for Families	Ages 11-15; Grades 6-9	Alcohol	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$\$
Strengthening Families Program	Ages 3-18; Grades PreK-12	Alcohol, Drugs-General	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Strong African American Families	Ages 10-14; Grades 5-8	Alcohol, Drugs-General	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$\$\$\$\$
Teams-Games-Tournaments Alcohol Prevention	Ages 13-18; Grades 8-12	Alcohol	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	?
Too Good for Drugs – Middle School	Ages 9-13; Grades 6-8	Alcohol, Drugs-General, Tobacco	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$

<sup>1</sup>Key: \$ = <\$500, \$\$ = \$501 - \$1,500, \$\$\$ = \$1,501 - \$2,500, \$\$\$\$ = \$2,501 - \$3,500, \$\$\$\$\$ = >\$3,500

## Program Contacts

Program Name	Contact	Phone Number	Email	Website	Social Media
Across Ages	Andrea Taylor	(215) 204-6708	<a href="mailto:ataylor@temple.edu">ataylor@temple.edu</a>	None Identified	None Identified
Al's Pals: Kids Making Healthy Choices	Susan Geller	(804) 967-9002	<a href="mailto:sgeller@wingspanworks.com">sgeller@wingspanworks.com</a>	<a href="http://wingspanworks.com/healthy-al/">http://wingspanworks.com/healthy-al/</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/acorndreams">https://www.facebook.com/acorndreams</a></li> <li>•<a href="https://www.pinterest.com/acorndreams/">https://www.pinterest.com/acorndreams/</a></li> </ul>
All Stars	All Stars Prevention	(336) 601-9909	<a href="mailto:allstarsprevention1@gmail.com">allstarsprevention1@gmail.com</a>	<a href="https://allstarsprevention.com/">https://allstarsprevention.com/</a>	<a href="https://www.facebook.com/allstarsprevention/">https://www.facebook.com/allstarsprevention/</a>
ATHENA (Athletes Targeting Healthy Exercises & Nutrition Alternatives)	Oregon Health & Science University (OHSU)	(503) 418-4166	<a href="mailto:chpr@ohsu.edu">chpr@ohsu.edu</a>	<a href="https://www.ohsu.edu/ortho/high-school-athlete-program">https://www.ohsu.edu/ortho/high-school-athlete-program</a>	None Identified
ATLAS (Athletes Training and Learning to Avoid Steroids)	Oregon Health & Science University (OHSU)	(503) 418-4166	<a href="mailto:chpr@ohsu.edu">chpr@ohsu.edu</a>	<a href="https://www.ohsu.edu/ortho/high-school-athlete-program">https://www.ohsu.edu/ortho/high-school-athlete-program</a>	None Identified
Caring School Community	Center for the Collaborative Classroom	(510) 533-0213	<a href="mailto:info@collaborativeclassroom.org">info@collaborativeclassroom.org</a>	<a href="https://www.collaborativeclassroom.org/programs/caring-school-community/">https://www.collaborativeclassroom.org/programs/caring-school-community/</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/CollabClassroom">https://www.facebook.com/CollabClassroom</a></li> <li>•<a href="https://twitter.com/CollabClassroom">https://twitter.com/CollabClassroom</a></li> <li>•<a href="https://www.youtube.com/c/TheDSCWaypage">https://www.youtube.com/c/TheDSCWaypage</a></li> <li>•<a href="https://www.linkedin.com/company/collabclassroom/">https://www.linkedin.com/company/collabclassroom/</a></li> </ul>
Coping Power Program	The University of Alabama (UA) Coping Power Program	(205) 348-3535	<a href="mailto:coping@ua.edu">coping@ua.edu</a>	None identified	<a href="https://www.facebook.com/CopingPowerProgram/">https://www.facebook.com/CopingPowerProgram/</a>
EFFEKT	Nikolaus Koutakis	None identified	<a href="mailto:nikolaus.koutakis@oru.se">nikolaus.koutakis@oru.se</a>	None identified	None Identified
Good Behavior Game	Paxis Institute	(520) 299-6770	<a href="mailto:info@paxis.org">info@paxis.org</a>	<a href="https://www.goodbehaviorgame.org/">https://www.goodbehaviorgame.org/</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/PAXGAME">https://www.facebook.com/PAXGAME</a></li> <li>•<a href="https://twitter.com/pax_gbg">https://twitter.com/pax_gbg</a></li> <li>•<a href="https://www.instagram.com/paxgbg/">https://www.instagram.com/paxgbg/</a></li> <li>•<a href="https://www.youtube.com/channel/UCH8j-5auE8TPkim_w1Jh5A/featured">https://www.youtube.com/channel/UCH8j-5auE8TPkim_w1Jh5A/featured</a></li> </ul>
Guiding Good Choices	Channing Bete Company	(800) 477-4776	<a href="mailto:service@ChanningBete.com">service@ChanningBete.com</a>	<a href="https://www.channingbete.com/">https://www.channingbete.com/</a>	None Identified
Keepin' it REAL	Michelle Miller-Day	(814) 255-7325	<a href="mailto:michelle@real-prevention.com">michelle@real-prevention.com</a>	<a href="https://real-prevention.com">https://real-prevention.com</a>	<a href="https://www.facebook.com/REALprevention/">https://www.facebook.com/REALprevention/</a>
LifeSkills Training	National Health Promotion Associates	(914) 421-2525	<a href="mailto:lstinfo@nhpamail.com">lstinfo@nhpamail.com</a>	<a href="https://www.lifeskillstraining.com/">https://www.lifeskillstraining.com/</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/BotvinLifeSkillsTraining/">https://www.facebook.com/BotvinLifeSkillsTraining/</a></li> <li>•<a href="https://twitter.com/botvinlst">https://twitter.com/botvinlst</a></li> <li>•<a href="https://www.instagram.com/lifeskills_training/">https://www.instagram.com/lifeskills_training/</a></li> <li>•<a href="https://www.youtube.com/user/BotvinLifeSkills">https://www.youtube.com/user/BotvinLifeSkills</a></li> <li>•<a href="https://www.linkedin.com/in/botvinlifeskillstraining/">https://www.linkedin.com/in/botvinlifeskillstraining/</a></li> </ul>
Master Mind	Innovative Research and Training, Inc	(919) 493-7700	<a href="mailto:info@irtinc.us">info@irtinc.us</a>	<a href="http://mastermindprogramsonline.com">http://mastermindprogramsonline.com</a>	None Identified
Media Detective	Innovative Research and Training, Inc	(919) 493-7700	<a href="mailto:info@irtinc.us">info@irtinc.us</a>	<a href="http://mediadetectiveprograms.com/">http://mediadetectiveprograms.com/</a>	<a href="https://twitter.com/Media_Ready">https://twitter.com/Media_Ready</a>
Media Ready	Innovative Research and Training, Inc	(919) 493-7700	<a href="mailto:preventioncentral@irtinc.us">preventioncentral@irtinc.us</a>	<a href="http://mediareadyprograms.com/">http://mediareadyprograms.com/</a>	<a href="https://twitter.com/Media_Ready">https://twitter.com/Media_Ready</a>
Michigan Model for Health	Jessica Shaffer	(517) 241-0270	<a href="mailto:shafferj3@michigan.gov">shafferj3@michigan.gov</a>	<a href="https://www.mmhclearinghouse.org/default.aspx">https://www.mmhclearinghouse.org/default.aspx</a>	None Identified
Peers Making Peace	PaxUnited	(972) 671-9550	<a href="mailto:info@paxunited.org">info@paxunited.org</a>	<a href="http://www.paxunited.org">http://www.paxunited.org</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/paxunited/">https://www.facebook.com/paxunited/</a></li> <li>•<a href="https://twitter.com/paxunited">https://twitter.com/paxunited</a></li> <li>•<a href="http://www.youtube.com/user/paxunited">http://www.youtube.com/user/paxunited</a></li> </ul>

## Program Contacts (continued)

Program Name	Contact	Phone Number	Email	Website	Social Media
Positive Action	Positive Action, Inc	(208) 733-1328	<a href="mailto:info@positiveaction.net">info@positiveaction.net</a>	<a href="https://www.positiveaction.net/">https://www.positiveaction.net/</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/PosActSEL/">https://www.facebook.com/PosActSEL/</a></li> <li>•<a href="https://twitter.com/PosActSEL">https://twitter.com/PosActSEL</a></li> </ul>
Positive Family Support	Sally Balanon	(480) 965-7420	<a href="mailto:sally.balanon@asu.edu">sally.balanon@asu.edu</a>	<a href="https://reachinstitute.asu.edu/programs/positivefamilysupport">https://reachinstitute.asu.edu/programs/positivefamilysupport</a>	None Identified
Project ALERT	RAND Corporation	(800) 253-7810	<a href="mailto:projectalert@rand.org">projectalert@rand.org</a>	<a href="https://www.projectalert.com/">https://www.projectalert.com/</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/projectalert/">https://www.facebook.com/projectalert/</a></li> <li>•<a href="https://www.youtube.com/user/TheProjectALERT">https://www.youtube.com/user/TheProjectALERT</a></li> </ul>
Project EX	Leah Meza	(800) 400-8461	<a href="mailto:leahmedi@usc.edu">leahmedi@usc.edu</a>	<a href="https://projectex.usc.edu/">https://projectex.usc.edu/</a>	None Identified
Project Northland	Hazelden Publishing	(800) 328-9000	<a href="mailto:customersupport@hazeldenbettyford.org">customersupport@hazeldenbettyford.org</a>	<a href="http://www.hazelden.org/web/go/projectnorthland">http://www.hazelden.org/web/go/projectnorthland</a>	None Identified
Project Towards No Drug Abuse	Leah Meza	(800) 400-8461	<a href="mailto:leahmedi@usc.edu">leahmedi@usc.edu</a>	<a href="https://tnd.usc.edu/">https://tnd.usc.edu/</a>	None Identified
Project Towards No Tobacco Use	Leah Meza	(800) 400-8461	<a href="mailto:leahmedi@usc.edu">leahmedi@usc.edu</a>	<a href="https://tnt.usc.edu/">https://tnt.usc.edu/</a>	None Identified
Project Venture	Sheri Pfeiffer-Tsinajinnie	(505) 554-2289	<a href="mailto:info@niyjp.org">info@niyjp.org</a>	<a href="https://projectventure.org">https://projectventure.org</a>	<a href="https://www.youtube.com/channel/UCZnEFQ_xUAWUGB6qVQRLN9w">https://www.youtube.com/channel/UCZnEFQ_xUAWUGB6qVQRLN9w</a>
Raising Healthy Children	Kevin Haggerty	(206) 543-3188	<a href="mailto:haggerty@uw.edu">haggerty@uw.edu</a>	<a href="http://www.sdr.org/rhcsummary.asp">http://www.sdr.org/rhcsummary.asp</a>	None Identified
Reconnecting Youth	Beth E. McNamara	(425) 861-1177	<a href="mailto:info@reconnectingyouth.com">info@reconnectingyouth.com</a>	<a href="http://www.reconnectingyouth.com/">http://www.reconnectingyouth.com/</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/RYPASTPROGRAMS/">https://www.facebook.com/RYPASTPROGRAMS/</a></li> <li>•<a href="https://twitter.com/llc_ry">https://twitter.com/llc_ry</a></li> <li>•<a href="https://www.instagram.com/ry_cast/">https://www.instagram.com/ry_cast/</a></li> </ul>
SPORT Prevention Plus Wellness	Prevention Plus Wellness, LLC	Unknown	<a href="mailto:info@preventionpluswellness.com">info@preventionpluswellness.com</a>	<a href="https://preventionpluswellness.com/">https://preventionpluswellness.com/</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/preventionpluswellness/">https://www.facebook.com/preventionpluswellness/</a></li> <li>•<a href="https://twitter.com/preventionplusw">https://twitter.com/preventionplusw</a></li> <li>•<a href="https://www.youtube.com/channel/UCJ4H7fQ3QA0uHLFDXqeS7bw">https://www.youtube.com/channel/UCJ4H7fQ3QA0uHLFDXqeS7bw</a></li> </ul>
STARS for Families	NIMCO, Inc	(800) 962-6662	<a href="mailto:info@nimcoinc.com">info@nimcoinc.com</a>	<a href="https://nimcoinc.com/product/stars-for-families-curriculum/">https://nimcoinc.com/product/stars-for-families-curriculum/</a>	None Identified
Strengthening Families Program	Jaynie Brown	(385) 226-3396	<a href="mailto:strengtheningfamiliesprogram1@gmail.com">strengtheningfamiliesprogram1@gmail.com</a>	<a href="https://strengtheningfamiliesprogram.org/index.html">https://strengtheningfamiliesprogram.org/index.html</a>	None Identified
Strong African American Families	Tracy Anderson	(706) 425-2992	<a href="mailto:tnander@uga.edu">tnander@uga.edu</a>	<a href="https://cfr.uga.edu/saaf-programs/saaf/">https://cfr.uga.edu/saaf-programs/saaf/</a>	None Identified
Teams-Games-Tournaments Alcohol Prevention	John Wodarski	(865) 974-3988	<a href="mailto:jwodarsk@utk.edu">jwodarsk@utk.edu</a>	None identified	None Identified
Too Good for Drugs - Middle School	Mendez Foundation	(800) 750-0986	<a href="mailto:info@mendezfoundation.org">info@mendezfoundation.org</a>	<a href="https://toogoodprograms.org">https://toogoodprograms.org</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/TooGoodPrograms/">https://www.facebook.com/TooGoodPrograms/</a></li> <li>•<a href="https://twitter.com/TooGoodPrograms">https://twitter.com/TooGoodPrograms</a></li> <li>•<a href="https://www.linkedin.com/company/c-e-mendez-foundation-too-good-programs/">https://www.linkedin.com/company/c-e-mendez-foundation-too-good-programs/</a></li> </ul>



## Program Quick Guide

Program Name	Grade or Age	Substances Addressed	Community Component	Mentor Component	Parent Component	Student Component	Cost <sup>1</sup>
Alcohol Drug And Safety Training Education Program - AD-A-STEP For Life	Ages 3+; Grades PreK-12	Alcohol, Drugs-General, Marijuana, Tobacco, Vaping	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Free
Brazos Valley Injury Prevention Coalition	Ages 5+; Grades K-College	Alcohol, Drugs-General, Tobacco, Vaping	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Free
Driving on the Right Side of the Road	Ages 5-18; Grades K-12	Alcohol	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Free
Live Your DREAMS (Distraction REduction Among Motivated Students)	Ages 13-19; Grades 8-12	Alcohol, Drugs-General	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Free
Power of Parents	Ages 12-20; Grades 6-12	Alcohol	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Free
Power of You(th)	Ages 13-19; Grades 8-12	Alcohol	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Free
Teens in the Driver Seat	Ages 12-18; Grades 6-12	Alcohol, Drugs-General, Marijuana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Free
Travis County Attorney's Office Comprehensive Underage Drinking Prevention Program	Ages 9-18; Grades 4-12	Alcohol	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Free
Watch UR BAC	Ages 13+; Grades 8-College	Alcohol, Drugs-General, Tobacco, Vaping	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Free
<sup>1</sup> \$= Less than \$50 per student							

## Program Contacts

Program Name	Contact	Organization	Phone	Email	Website	Social Media
Alcohol Drug And Safety Training Education Program - AD-A-STEP For Life	Amy Moser	Region 6 Education Service Center	(936) 435-8343	<a href="mailto:amoser@esc6.net">amoser@esc6.net</a>	<a href="https://www.esc6.net/472421_3">https://www.esc6.net/472421_3</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/SETdepartment/">https://www.facebook.com/SETdepartment/</a></li> <li>•<a href="https://twitter.com/esc6safeteyd">https://twitter.com/esc6safeteyd</a></li> <li>•<a href="https://www.instagram.com/esc6safeteyd/">https://www.instagram.com/esc6safeteyd/</a></li> </ul>
Brazos Valley Injury Prevention Coalition	Cindy Kovar	Texas A&M Agrilife Extention	(979) 862-1921	<a href="mailto:cmkovar@ag.tamu.edu">cmkovar@ag.tamu.edu</a>	<a href="https://brazosvalleyinjuryprevention.tamu.edu/">https://brazosvalleyinjuryprevention.tamu.edu/</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/Brazos-Valley-Injury-Prevention-Coalition-BVIPC-433634166828094/">https://www.facebook.com/Brazos-Valley-Injury-Prevention-Coalition-BVIPC-433634166828094/</a></li> </ul>
Driving on the Right Side of the Road	Elizabeth De La Garza	Texas Municipal Courts Education Center	(512) 320-8274	<a href="mailto:elizabeth@tmcec.com">elizabeth@tmcec.com</a>	<a href="https://www.tmcec.com/drsr/">https://www.tmcec.com/drsr/</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/DRSRtmcec/">https://www.facebook.com/DRSRtmcec/</a></li> <li>•<a href="https://www.youtube.com/user/TMCECWeb">https://www.youtube.com/user/TMCECWeb</a></li> </ul>
Live Your DREAMS (Distraction REDuction Among Motivated Students)	Sarah Abbott	Memorial Hermann Hospital	(713) 704-1115	<a href="mailto:sarah.abbott@memorialhermann.org">sarah.abbott@memorialhermann.org</a>	<a href="http://go.memorialhermannhealth.org/trauma-live-your-dreams.html">http://go.memorialhermannhealth.org/trauma-live-your-dreams.html</a>	None Identified
Power of Parents	Jackie Ipina	Mothers Against Drunk Driving	(210) 349-0200 Ext. 4813	<a href="mailto:jackie.ipina@madd.org">jackie.ipina@madd.org</a>	<a href="https://www.madd.org/the-solution/power-of-parents/">https://www.madd.org/the-solution/power-of-parents/</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/MADD.Official">https://www.facebook.com/MADD.Official</a></li> <li>•<a href="https://twitter.com/MADDOnline">https://twitter.com/MADDOnline</a></li> <li>•<a href="https://www.linkedin.com/company/mothers-against-drunk-driving/">https://www.linkedin.com/company/mothers-against-drunk-driving/</a></li> <li>•<a href="https://www.instagram.com/mothersagainstdrunkdriving/">https://www.instagram.com/mothersagainstdrunkdriving/</a></li> <li>•<a href="https://www.youtube.com/user/MADDOnline">https://www.youtube.com/user/MADDOnline</a></li> </ul>
Power of You(th)	Jackie Ipina	Mothers Against Drunk Driving	(210) 349-0200 Ext. 4813	<a href="mailto:jackie.ipina@madd.org">jackie.ipina@madd.org</a>	<a href="https://powerofyouth.com">https://powerofyouth.com</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/MADDsPowerofYouth">https://www.facebook.com/MADDsPowerofYouth</a></li> <li>•<a href="https://twitter.com/MADDOnline">https://twitter.com/MADDOnline</a></li> <li>•<a href="https://www.instagram.com/mothersagainstdrunkdriving/">https://www.instagram.com/mothersagainstdrunkdriving/</a></li> <li>•<a href="https://www.youtube.com/user/MADDOnline">https://www.youtube.com/user/MADDOnline</a></li> </ul>
Teens in the Driver Seat	Lisa Minjares-Kyle	Texas A&M Transportation Institute	(713) 613-9211	<a href="mailto:l-minjares@tti.tamu.edu">l-minjares@tti.tamu.edu</a>	<a href="https://www.t-driver.com/">https://www.t-driver.com/</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/teensdriverseat">https://www.facebook.com/teensdriverseat</a></li> <li>•<a href="https://twitter.com/TeensDriverSeat">https://twitter.com/TeensDriverSeat</a></li> <li>•<a href="https://www.instagram.com/teensdriverseat/#">https://www.instagram.com/teensdriverseat/#</a></li> <li>•<a href="https://www.snapchat.com/add/teensdriverseat">https://www.snapchat.com/add/teensdriverseat</a></li> </ul>
Travis County Attorney's Office Comprehensive Underage Drinking Prevention Program	Gloria Souhami	Travis County Attorney's Office (UDPP)	(512) 854-4229	<a href="mailto:gloria.souhami@co.travis.tx.us">gloria.souhami@co.travis.tx.us</a>	<a href="https://www.traviscountytexas.gov/county-attorney/underage-drinking-prevention">https://www.traviscountytexas.gov/county-attorney/underage-drinking-prevention</a>	None Identified
Watch UR BAC	Bobbi Brooks	Texas A&M Agrilife Extension	(979) 862-8325	<a href="mailto:blbrooks@ag.tamu.edu">blbrooks@ag.tamu.edu</a>	<a href="https://watchurbac.tamu.edu/">https://watchurbac.tamu.edu/</a>	<ul style="list-style-type: none"> <li>•<a href="https://www.facebook.com/watchurbac">https://www.facebook.com/watchurbac</a></li> <li>•<a href="https://instagram.com/">https://instagram.com/</a></li> <li>•<a href="https://twitter.com/#!/watchurbac">https://twitter.com/#!/watchurbac</a></li> </ul>

## Program TEKS

### Across Ages

*Ages 9-13; Grades 5-8*

*During-School; After-School*

- **Health Education, Grade 5.**

- o (b) (5) (C)
- o (b) (5) (D)
- o (b) (5) (F)
- o (b) (6) (A)

- **Health Education, Grade 6.**

- o (b) (5) (B)
- o (b) (5) (C)
- o (b) (7) (D)
- o (b) (11) (A)
- o (b) (11) (B)
- o (b) (11) (C)
- o (b) (11) (D)

- **Health Education, Grades 7-8.**

- o (b) (5) (H)
  - o (b) (5) (J)
  - o (b) (5) (K)
  - o (b) (10) (A)
  - o (b) (12) (C)
  - o (b) (12) (D)
  - o (b) (12) (E)
- 

### AI's Pals: Kids Making Healthy Choices

*Ages 3-8; Grades K-2*

*During-School*

- **Health Education, Kindergarten.**

- o (b) (2) (C)
- o (b) (3) (A)

- **Health Education, Grade 1.**

- o (b) (2) (C)
- o (b) (3) (A)
- o (b) (3) (B)

- **Health Education, Grade 2.**

- o (b) (2) (A)
- o (b) (2) (D)
- o (b) (2) (F)



## All Stars

Ages 9-17; Grades 4-12

During-School; After-School

- **Health Education, Grade 6.**

- o (b) (7) (C)
- o (b) (7) (D)
- o (b) (7) (E)
- o (b) (7) (F)
- o (b) (7) (G)
- o (b) (7) (H)
- o (b) (8) (A)
- o (b) (8) (B)
- o (b) (8) (C)
- o (b) (9) (A)
- o (b) (9) (B)
- o (b) (9) (C)
- o (b) (9) (D)
- o (b) (9) (E)
- o (b) (9) (F)
- o (b) (11) (A)
- o (b) (11) (B)
- o (b) (12) (A)

- o (b) (12) (B)
- o (b) (12) (C)
- o (b) (12) (D)
- o (b) (12) (E)
- o (b) (12) (F)
- o (b) (12) (G)
- o (b) (12) (H)
- o (b) (12) (I)
- o (b) (13) (A)
- o (b) (13) (B)
- o (b) (13) (C)
- o (b) (13) (D)
- o (b) (13) (E)
- o (b) (13) (F)
- o (b) (14) (A)
- o (b) (14) (B)
- o (b) (14) (C)
- o (b) (14) (D)

- **Health Education, Grades 7-8.**

- o (b) (1) (A)
- o (b) (6) (E)
- o (b) (6) (H)
- o (b) (6) (J)
- o (b) (6) (L)
- o (b) (8) (A)
- o (b) (8) (B)
- o (b) (12) (A)
- o (b) (12) (B)
- o (b) (12) (C)
- o (b) (12) (D)
- o (b) (12) (E)
- o (b) (12) (F)
- o (b) (12) (G)

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## ATHENA (Athletes Targeting Healthy Exercise & Nutrition Alternatives)

Ages 13-17; Grades 7-12; Females

During-School; After-School

- **Health Education, Grades 7-8.**

- o (b) (5) (H)
- o (b) (5) (J)
- o (b) (5) (K)
- o (b) (10) (A)
- o (b) (12) (C)
- o (b) (12) (D)
- o (b) (12) (E)

- **Health 1, Grades 9-10 (One-Half Credit).**

- o (b) (2) (H)
- o (b) (4) (C)
- o (b) (7) (B)
- o (b) (7) (C)
- o (b) (7) (D)
- o (b) (7) (E)
- o (b) (7) (G)

- **Advanced Health, Grades 11-12.**

- o (b) (4) (C)
- o (b) (7) (D)

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## ATLAS (Athletes Training and Learning to Avoid Steroids)

Ages 14-17; Grades 9-12; Males

During-School; After-School

- **Health 1, Grades 9-10 (One-Half Credit).**

- o (b) (2) (H)

- o (b) (4) (C)
- o (b) (7) (B)
- o (b) (7) (C)

- o (b) (7) (D)
- o (b) (7) (E)
- o (b) (7) (G)

## Caring School Community

Ages 5-11; Grades K-6

During-School; After-School

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 1.</b><ul style="list-style-type: none"><li>o (b) (2) (C)</li><li>o (b) (3) (A)</li><li>o (b) (3) (B)</li></ul></li><li>• <b>Health Education, Grade 2.</b><ul style="list-style-type: none"><li>o (b) (2) (A)</li><li>o (b) (2) (D)</li><li>o (b) (2) (F)</li></ul></li><li>• <b>Health Education, Grades 3.</b><ul style="list-style-type: none"><li>o (b) (4) (C)</li><li>o (b) (4) (D)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (7) (A)</li><li>o (b) (8) (A)</li><li>• <b>Health Education, Grades 4.</b><ul style="list-style-type: none"><li>o (b) (4) (C)</li><li>o (b) (4) (D)</li><li>o (b) (7) (A)</li><li>o (b) (8) (A)</li></ul></li><li>• <b>Health Education, Grades 5.</b><ul style="list-style-type: none"><li>o (b) (5) (C)</li><li>o (b) (5) (D)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (5) (F)</li><li>o (b) (6) (A)</li><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li><li>o (b) (7) (D)</li><li>o (b) (11) (A)</li><li>o (b) (11) (B)</li><li>o (b) (11) (C)</li><li>o (b) (11) (D)</li></ul></li></ul> |
|---|---|--|
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## Coping Power Program

Ages 9-12; Grades 4-6

During-School; After-School

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 4.</b><ul style="list-style-type: none"><li>o (b) (4) (C)</li><li>o (b) (4) (D)</li><li>o (b) (7) (A)</li><li>o (b) (8) (A)</li></ul></li><li>• <b>Health Education, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (5) (A)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li><li>o (b) (5) (D)</li><li>• <b>English Language Arts and Reading, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (1) (A)</li><li>o (b) (1) (B)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (1) (C)</li><li>o (b) (1) (D)</li><li>o (b) (4)</li><li>o (b) (6) (B)</li></ul> |
|---|---|---|
- 

## EFFEKT

Ages 12-14; Grades 6-8

After-School

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (G)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (1) (E)</li><li>o (b) (2) (F)</li><li>o (b) (4) (H)</li><li>o (b) (6) (H)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (6) (I)</li><li>o (b) (6) (J)</li><li>o (b) (6) (K)</li><li>o (b) (6) (L)</li><li>o (b) (6) (M)</li><li>o (b) (12) (G)</li></ul> |
|--|---|--|

## Good Behavior Game

Ages 5-18; Grades K-12

During-School

- **Health Education, Kindergarten.**

- o (b) (2) (C)
- o (b) (2) (D)

- **Health Education, Grade 1.**

- o (b) (2) (C)
- o (b) (2) (D)

- **Health Education, Grade 2.**

- o (b) (2) (A)
- o (b) (2) (D)

- **Health Education, Grade 3.**

- o (b) (2) (B)
- o (b) (2) (C)

- **Health Education, Grade 4.**

- o (b) (4) (B)
- o (b) (4) (C)
- o (b) (4) (D)

- **Health Education, Grade 5.**

- o (b) (5) (B)
- o (b) (5) (C)
- o (b) (5) (D)
- o (b) (5) (F)

- **Health Education, Grade 6.**

- o (b) (1) (A)
- o (b) (1) (B)
- o (b) (1) (C)
- o (b) (1) (D)
- o (b) (1) (E)
- o (b) (1) (F)
- o (b) (1) (G)
- o (b) (1) (H)
- o (b) (2) (A)
- o (b) (2) (B)
- o (b) (2) (C)
- o (b) (2) (D)
- o (b) (3) (A)
- o (b) (3) (B)
- o (b) (3) (C)
- o (b) (4) (A)
- o (b) (4) (B)
- o (b) (5) (A)
- o (b) (5) (B)
- o (b) (5) (C)
- o (b) (5) (D)

- o (b) (5) (E)

- o (b) (5) (F)

- o (b) (5) (G)

- o (b) (6) (A)

- o (b) (6) (B)

- o (b) (6) (C)

- o (b) (7) (A)

- o (b) (7) (B)

- o (b) (7) (C)

- o (b) (7) (D)

- o (b) (7) (E)

- o (b) (7) (F)

- o (b) (7) (G)

- o (b) (7) (H)

- o (b) (7) (I)

- o (b) (8) (A)

- o (b) (8) (B)

- o (b) (8) (C)

- o (b) (9) (A)

- o (b) (9) (B)

- o (b) (9) (C)

- o (b) (9) (D)

- o (b) (9) (E)

- o (b) (9) (F)

- o (b) (10) (A)

- o (b) (10) (B)

- o (b) (10) (C)

- o (b) (11) (A)

- o (b) (11) (B)

- o (b) (12) (A)

- o (b) (12) (B)

- o (b) (12) (C)

- o (b) (12) (D)

- o (b) (12) (E)

- o (b) (12) (F)

- o (b) (12) (G)

- o (b) (12) (H)

- o (b) (12) (I)

- o (b) (13) (A)

- o (b) (13) (B)

- o (b) (13) (C)

- o (b) (13) (D)

- o (b) (13) (E)

- o (b) (13) (F)

- o (b) (14) (A)

- o (b) (14) (B)

- o (b) (14) (C)

- o (b) (14) (D)

- **Health Education, Grades 7-8.**

- o (b) (1) (A)

- o (b) (1) (B)

- o (b) (1) (C)

- o (b) (1) (D)

- o (b) (1) (E)

- o (b) (1) (F)

- o (b) (2) (A)

- o (b) (2) (B)

- o (b) (2) (C)

- o (b) (2) (D)

- o (b) (2) (E)

- o (b) (2) (F)

- o (b) (3) (A)

- o (b) (3) (B)

- o (b) (3) (C)

- o (b) (3) (D)

- o (b) (4) (A)

- o (b) (4) (B)

- o (b) (4) (C)

- o (b) (4) (D)

- o (b) (4) (E)

- o (b) (4) (F)

- o (b) (5) (A)

- o (b) (5) (B)

- o (b) (5) (C)

- o (b) (6) (A)

- o (b) (6) (B)

- o (b) (6) (C)

- o (b) (6) (D)

- o (b) (6) (E)

- o (b) (6) (F)

- o (b) (6) (G)

- o (b) (6) (H)

- o (b) (6) (I)

- o (b) (6) (J)

- o (b) (6) (K)

- o (b) (6) (L)

- o (b) (6) (M)



<ul style="list-style-type: none"> <li>o (b) (7) (A)</li> <li>o (b) (7) (B)</li> <li>o (b) (7) (C)</li> <li>o (b) (8) (A)</li> <li>o (b) (8) (B)</li> <li>o (b) (9) (A)</li> <li>o (b) (9) (B)</li> <li>o (b) (12) (A)</li> <li>o (b) (12) (B)</li> <li>o (b) (12) (C)</li> <li>o (b) (12) (D)</li> <li>o (b) (12) (E)</li> <li>o (b) (12) (F)</li> <li>o (b) (12) (G)</li> <li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b> <ul style="list-style-type: none"> <li>o (b) (2) (H)</li> <li>o (b) (4) (C)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o (b) (7) (B)</li> <li>o (b) (7) (C)</li> <li>o (b) (7) (D)</li> <li>o (b) (7) (E)</li> <li>o (b) (7) (G)</li> <li>• <b>Advanced Health, Grades 11-12.</b> <ul style="list-style-type: none"> <li>o (b) (4) (A)</li> <li>o (b) (4) (B)</li> <li>o (b) (4) (C)</li> <li>o (b) (7) (E)</li> <li>o (b) (7) (F)</li> <li>o (b) (7) (G)</li> <li>o (b) (14) (A)</li> <li>o (b) (14) (B)</li> <li>o (b) (15) (A)</li> <li>o (b) (16) (A)</li> <li>o (b) (16) (B)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o (b) (16) (C)</li> <li>• <b>English Language Arts and Reading, English I (High School).</b> <ul style="list-style-type: none"> <li>o (b) (6)</li> <li>o (b) (10) (A)</li> <li>o (b) (13) (B)</li> <li>o (b) (19)</li> <li>o (b) (23) (A)</li> <li>o (b) (24) (A)</li> <li>o (b) (24) (B)</li> <li>o (b) (24) (C)</li> <li>o (b) (25)</li> <li>o (b) (26)</li> </ul> </li> </ul>
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## Guiding Good Choices

*Ages 9-14; Grades 4-8*

*During-School; After-School*

<ul style="list-style-type: none"> <li>• <b>Health Education, Grade 4.</b> <ul style="list-style-type: none"> <li>o (b) (4) (C)</li> <li>o (b) (4) (D)</li> <li>o (b) (7) (A)</li> <li>o (b) (8) (A)</li> </ul> </li> <li>• <b>Health Education, Grade 5.</b> <ul style="list-style-type: none"> <li>o (b) (5) (C)</li> <li>o (b) (5) (D)</li> <li>o (b) (5) (F)</li> <li>o (b) (6) (A)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Health Education, Grade 6.</b> <ul style="list-style-type: none"> <li>o (b) (5) (B)</li> <li>o (b) (5) (C)</li> <li>o (b) (7) (D)</li> <li>o (b) (11) (A)</li> <li>o (b) (11) (B)</li> <li>o (b) (11) (C)</li> <li>o (b) (11) (D)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Health Education, Grades 7-8.</b> <ul style="list-style-type: none"> <li>o (b) (5) (H)</li> <li>o (b) (5) (J)</li> <li>o (b) (5) (K)</li> <li>o (b) (10) (A)</li> <li>o (b) (12) (C)</li> <li>o (b) (12) (D)</li> <li>o (b) (12) (E)</li> </ul> </li> </ul>
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## Keepin' it REAL

Ages 11-15; Grades 6-9

During-School

- **English Language Arts, Grades 6-8.**
  - o (b) (1) (A)
  - o (b) (3)
  - o (b) (5)
  - o (b) (9)
  - o (b) (12)
- **English Language Arts and Reading, English 1 (High School).**
  - o (b) (2) (A)
  - o (b) (2) (B)
  - o (b) (6)
  - o (b) (9)
  - o (b) (15) (B)
  - o (b) (17) (A)
  - o (b) (24)
- **English Language Arts and Reading, English 2 (High School).**
  - o (b) (2) (C)
  - o (b) (6)
  - o (b) (7)
  - o (b) (8)
  - o (b) (9)
  - o (b) (15) (B)
  - o (b) (16)
  - o (b) (14)
- **English Language Arts and Reading, English 3 (High School).**
  - o (b) (24)
  - o (b) (2) (A)
  - o (b) (6)
  - o (b) (7)
  - o (b) (9)
  - o (b) (15) (A)
  - o (b) (15) (B)
  - o (b) (16) (A)
  - o (b) (25)
- **English Language Arts and Reading, English 4 (High School).**
  - o (b) (2) (A)
  - o (b) (6)
  - o (b) (7)
  - o (b) (9)
  - o (b) (10) (A)
  - o (b) (15) (A)
  - o (b) (15) (A)
  - o (b) (16) (A)
  - o (b) (16) (B)
  - o (b) (24) (A)
- **Health Education, Grade 6.**
  - o (b) (6) (A)
  - o (b) (6) (C)
  - o (b) (7) (B)
  - o (b) (7) (D)
  - o (b) (7) (E)
  - o (b) (8) (A)
  - o (b) (9) (F)
  - o (b) (13) (F)
- **Social Studies, Grade 6.**
  - o (b) (22)
- **Health Education, Grades 7-8.**
  - o (b) (1) (F)
  - o (b) (5) (A)
  - o (b) (5) (B)
  - o (b) (6) (H)
  - o (b) (6) (J)
  - o (b) (6) (M)
  - o (b) (7) (C)
  - o (b) (11) (A)
  - o (b) (12) (G)
  - o (b) (13) (F)
- **Social Studies, Grade 7.**
  - o (b) (23)
- **Social Studies, Grade 8.**
  - o (b) (31)
- **Health 1, Grades 9-10 (One-Half Credit).**
  - o (b) (2) (H)
  - o (b) (4) (C)
  - o (b) (7) (B)
  - o (b) (7) (C)
  - o (b) (7) (D)
  - o (b) (7) (E)
  - o (b) (7) (G)
- **Economics, High School.**
  - o (c) (22) (B)
  - o (c) (23)
- **Psychology, High School.**
  - o (c) (7) (B)
  - o (c) (16) (B)
- **Sociology, High School.**
  - o (c) (7) (C)
  - o (c) (7) (D)
- **U.S. History, High School.**
  - o (c) (3) (C)

## LifeSkills Training

Ages 5-18; Grades K-12

During-School; After-School

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 3.</b><ul style="list-style-type: none"><li>o (b) (2) (B)</li></ul></li><li>• <b>English Language Arts and Reading, Grade 3.</b><ul style="list-style-type: none"><li>o (b) (1) (A)</li><li>o (b) (1) (B)</li><li>o (b) (1) (C)</li><li>o (b) (1) (D)</li><li>o (b) (1) (E)</li><li>o (b) (4)</li><li>o (b) (6) (A)</li></ul></li><li>• <b>Health Education, Grade 4.</b><ul style="list-style-type: none"><li>o (b) (4) (A)</li><li>o (b) (4) (B)</li><li>o (b) (4) (C)</li><li>o (b) (4) (D)</li></ul></li><li>• <b>English Language Arts and Reading, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (1) (A)</li><li>o (b) (1) (B)</li><li>o (b) (1) (C)</li><li>o (b) (1) (D)</li><li>o (b) (4)</li><li>o (b) (6) (B)</li></ul></li><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li><li>o (b) (5) (E)</li><li>o (b) (9) (B)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>English Language Arts and Reading, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (1)</li></ul></li><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (5) (J)</li></ul></li><li>• <b>English Language Arts and Reading, Grade 7.</b><ul style="list-style-type: none"><li>o (b) (1)</li><li>o (b) (4)</li><li>o (b) (22) (A)</li></ul></li><li>• <b>Health Education, Grade 8.</b><ul style="list-style-type: none"><li>o (b) (1)</li><li>o (b) (4)</li></ul></li><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Advanced Health, Grades 11-12 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (c) (3) (C)</li><li>o (c) (7) (F)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>English Language Arts and Reading, English I (High School).</b><ul style="list-style-type: none"><li>o (b) (6)</li><li>o (b) (10) (A)</li><li>o (b) (10) (B)</li><li>o (b) (13) (A)</li><li>o (b) (13) (B)</li><li>o (b) (13) (C)</li><li>o (b) (13) (D)</li><li>o (b) (13) (E)</li><li>o (b) (19)</li><li>o (b) (23) (A)</li><li>o (b) (23) (B)</li><li>o (b) (24) (A)</li><li>o (b) (24) (B)</li><li>o (b) (25)</li><li>o (b) (26)</li></ul></li><li>• <b>Social Studies (High School).</b><ul style="list-style-type: none"><li>o (b) (24) (A)</li><li>o (b) (24) (B)</li><li>o (b) (24) (D)</li></ul></li><li>• <b>Law Enforcement I.</b><ul style="list-style-type: none"><li>o (c) (11) (A)</li><li>o (c) (11) (B)</li><li>o (c) (11) (C)</li></ul></li></ul> |
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## Master Mind

Ages 9-11; Grades 4-5

During-School

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 4.</b><ul style="list-style-type: none"><li>o (b) (4) (B)</li><li>o (b) (4) (C)</li><li>o (b) (4) (D)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health Education, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li><li>o (b) (5) (D)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (5) (F)</li></ul> |
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## Media Detective

*Ages 8-11; Grades 3-5*

*During-School; After-School*

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 3.</b><ul style="list-style-type: none"><li>o (b) (2) (B)</li></ul></li><li>• <b>English Language Arts and Reading, Grade 3.</b><ul style="list-style-type: none"><li>o (b) (1) (A)</li><li>o (b) (1) (B)</li><li>o (b) (1) (C)</li><li>o (b) (1) (D)</li><li>o (b) (1) (E)</li><li>o (b) (4)</li><li>o (b) (6) (A)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health Education, Grade 4.</b><ul style="list-style-type: none"><li>o (b) (4) (A)</li><li>o (b) (4) (B)</li><li>o (b) (4) (C)</li><li>o (b) (4) (D)</li></ul></li><li>• <b>English Language Arts and Reading, Grade 4.</b><ul style="list-style-type: none"><li>o (b) (1) (A)</li><li>o (b) (1) (B)</li><li>o (b) (1) (C)</li><li>o (b) (1) (D)</li><li>o (b) (4)</li><li>o (b) (6) (B)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health Education, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (5) (A)</li><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li><li>o (b) (5) (D)</li></ul></li><li>• <b>English Language Arts and Reading, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (1) (A)</li><li>o (b) (1) (B)</li><li>o (b) (1) (C)</li><li>o (b) (1) (D)</li><li>o (b) (4)</li><li>o (b) (6) (B)</li></ul></li></ul> |
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## Media Ready

*Ages 11-14; Grades 6-8*

*During-School*

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|---|--|---|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li><li>o (b) (5) (E)</li><li>o (b) (9) (B)</li></ul></li><li>• <b>English Language Arts and Reading, Grade 6</b><ul style="list-style-type: none"><li>o (b) (1)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (5) (J)</li></ul></li><li>• <b>English Language Arts and Reading, Grade 7.</b><ul style="list-style-type: none"><li>o (b) (1)</li><li>o (b) (4)</li><li>o (b) (22) (A)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>English Language Arts and Reading, Grade 8.</b><ul style="list-style-type: none"><li>o (b) (1)</li><li>o (b) (4)</li></ul></li></ul> |
|---|--|---|

## Michigan Model for Health

Ages 5-18; Grades K-12

*During-School*

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|---|--|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Kindergarten.</b><ul style="list-style-type: none"><li>o (b) (2) (C)</li></ul></li><li>• <b>English Language Arts and Reading, Kindergarten.</b><ul style="list-style-type: none"><li>o (b) (1) (A)</li><li>o (b) (1) (B)</li><li>o (b) (1) (C)</li><li>o (b) (4)</li></ul></li><li>• <b>Health Education, Grade 1.</b><ul style="list-style-type: none"><li>o (b) (2) (C)</li><li>o (b) (2) (D)</li><li>o (b) (2) (H)</li></ul></li><li>• <b>English Language Arts and Reading, Grade 1.</b><ul style="list-style-type: none"><li>o (b) (1) (A)</li><li>o (b) (1) (B)</li><li>o (b) (1) (C)</li><li>o (b) (4)</li></ul></li><li>• <b>Health Education, Grade 2.</b><ul style="list-style-type: none"><li>o (b) (2) (A)</li></ul></li><li>• <b>English Language Arts and Reading, Grade 2.</b><ul style="list-style-type: none"><li>o (b) (1) (A)</li><li>o (b) (1) (B)</li><li>o (b) (1) (C)</li><li>o (b) (4)</li><li>o (b) (6) (A)</li></ul></li><li>• <b>Health Education, Grade 3.</b><ul style="list-style-type: none"><li>o (b) (2) (B)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>English Language Arts and Reading, Grade 3.</b><ul style="list-style-type: none"><li>o (b) (1) (A)</li><li>o (b) (1) (B)</li><li>o (b) (1) (C)</li><li>o (b) (1) (D)</li><li>o (b) (1) (E)</li><li>o (b) (4)</li><li>o (b) (6) (A)</li></ul></li><li>• <b>Health Education, Grade 4.</b><ul style="list-style-type: none"><li>o (b) (4) (A)</li><li>o (b) (4) (B)</li><li>o (b) (4) (C)</li><li>o (b) (4) (D)</li></ul></li><li>• <b>English Language Arts and Reading, Grade 4.</b><ul style="list-style-type: none"><li>o (b) (1) (A)</li><li>o (b) (1) (B)</li><li>o (b) (1) (C)</li><li>o (b) (1) (D)</li><li>o (b) (4)</li><li>o (b) (6) (B)</li></ul></li><li>• <b>Health Education, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (5) (A)</li><li>o (b) (5) (B)</li></ul></li><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (G)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (1) (E)</li><li>o (b) (2) (F)</li><li>o (b) (4) (H)</li><li>o (b) (6) (H)</li><li>o (b) (6) (I)</li><li>o (b) (6) (J)</li><li>o (b) (6) (K)</li><li>o (b) (6) (L)</li><li>o (b) (6) (M)</li><li>o (b) (12) (G)</li></ul></li><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Advanced Health, Grades 11-12 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (c) (7) (A)</li><li>o (c) (7) (G)</li></ul></li></ul> |
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## Peers Making Peace

Ages 3-18; Grades PreK-12

*During-School; After-School*

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|---|--|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Kindergarten.</b><ul style="list-style-type: none"><li>o (b) (2) (C)</li><li>o (b) (2) (D)</li></ul></li><li>• <b>Health Education, Grade 1.</b><ul style="list-style-type: none"><li>o (b) (2) (C)</li><li>o (b) (2) (D)</li></ul></li><li>• <b>Health Education, Grade 2.</b><ul style="list-style-type: none"><li>o (b) (2) (A)</li><li>o (b) (2) (D)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health Education, Grade 3.</b><ul style="list-style-type: none"><li>o (b) (2) (B)</li><li>o (b) (2) (C)</li></ul></li><li>• <b>Health Education, Grade 4.</b><ul style="list-style-type: none"><li>o (b) (4) (B)</li><li>o (b) (4) (C)</li><li>o (b) (4) (D)</li></ul></li><li>• <b>Health Education, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (5) (D)</li><li>o (b) (5) (F)</li><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (1) (E)</li></ul></li></ul> |
|---|--|--|

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>o (b) (2) (F)</li> <li>o (b) (4) (H)</li> <li>o (b) (6) (H)</li> <li>o (b) (6) (I)</li> <li>o (b) (6) (J)</li> <li>o (b) (6) (K)</li> <li>o (b) (6) (L)</li> <li>o (b) (6) (M)</li> <li>o (b) (12) (G)</li> <li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b> <ul style="list-style-type: none"> <li>o (b) (2) (H)</li> <li>o (b) (4) (C)</li> <li>o (b) (7) (B)</li> <li>o (b) (7) (C)</li> <li>o (b) (7) (D)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>o (b) (7) (E)</li> <li>o (b) (7) (G)</li> <li>• <b>Advanced Health, Grades 11-12 (One-Half Credit).</b> <ul style="list-style-type: none"> <li>o (c) (3) (C)</li> <li>o (c) (7) (F)</li> </ul> </li> <li>• <b>English Language Arts and Reading, English I (High School).</b> <ul style="list-style-type: none"> <li>o (b) (6)</li> <li>o (b) (10) (A)</li> <li>o (b) (10) (B)</li> <li>o (b) (13) (A)</li> <li>o (b) (13) (B)</li> <li>o (b) (13) (C)</li> <li>o (b) (13) (D)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>o (b) (13) (E)</li> <li>o (b) (19)</li> <li>o (b) (23) (A)</li> <li>o (b) (23) (B)</li> <li>o (b) (24) (A)</li> <li>o (b) (24) (B)</li> <li>o (b) (24) (C)</li> <li>o (b) (25)</li> <li>o (b) (26)</li> <li>• <b>Social Studies (High School).</b> <ul style="list-style-type: none"> <li>o (b) (24) (A)</li> <li>o (b) (24) (B)</li> <li>o (b) (24) (D)</li> </ul> </li> <li>• <b>Law Enforcement I.</b> <ul style="list-style-type: none"> <li>o (c) (11) (A) (B) (C)</li> </ul> </li> </ul> |
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## Positive Action

*Ages 3-18; Grades PreK-12*

*During-School; After-School*

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|---|---|---|
| <ul style="list-style-type: none"> <li>• <b>Health Education, Kindergarten.</b> <ul style="list-style-type: none"> <li>o (b) (2) (C)</li> </ul> </li> <li>• <b>English Language Arts and Reading, Kindergarten.</b> <ul style="list-style-type: none"> <li>o (b) (1) (A)</li> <li>o (b) (1) (B)</li> <li>o (b) (1) (C)</li> <li>o (b) (4)</li> </ul> </li> <li>• <b>Health Education, Grade 1.</b> <ul style="list-style-type: none"> <li>o (b) (2) (C)</li> <li>o (b) (2) (D)</li> </ul> </li> <li>• <b>Health Education, Grade 2.</b> <ul style="list-style-type: none"> <li>o (b) (2) (A)</li> <li>o (b) (2) (D)</li> </ul> </li> <li>• <b>Health Education, Grade 3.</b> <ul style="list-style-type: none"> <li>o (b) (2) (B)</li> <li>o (b) (2) (C)</li> </ul> </li> <li>• <b>Health Education, Grade 4.</b> <ul style="list-style-type: none"> <li>o (b) (4) (B)</li> <li>o (b) (4) (C)</li> <li>o (b) (4) (D)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Health Education, Grade 5.</b> <ul style="list-style-type: none"> <li>o (b) (5) (B)</li> <li>o (b) (5) (C)</li> <li>o (b) (5) (D)</li> <li>o (b) (5) (F)</li> </ul> </li> <li>• <b>Health Education, Grade 6.</b> <ul style="list-style-type: none"> <li>o (b) (7) (B)</li> <li>o (b) (7) (C)</li> <li>o (b) (7) (D)</li> <li>o (b) (7) (G)</li> </ul> </li> <li>• <b>Health Education, Grades 7-8.</b> <ul style="list-style-type: none"> <li>o (b) (1) (E)</li> <li>o (b) (2) (F)</li> <li>o (b) (4) (H)</li> <li>o (b) (6) (H)</li> <li>o (b) (6) (I)</li> <li>o (b) (6) (J)</li> <li>o (b) (6) (K)</li> <li>o (b) (6) (L)</li> <li>o (b) (6) (M)</li> <li>o (b) (12) (G)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b> <ul style="list-style-type: none"> <li>o (b) (2) (H)</li> <li>o (b) (4) (C)</li> <li>o (b) (7) (B)</li> <li>o (b) (7) (C)</li> <li>o (b) (7) (D)</li> <li>o (b) (7) (E)</li> <li>o (b) (7) (G)</li> </ul> </li> <li>• <b>Advanced Health, Grades 11-12 (One-Half Credit).</b> <ul style="list-style-type: none"> <li>o (c) (7) (A)</li> <li>o (c) (7) (G)</li> </ul> </li> </ul> |
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## Positive Family Support

*Ages 10-14; Grades 6-8*

*During-School; After-School*

- **Health Education, Grade 6.**

- o (b) (c)
- o (b) (1) (H)
- o (b) (11) (B)
- o (b) (12) (E)
- o (b) (12) (H)

- o (b) (12) (I)

- o (b) (13) (F)

- **Health Education, Grades 7-8.**

- o (b) (H)
- o (b) (1) (C)

- o (b) (7) (C)

- o (b) (11) (A)

- o (b) (12) (B)

- o (b) (12) (G)

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## Project ALERT

*Ages 12-14; Grades 7-8*

*During-School; After-School*

- **Health Education, Grades 7-8.**

- o (b) (1) (A)
- o (b) (1) (B)
- o (b) (1) (C)
- o (b) (1) (D)
- o (b) (1) (E)
- o (b) (1) (F)
- o (b) (2) (A)
- o (b) (2) (B)
- o (b) (2) (C)
- o (b) (2) (D)
- o (b) (2) (E)
- o (b) (2) (F)
- o (b) (3) (A)
- o (b) (3) (B)
- o (b) (3) (C)
- o (b) (3) (D)
- o (b) (4) (A)

- o (b) (4) (B)

- o (b) (4) (C)

- o (b) (4) (D)

- o (b) (4) (E)

- o (b) (4) (F)

- o (b) (4) (G)

- o (b) (4) (H)

- o (b) (5) (A)

- o (b) (5) (B)

- o (b) (5) (C)

- o (b) (6) (A)

- o (b) (6) (B)

- o (b) (6) (C)

- o (b) (6) (D)

- o (b) (6) (E)

- o (b) (6) (F)

- o (b) (6) (G)

- o (b) (6) (H)

- o (b) (6) (I)

- o (b) (6) (J)

- o (b) (6) (K)

- o (b) (6) (L)

- o (b) (6) (M)

- o (b) (7) (A)

- o (b) (7) (B)

- o (b) (7) (C)

- o (b) (8) (A)

- o (b) (8) (B)

- o (b) (9) (A)

- o (b) (9) (B)

- o (b) (12) (A)

- o (b) (12) (B)

- o (b) (12) (C)

- o (b) (12) (D)

- o (b) (12) (E)

- o (b) (12) (F)

- o (b) (12) (G)

## Project EX

Ages 14-19; Grades 9-12

During-School

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|--|---|---|
| <ul style="list-style-type: none"><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Advanced Health, Grades 11-12.</b><ul style="list-style-type: none"><li>o (b) (4) (C)</li><li>o (b) (7) (D)</li></ul></li><li>• <b>English Language Arts and Reading, English I (High School).</b><ul style="list-style-type: none"><li>o (b) (6)</li><li>o (b) (10) (A)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (13) (B)</li><li>o (b) (19)</li><li>o (b) (23) (A)</li><li>o (b) (24) (A)</li><li>o (b) (24) (B)</li><li>o (b) (24) (C)</li><li>o (b) (25)</li><li>o (b) (26)</li></ul> |
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## Project Northland

Ages 11-14; Grades 6-8

During-School

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|--|---|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li><li>o (b) (7) (D)</li><li>o (b) (11) (A)</li><li>o (b) (11) (B)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (11) (C)</li><li>o (b) (11) (D)</li><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (5) (H)</li><li>o (b) (5) (J)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (5) (K)</li><li>o (b) (10) (A)</li><li>o (b) (12) (C)</li><li>o (b) (12) (D)</li></ul> |
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## Project Towards No Drug Abuse

Ages 14-19; Grades 9-12

During-School

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|---|---|--|
| <ul style="list-style-type: none"><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Advanced Health, Grades 11-12.</b><ul style="list-style-type: none"><li>o (c) (3) (C)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (c) (4) (C)</li><li>o (c) (7) (D)</li><li>o (c) (7) (E)</li><li>o (c) (7) (F)</li><li>• <b>English Language Arts and Reading, English I (High School).</b><ul style="list-style-type: none"><li>o (b) (6)</li><li>o (b) (10) (A)</li><li>o (b) (13) (B)</li><li>o (b) (19)</li><li>o (b) (23) (A)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (24) (A)</li><li>o (b) (24) (B)</li><li>o (b) (24) (C)</li><li>o (b) (25)</li><li>o (b) (26)</li></ul> |
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## Project Towards No Tobacco Use

*Ages 10-14; Grades 5-9*

*During-School*

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|---|---|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (5) (C)</li><li>o (b) (5) (D)</li><li>o (b) (5) (F)</li><li>o (b) (6) (A)</li></ul></li><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li><li>o (b) (7) (D)</li><li>o (b) (11) (A)</li><li>o (b) (11) (B)</li><li>o (b) (11) (C)</li><li>o (b) (11) (D)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (5) (H)</li><li>o (b) (5) (J)</li><li>o (b) (5) (K)</li><li>o (b) (10) (A)</li><li>o (b) (12) (C)</li><li>o (b) (12) (D)</li><li>o (b) (12) (E)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul></li></ul> |
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## Project Venture

*Ages 10-14; Grades 5-8*

*During-School; After-School*

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|---|---|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li><li>o (b) (5) (D)</li><li>o (b) (5) (F)</li></ul></li><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (7) (D)</li><li>o (b) (7) (G)</li><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (1) (E)</li><li>o (b) (2) (F)</li><li>o (b) (4) (H)</li><li>o (b) (6) (H)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (6) (I)</li><li>o (b) (6) (J)</li><li>o (b) (6) (K)</li><li>o (b) (6) (L)</li><li>o (b) (6) (M)</li><li>o (b) (12) (G)</li></ul> |
|---|---|--|



## Raising Healthy Children

Ages 5-18; Grades K-12

During-School; After-School

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 1.</b><ul style="list-style-type: none"><li>o (b) (2) (C)</li><li>o (b) (3) (A)</li><li>o (b) (3) (B)</li></ul></li><li>• <b>Health Education, Grade 2.</b><ul style="list-style-type: none"><li>o (b) (2) (A)</li><li>o (b) (2) (D)</li><li>o (b) (2) (F)</li></ul></li><li>• <b>Health Education, Grade 3.</b><ul style="list-style-type: none"><li>o (b) (4) (C)</li><li>o (b) (4) (D)</li><li>o (b) (7) (A)</li><li>o (b) (8) (A)</li></ul></li><li>• <b>Health Education, Grade 4.</b><ul style="list-style-type: none"><li>o (b) (4) (C)</li><li>o (b) (4) (D)</li><li>o (b) (7) (A)</li><li>o (b) (8) (A)</li></ul></li><li>• <b>Health Education, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (5) (C)</li><li>o (b) (5) (D)</li><li>o (b) (5) (F)</li><li>o (b) (6) (A)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li><li>o (b) (7) (D)</li><li>o (b) (11) (A)</li><li>o (b) (11) (B)</li><li>o (b) (11) (C)</li><li>o (b) (11) (D)</li></ul></li><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (1) (A)</li><li>o (b) (1) (F)</li><li>o (b) (2) (E)</li><li>o (b) (2) (F)</li><li>o (b) (4) (C)</li><li>o (b) (6) (A)</li><li>o (b) (6) (H)</li><li>o (b) (7) (C)</li><li>o (b) (8) (A)</li><li>o (b) (8) (B)</li><li>o (b) (9) (A)</li><li>o (b) (12) (G)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Advanced Health, Grades 11-12.</b><ul style="list-style-type: none"><li>o (b) (4) (C)</li><li>o (b) (7) (D)</li></ul></li></ul> |
|--|---|---|

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## Reconnecting Youth

Ages 14-18; Grades 9-12

During-School; After-School

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Advanced Health, Grades 11-12 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (c) (3) (C)</li><li>o (c) (7)(F)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>English Language Arts and Reading, English I (High School).</b><ul style="list-style-type: none"><li>o (b) (6)</li><li>o (b) (10) (A)</li><li>o (b) (10) (B)</li><li>o (b) (13) (A)</li><li>o (b) (13) (B)</li><li>o (b) (13) (C)</li><li>o (b) (13) (D)</li><li>o (b) (13) (E)</li><li>o (b) (19)</li><li>o (b) (23) (A)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (23) (B)</li><li>o (b) (24) (A)</li><li>o (b) (24) (B)</li><li>o (b) (24) (C)</li><li>o (b) (25)</li><li>o (b) (26)</li><li>• <b>Social Studies (High School).</b><ul style="list-style-type: none"><li>o (b) (24) (A)</li><li>o (b) (24) (B)</li><li>o (b) (24) (D)</li></ul></li><li>• <b>Law Enforcement I.</b><ul style="list-style-type: none"><li>o (c) (11) (A) (B) (C)</li></ul></li></ul> |
|--|--|--|

## SPORT Prevention Plus Wellness

Ages 7-18; Grades 3-12

*During-School*

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 3.</b><ul style="list-style-type: none"><li>o (b) (2) (B)</li><li>o (b) (2) (C)</li></ul></li><li>• <b>Health Education, Grade 4.</b><ul style="list-style-type: none"><li>o (b) (4) (B)</li><li>o (b) (4) (C)</li><li>o (b) (4) (D)</li></ul></li><li>• <b>Health Education, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li><li>o (b) (5) (D)</li><li>o (b) (5) (F)</li></ul></li><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (1) (E)</li><li>o (b) (2) (F)</li><li>o (b) (4) (H)</li><li>o (b) (6) (H)</li><li>o (b) (6) (I)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (6) (J)</li><li>o (b) (6) (K)</li><li>o (b) (6) (L)</li><li>o (b) (6) (M)</li><li>o (b) (12) (G)</li><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Advanced Health, Grades 11-12 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (c) (3) (C)</li><li>o (c) (7) (F)</li></ul></li><li>• <b>English Language Arts and Reading, English I (High School).</b><ul style="list-style-type: none"><li>o (b) (6)</li><li>o (b) (10) (A)</li><li>o (b) (10) (B)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (13) (A)</li><li>o (b) (13) (B)</li><li>o (b) (13) (C)</li><li>o (b) (13) (D)</li><li>o (b) (13) (E)</li><li>o (b) (19)</li><li>o (b) (23) (A)</li><li>o (b) (23) (B)</li><li>o (b) (24) (A)</li><li>o (b) (24) (B)</li><li>o (b) (24) (C)</li><li>o (b) (25)</li><li>o (b) (26)</li><li>• <b>Social Studies (High School).</b><ul style="list-style-type: none"><li>o (b) (24) (A)</li><li>o (b) (24) (B)</li><li>o (b) (24) (D)</li></ul></li><li>• <b>Law Enforcement I.</b><ul style="list-style-type: none"><li>o (c) (11) (A) (B) (C)</li></ul></li></ul> |
|---|--|---|

## Start Taking Alcohol Risks Seriously (STARS) for Families

Ages 11-15; Grades 6-9

*During-School; After-School*

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (1) (E)</li><li>o (b) (2) (F)</li><li>o (b) (4) (H)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (6) (H)</li><li>o (b) (6) (I)</li><li>o (b) (6) (J)</li><li>o (b) (6) (K)</li><li>o (b) (6) (L)</li><li>o (b) (6) (M)</li><li>o (b) (12) (G)</li><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul> |
|--|---|---|

## Strengthening Families Program

Ages 3-18; Grades PreK-12

During-School

- **Health Education, Kindergarten.**
  - o (b) (2) (C)
- **English Language Arts and Reading, Kindergarten.**
  - o (b) (1) (A)
  - o (b) (1) (B)
  - o (b) (1) (C)
  - o (b) (4)
- **Health Education, Grade 1.**
  - o (b) (2) (C)
  - o (b) (2) (D)
  - o (b) (2) (H)
- **English Language Arts and Reading, Grade 1.**
  - o (b) (1) (A)
  - o (b) (1) (B)
  - o (b) (1) (C)
  - o (b) (4)
- **Health Education, Grade 2.**
  - o (b) (2) (A)
- **English Language Arts and Reading, Grade 2.**
  - o (b) (1) (A)
  - o (b) (1) (B)
  - o (b) (1) (C)
  - o (b) (4)
  - o (b) (6) (A)
- **Health Education, Grade 3.**
  - o (b) (2) (B)
- **English Language Arts and Reading, Grade 3.**
  - o (b) (1) (A)
  - o (b) (1) (B)
  - o (b) (1) (C)
  - o (b) (1) (D)
  - o (b) (1) (E)
  - o (b) (4)
  - o (b) (6) (A)
- **Health Education, Grade 4.**
  - o (b) (4) (A)
  - o (b) (4) (B)
  - o (b) (4) (C)
  - o (b) (4) (D)
- **English Language Arts and Reading, Grade 4.**
  - o (b) (1) (A)
  - o (b) (1) (B)
  - o (b) (1) (C)
  - o (b) (1) (D)
  - o (b) (4)
  - o (b) (6) (B)
- **Health Education, Grade 5.**
  - o (b) (5) (A)
  - o (b) (5) (B)
  - o (b) (5) (C)
  - o (b) (5) (D)
- **English Language Arts and Reading, Grade 5.**
  - o (b) (1) (A)
  - o (b) (1) (B)
  - o (b) (1) (C)
  - o (b) (1) (D)
  - o (b) (4)
  - o (b) (6) (B)
- **Health Education, Grade 6.**
  - o (b) (5) (B)
  - o (b) (5) (C)
  - o (b) (5) (E)
  - o (b) (9) (B)
- **English Language Arts and Reading, Grade 6.**
  - o (b) (1)
- **Health Education, Grades 7-8.**
  - o (b) (5) (J)
- **English Language Arts and Reading, Grade 7.**
  - o (b) (1)
  - o (b) (4)
  - o (b) (22) (A)
- **English Language Arts and Reading, Grade 8.**
  - o (b) (1)
  - o (b) (4)
- **Health 1, Grades 9-10 (One-Half Credit).**
  - o (b) (2) (H)
  - o (b) (4) (C)
  - o (b) (7) (B)
  - o (b) (7) (C)
  - o (b) (7) (D)
  - o (b) (7) (E)
  - o (b) (7) (G)
- **Advanced Health, Grades 11-12 (One-Half Credit).**
  - o (c) (3) (C)
  - o (c) (7)(F)
- **English Language Arts and Reading, English I (High School).**
  - o (b) (6)
  - o (b) (10) (A)
  - o (b) (10) (B)
  - o (b) (13) (A)
  - o (b) (13) (B)
  - o (b) (13) (C)
  - o (b) (13) (D)
  - o (b) (13) (E)
  - o (b) (19)
  - o (b) (23) (A)
  - o (b) (23) (B)
  - o (b) (24) (A)
  - o (b) (24) (B)
  - o (b) (24) (C)
  - o (b) (25)
  - o (b) (26)
- **Social Studies (High School).**
  - o (b) (24) (A)
  - o (b) (24) (B)
  - o (b) (24) (D)
- **Law Enforcement I.**
  - o (c) (11) (A) (B) (C)

## Strong African American Families

*Ages 10-14; Grades 5-8*

*During-School; After-School*

### • Health Education, Grade 5.

- o (b) (5) (A)
- o (b) (5) (B)
- o (b) (5) (C)
- o (b) (5) (D)
- o (b) (5) (H)
- o (b) (5) (I)
- o (b) (6) (A)
- o (b) (6) (B)
- o (b) (6) (C)
- o (b) (6) (D)
- o (b) (9) (B)
- o (b) (9) (C)
- o (b) (9) (D)
- o (b) (9) (E)
- o (b) (9) (F)

### • Health Education, Grade 6.

- o (b) (1) (A)
- o (b) (1) (B)
- o (b) (1) (C)
- o (b) (1) (D)
- o (b) (1) (E)
- o (b) (1) (F)
- o (b) (1) (G)
- o (b) (1) (H)
- o (b) (2) (A)
- o (b) (2) (B)
- o (b) (2) (C)
- o (b) (2) (D)
- o (b) (3) (A)
- o (b) (3) (B)
- o (b) (3) (C)
- o (b) (4) (A)
- o (b) (4) (B)
- o (b) (5) (A)
- o (b) (5) (B)
- o (b) (5) (C)
- o (b) (5) (D)
- o (b) (5) (E)
- o (b) (5) (F)
- o (b) (5) (G)
- o (b) (6) (A)
- o (b) (6) (B)
- o (b) (6) (C)
- o (b) (7) (A)
- o (b) (7) (B)
- o (b) (7) (C)
- o (b) (7) (D)

- o (b) (7) (E)
- o (b) (7) (F)
- o (b) (7) (G)
- o (b) (7) (H)
- o (b) (7) (I)
- o (b) (8) (A)
- o (b) (8) (B)
- o (b) (8) (C)
- o (b) (9) (A)
- o (b) (9) (B)
- o (b) (9) (C)
- o (b) (9) (D)
- o (b) (9) (E)
- o (b) (9) (F)
- o (b) (10) (A)
- o (b) (10) (B)
- o (b) (10) (C)
- o (b) (11) (A)
- o (b) (11) (B)
- o (b) (12) (A)
- o (b) (12) (B)
- o (b) (12) (C)
- o (b) (12) (D)
- o (b) (12) (E)
- o (b) (12) (F)
- o (b) (12) (G)
- o (b) (12) (H)
- o (b) (12) (I)
- o (b) (13) (A)
- o (b) (13) (B)
- o (b) (13) (C)
- o (b) (13) (D)
- o (b) (13) (E)
- o (b) (13) (F)
- o (b) (14) (A)
- o (b) (14) (B)
- o (b) (14) (C)
- o (b) (14) (D)

### • Health Education, Grades 7-8.

- o (b) (1) (A)
- o (b) (1) (B)
- o (b) (1) (C)
- o (b) (1) (D)
- o (b) (1) (E)
- o (b) (1) (F)
- o (b) (2) (A)
- o (b) (2) (B)

- o (b) (2) (C)
- o (b) (2) (D)
- o (b) (2) (E)
- o (b) (2) (F)
- o (b) (3) (A)
- o (b) (3) (B)
- o (b) (3) (C)
- o (b) (3) (D)
- o (b) (4) (A)
- o (b) (4) (B)
- o (b) (4) (C)
- o (b) (4) (D)
- o (b) (4) (E)
- o (b) (4) (F)
- o (b) (4) (G)
- o (b) (4) (H)
- o (b) (5) (A)
- o (b) (5) (B)
- o (b) (5) (C)
- o (b) (6) (A)
- o (b) (6) (B)
- o (b) (6) (C)
- o (b) (6) (D)
- o (b) (6) (E)
- o (b) (6) (F)
- o (b) (6) (G)
- o (b) (6) (H)
- o (b) (6) (I)
- o (b) (6) (J)
- o (b) (6) (K)
- o (b) (6) (L)
- o (b) (6) (M)
- o (b) (7) (A)
- o (b) (7) (B)
- o (b) (7) (C)
- o (b) (8) (A)
- o (b) (8) (B)
- o (b) (9) (A)
- o (b) (9) (B)
- o (b) (12) (A)
- o (b) (12) (B)
- o (b) (12) (C)
- o (b) (12) (D)
- o (b) (12) (E)
- o (b) (12) (F)
- o (b) (12) (G)



## Teams-Games-Tournaments Alcohol Prevention

Ages 13-18; Grades 8-12

During-School

- **Health Education, Grades**

- 7-8.**

- o (b) (1) (A)
- o (b) (1) (B)
- o (b) (1) (C)
- o (b) (1) (D)
- o (b) (1) (E)
- o (b) (1) (F)
- o (b) (2) (A)
- o (b) (2) (B)
- o (b) (2) (C)
- o (b) (2) (D)
- o (b) (2) (E)
- o (b) (2) (F)
- o (b) (3) (A)
- o (b) (3) (B)
- o (b) (3) (C)
- o (b) (3) (D)
- o (b) (4) (A)
- o (b) (4) (B)
- o (b) (4) (C)
- o (b) (4) (D)
- o (b) (4) (E)
- o (b) (4) (F)
- o (b) (4) (G)
- o (b) (4) (H)
- o (b) (5) (A)
- o (b) (5) (B)
- o (b) (5) (C)
- o (b) (6) (A)
- o (b) (6) (B)
- o (b) (6) (C)
- o (b) (6) (D)

- o (b) (6) (E)
- o (b) (6) (F)
- o (b) (6) (G)
- o (b) (6) (H)
- o (b) (6) (I)
- o (b) (6) (J)
- o (b) (6) (K)
- o (b) (6) (L)
- o (b) (6) (M)
- o (b) (7) (A)
- o (b) (7) (B)
- o (b) (7) (C)
- o (b) (8) (A)
- o (b) (8) (B)
- o (b) (9) (A)
- o (b) (9) (B)
- o (b) (12) (A)
- o (b) (12) (B)
- o (b) (12) (C)
- o (b) (12) (D)
- o (b) (12) (E)
- o (b) (12) (F)
- o (b) (12) (G)

- **Health 1, Grades 9-10 (One-Half Credit).**

- o (b) (2) (H)
- o (b) (4) (C)
- o (b) (7) (B)
- o (b) (7) (C)
- o (b) (7) (D)
- o (b) (7) (E)
- o (b) (7) (G)

- **Advanced Health, Grades 11-12.**

- o (b) (4) (A)
- o (b) (4) (B)
- o (b) (4) (C)
- o (b) (7) (E)
- o (b) (7) (F)
- o (b) (7) (G)
- o (b) (14) (A)
- o (b) (14) (B)
- o (b) (15) (A)
- o (b) (16) (A)
- o (b) (16) (B)
- o (b) (16) (C)

- **English Language Arts and Reading, English I (High School).**

- o (b) (6)
- o (b) (10) (A)
- o (b) (13) (B)
- o (b) (19)
- o (b) (23) (A)
- o (b) (24) (A)
- o (b) (24) (B)
- o (b) (24) (C)
- o (b) (25)
- o (b) (26)

## Too Good for Drugs – Middle School

Ages 9-13; Grades 6-8

During-School

### • Health Education, Grade 6.

- o (b) (1) (A)
- o (b) (1) (B)
- o (b) (5) (A)
- o (b) (5) (B)
- o (b) (5) (C)
- o (b) (5) (D)
- o (b) (5) (E)
- o (b) (5) (F)
- o (b) (5) (G)
- o (b) (6) (A)
- o (b) (6) (B)
- o (b) (6) (C)
- o (b) (7) (B)
- o (b) (7) (C)
- o (b) (7) (D)
- o (b) (7) (E)
- o (b) (7) (G)
- o (b) (7) (I)
- o (b) (12) (A)
- o (b) (12) (B)
- o (b) (12) (C)
- o (b) (12) (D)
- o (b) (12) (E)
- o (b) (12) (F)
- o (b) (13) (A)
- o (b) (13) (B)
- o (b) (13) (C)
- o (b) (13) (D)
- o (b) (13) (E)
- o (b) (13) (F)

### • Health Education, Grade 7.

- o (b) (4) (E)
- o (b) (4) (F)
- o (b) (4) (G)
- o (b) (4) (H)
- o (b) (5) (A)
- o (b) (5) (B)
- o (b) (5) (C)
- o (b) (6) (A)
- o (b) (6) (B)
- o (b) (6) (C)
- o (b) (6) (H)
- o (b) (6) (I)
- o (b) (6) (K)
- o (b) (6) (L)
- o (b) (6) (M)
- o (b) (7) (C)
- o (b) (8) (A)
- o (b) (8) (B)
- o (b) (9) (A)
- o (b) (9) (B)
- o (b) (9) (C)
- o (b) (11) (A)
- o (b) (11) (C)
- o (b) (11) (D)
- o (b) (12) (A)
- o (b) (12) (B)
- o (b) (12) (D)
- o (b) (13) (C)
- o (b) (13) (D)
- o (b) (13) (E)
- o (b) (13) (F)
- o (b) (13) (G)

### • Health Education, Grade 8.

- o (b) (4) (E)
- o (b) (4) (F)
- o (b) (4) (G)
- o (b) (4) (H)
- o (b) (5) (A)
- o (b) (5) (B)
- o (b) (5) (C)
- o (b) (6) (H)
- o (b) (6) (I)
- o (b) (6) (K)
- o (b) (6) (L)
- o (b) (6) (M)
- o (b) (7) (C)
- o (b) (8) (A)
- o (b) (8) (B)
- o (b) (9) (A)
- o (b) (9) (B)
- o (b) (9) (C)
- o (b) (11) (A)
- o (b) (11) (C)
- o (b) (11) (D)
- o (b) (12) (A)
- o (b) (12) (B)
- o (b) (12) (D)
- o (b) (13) (C)
- o (b) (13) (D)
- o (b) (13) (E)
- o (b) (13) (F)
- o (b) (13) (G)

## TxDOT Program TEKS

### Alcohol Drug and Safety Training Education Program – AD-A-STEP for Life

*Ages 3+; Grades PreK-12*

*During-School; After-School*

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Kindergarten.</b><ul style="list-style-type: none"><li>o (b) (2) (C)</li><li>o (b) (2) (D)</li></ul></li><li>• <b>Health Education, Grade 1.</b><ul style="list-style-type: none"><li>o (b) (2) (C)</li><li>o (b) (2) (D)</li></ul></li><li>• <b>Health Education, Grade 2.</b><ul style="list-style-type: none"><li>o (b) (2) (A)</li><li>o (b) (2) (D)</li></ul></li><li>• <b>Health Education, Grade 3.</b><ul style="list-style-type: none"><li>o (b) (2) (B)</li><li>o (b) (2) (C)</li></ul></li><li>• <b>Health Education, Grade 4.</b><ul style="list-style-type: none"><li>o (b) (4) (B)</li><li>o (b) (4) (C)</li><li>o (b) (4) (D)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health Education, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li><li>o (b) (5) (D)</li><li>o (b) (5) (F)</li></ul></li><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (1) (E)</li><li>o (b) (2) (F)</li><li>o (b) (4) (H)</li><li>o (b) (6) (H)</li><li>o (b) (6) (I)</li><li>o (b) (6) (J)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (6) (K)</li><li>o (b) (6) (L)</li><li>o (b) (6) (M)</li><li>o (b) (12) (G)</li><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Advanced Health, Grades 11-12 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (c) (7) (A)</li><li>o (c) (7) (G)</li></ul></li></ul> |
|---|---|--|

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## Brazos Valley Injury Prevention Coalition

*Ages 5+; Grades K-College*

*During-School; After-School*

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Kindergarten.</b><ul style="list-style-type: none"><li>o (b) (2) (C)</li><li>o (b) (2) (D)</li></ul></li><li>• <b>Health Education, Grade 1.</b><ul style="list-style-type: none"><li>o (b) (2) (C)</li><li>o (b) (2) (D)</li></ul></li><li>• <b>Health Education, Grade 2.</b><ul style="list-style-type: none"><li>o (b) (2) (A)</li><li>o (b) (2) (D)</li></ul></li><li>• <b>Health Education, Grade 3.</b><ul style="list-style-type: none"><li>o (b) (2) (B)</li><li>o (b) (2) (C)</li></ul></li><li>• <b>Health Education, Grade 4.</b><ul style="list-style-type: none"><li>o (b) (4) (B)</li><li>o (b) (4) (C)</li><li>o (b) (4) (D)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health Education, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li><li>o (b) (5) (D)</li><li>o (b) (5) (F)</li></ul></li><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (1) (E)</li><li>o (b) (2) (F)</li><li>o (b) (4) (H)</li><li>o (b) (6) (H)</li><li>o (b) (6) (I)</li><li>o (b) (6) (J)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (6) (K)</li><li>o (b) (6) (L)</li><li>o (b) (6) (M)</li><li>o (b) (12) (G)</li><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Advanced Health, Grades 11-12 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (c) (7) (A)</li><li>o (c) (7) (G)</li></ul></li></ul> |
|---|---|--|

## Driving on the Right Side of the Road

Ages 5-18; Grades K-12

During-School; After-School

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Kindergarten.</b><ul style="list-style-type: none"><li>o (b) (2) (C)</li><li>o (b) (2) (D)</li></ul></li><li>• <b>Health Education, Grade 1.</b><ul style="list-style-type: none"><li>o (b) (2) (C)</li><li>o (b) (2) (D)</li></ul></li><li>• <b>Health Education, Grade 2.</b><ul style="list-style-type: none"><li>o (b) (2) (A)</li><li>o (b) (2) (D)</li></ul></li><li>• <b>Health Education, Grade 3.</b><ul style="list-style-type: none"><li>o (b) (2) (B)</li><li>o (b) (2) (C)</li></ul></li><li>• <b>Health Education, Grade 4.</b><ul style="list-style-type: none"><li>o (b) (4) (B)</li><li>o (b) (4) (C)</li><li>o (b) (4) (D)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health Education, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (5) (B)</li><li>o (b) (5) (C)</li><li>o (b) (5) (D)</li><li>o (b) (5) (F)</li></ul></li><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (1) (E)</li><li>o (b) (2) (F)</li><li>o (b) (4) (H)</li><li>o (b) (6) (H)</li><li>o (b) (6) (I)</li><li>o (b) (6) (J)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (6) (K)</li><li>o (b) (6) (L)</li><li>o (b) (6) (M)</li><li>o (b) (12) (G)</li><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Advanced Health, Grades 11-12 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (c) (7) (A)</li><li>o (c) (7) (G)</li></ul></li></ul> |
|---|---|--|

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## Live Your DREAMS (Distraction REduction Among Motivated Students)

Ages 13-19; Grades 8-12

During-School; After-School

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (1) (E)</li><li>o (b) (2) (F)</li><li>o (b) (4) (H)</li><li>o (b) (6) (H)</li><li>o (b) (6) (I)</li><li>o (b) (6) (J)</li><li>o (b) (6) (K)</li><li>o (b) (6) (L)</li><li>o (b) (6) (M)</li><li>o (b) (12) (G)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Advanced Health, Grades 11-12 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (c) (7) (A)</li><li>o (c) (7) (G)</li></ul></li></ul> |
|--|--|--|



## Power of Parents

*Ages 12-20; Grades 6-12*

*After-School*

- **Health Education, Grade 6.**

- o (b) (7) (B)
- o (b) (7) (C)
- o (b) (7) (D)
- o (b) (7) (G)

- **Health Education, Grades 7-8.**

- o (b) (1) (E)
- o (b) (2) (F)
- o (b) (4) (H)
- o (b) (6) (H)

- o (b) (6) (I)

- o (b) (6) (J)

- o (b) (6) (K)

- o (b) (6) (L)

- o (b) (6) (M)

- o (b) (12) (G)

- **Health 1, Grades 9-10 (One-Half Credit).**

- o (b) (2) (H)

- o (b) (4) (C)

- o (b) (7) (B)

- o (b) (7) (C)

- o (b) (7) (D)

- o (b) (7) (E)

- o (b) (7) (G)

- **Advanced Health, Grades 11-12 (One-Half Credit).**

- o (c) (7) (A)

- o (c) (7) (G)

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## Power of You(th)

*Ages 13-19; Grades 8-12*

*During-School; After-School*

- **Health Education, Grades 7-8.**

- o (b) (1) (E)
- o (b) (2) (F)
- o (b) (4) (H)
- o (b) (6) (H)
- o (b) (6) (I)
- o (b) (6) (J)
- o (b) (6) (K)
- o (b) (6) (L)
- o (b) (6) (M)
- o (b) (12) (G)

- **Health 1, Grades 9-10 (One-Half Credit).**

- o (b) (2) (H)

- o (b) (4) (C)

- o (b) (7) (B)

- o (b) (7) (C)

- o (b) (7) (D)

- o (b) (7) (E)

- o (b) (7) (G)

- **Advanced Health, Grades 11-12 (One-Half Credit).**

- o (c) (7) (A)

- o (c) (7) (G)

## Teens in the Driver Seat

*Ages 12-18; Grades 6-12*

*During-School; After-School*

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (G)</li></ul></li><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (1) (E)</li><li>o (b) (2) (F)</li><li>o (b) (4) (H)</li><li>o (b) (6) (H)</li><li>o (b) (6) (I)</li><li>o (b) (6) (J)</li><li>o (b) (6) (K)</li><li>o (b) (6) (L)</li><li>o (b) (6) (M)</li><li>o (b) (12) (G)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Advanced Health, Grades 11-12.</b><ul style="list-style-type: none"><li>o (b) (4) (A)</li><li>o (b) (4) (B)</li><li>o (b) (4) (C)</li><li>o (b) (7) (E)</li><li>o (b) (7) (F)</li><li>o (b) (7) (G)</li><li>o (b) (14) (A)</li><li>o (b) (14) (B)</li><li>o (b) (15) (A)</li><li>o (b) (16) (A)</li><li>o (b) (16) (B)</li><li>o (b) (16) (C)</li></ul></li></ul> |
|---|--|--|

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## Travis County Attorney's Office Comprehensive Underage Drinking Prevention Program

*Ages 9-18; Grades 4-12*

*During-School; After-School*

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"><li>• <b>Health Education, Grade 4.</b><ul style="list-style-type: none"><li>o (b) (4.4) (C)</li><li>o (b) (4.4) (D)</li><li>o (b) (4.7) (A)</li><li>o (b) (4.8) (A)</li></ul></li><li>• <b>Health Education, Grade 5.</b><ul style="list-style-type: none"><li>o (b) (5.5) (C)</li><li>o (b) (5.5) (D)</li><li>o (b) (5.5) (F)</li><li>o (b) (5.6) (A)</li></ul></li><li>• <b>Health Education, Grade 6.</b><ul style="list-style-type: none"><li>o (b) (6.5) (B)</li><li>o (b) (6.5) (C)</li><li>o (b) (6.7) (D)</li></ul></li></ul> | <ul style="list-style-type: none"><li>o (b) (6.11) (A)</li><li>o (b) (6.11) (B)</li><li>o (b) (6.11) (C)</li><li>o (b) (6.11) (D)</li><li>• <b>Health Education, Grades 7-8.</b><ul style="list-style-type: none"><li>o (b) (5) (H)</li><li>o (b) (5) (J)</li><li>o (b) (5) (K)</li><li>o (b) (10) (A)</li><li>o (b) (12) (C)</li><li>o (b) (12) (D)</li><li>o (b) (12) (E)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Health 1, Grades 9-10 (One-Half Credit).</b><ul style="list-style-type: none"><li>o (b) (2) (H)</li><li>o (b) (4) (C)</li><li>o (b) (7) (B)</li><li>o (b) (7) (C)</li><li>o (b) (7) (D)</li><li>o (b) (7) (E)</li><li>o (b) (7) (G)</li></ul></li></ul> |
|--|---|--|

## Watch UR BAC

*Ages 13+; Grades 8-College*

*During-School; After-School*

- **Health Education, Grades 7-8.**

- o (b) (1) (A)
- o (b) (1) (B)
- o (b) (1) (C)
- o (b) (1) (D)
- o (b) (1) (E)
- o (b) (1) (F)
- o (b) (2) (A)
- o (b) (2) (B)
- o (b) (2) (C)
- o (b) (2) (D)
- o (b) (2) (E)
- o (b) (2) (F)
- o (b) (3) (A)
- o (b) (3) (B)
- o (b) (3) (C)
- o (b) (3) (D)
- o (b) (4) (A)
- o (b) (4) (B)
- o (b) (4) (C)
- o (b) (4) (D)
- o (b) (4) (E)
- o (b) (4) (F)
- o (b) (4) (G)
- o (b) (4) (H)
- o (b) (5) (A)
- o (b) (5) (B)
- o (b) (5) (C)
- o (b) (6) (A)
- o (b) (6) (B)
- o (b) (6) (C)

- o (b) (6) (D)
- o (b) (6) (E)
- o (b) (6) (F)
- o (b) (6) (G)
- o (b) (6) (H)
- o (b) (6) (I)
- o (b) (6) (J)
- o (b) (6) (K)
- o (b) (6) (L)
- o (b) (6) (M)
- o (b) (7) (A)
- o (b) (7) (B)
- o (b) (7) (C)
- o (b) (8) (A)
- o (b) (8) (B)
- o (b) (9) (A)
- o (b) (9) (B)
- o (b) (12) (A)
- o (b) (12) (B)
- o (b) (12) (C)
- o (b) (12) (D)
- o (b) (12) (E)
- o (b) (12) (F)
- o (b) (12) (G)

- **Health 1, Grades 9-10 (One-Half Credit).**

- o (b) (2) (H)
- o (b) (4) (C)
- o (b) (7) (B)
- o (b) (7) (C)
- o (b) (7) (D)
- o (b) (7) (E)
- o (b) (7) (G)

- **Advanced Health, Grades 11-12.**

- o (b) (4) (A)
- o (b) (4) (B)
- o (b) (4) (C)
- o (b) (7) (E)
- o (b) (7) (F)
- o (b) (7) (G)
- o (b) (14) (A)
- o (b) (14) (B)
- o (b) (15) (A)
- o (b) (16) (A)
- o (b) (16) (B)
- o (b) (16) (C)

- **English Language Arts and Reading, English I (High School).**

- o (b) (6)
- o (b) (10) (A)
- o (b) (13) (B)
- o (b) (19)
- o (b) (23) (A)
- o (b) (24) (A)
- o (b) (24) (B)
- o (b) (24) (C)
- o (b) (25)
- o (b) (26)

## Methodology

### I. Methods

#### A. Program Identification

To identify school-based education programs, the TxIDTF first identified appropriate entities which certify programs as evidence-based. The TxIDTF performed a search for evidence-based programs related to reducing and preventing alcohol and drug use and abuse in children and adolescents from the following entities:

- Blueprints for Healthy Youth Development
- California Evidence-Based Clearinghouse for Child Welfare
- National Institute on Drug Abuse (NIDA)
- Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- Texas Education Agency (TEA)-Evidence Based Programs for Alcohol Awareness
- U.S. Department of Education - Office of Safe and Drug-Free Schools

Additionally, the TxIDTF identified programs sponsored by the Texas Department of Transportation (TxDOT) that are aimed at reducing and preventing alcohol and drug use and abuse in children and adolescents for inclusion.

#### B. Inclusion and Exclusion Criteria

For evidence-based programs to meet the initial inclusion criteria, programs had to be available in the United States and available in English. Next, programs were screened for the following exclusion criteria and were applied:

- Programs must have outcomes associated with reducing and/or preventing alcohol and drug use and abuse
- Programs must be active

The TxIDTF also reviewed the National Registry of Evidence-Based Programs and Practices (NREPP) as well as the Promising Practices Network (PPN). However, both of these programs were dissolved during the development of the first iteration of this reference book. As a result, programs which were only certified by one or both agencies were removed.

For TxDOT-sponsored programs to meet the initial inclusion criteria, programs must conduct education and outreach related to reducing and preventing alcohol and drug use and abuse in children and adolescents. Next programs were screened to determine if they were still active.

#### C. Data Collection and Entry

The final collection included 34 evidence-based programs for schools and 10 TxDOT-sponsored programs. To capture all relevant information about the programs, the TxIDTF entered the following information for each program into Qualtrics, an online surveying tool which compiled the information:

- Program objectives, goals, and description
- Target age group
- Entities that certify programs as evidence-based
- Specific substances the programs are aimed at reducing and/or deterring the use of
- Program components
- Cost of the program
- Program evaluation information
- Associated Texas Essential Knowledge and Skills (TEKS)

To increase validity and reliability of the document and information collected, each program was reviewed, and data entered by two reviewers. The information was then synthesized into the program summaries that precede.



