Texas Impaired Driving Task Force
Recommendations for Alcohol and Drug Prevention Programs
K–12th Grade

Living Document – Updated August 2021

TEXAS
IMPAIRED DRIVING
TASK FORCE

Save a Life™
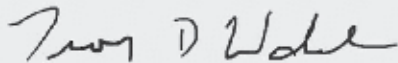Texas Department of Transportation

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

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.

Contents

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

Achievement Mentoring (also known as Behavioral Monitoring & Reinforcement Program (BMRP) and formerly called Prevention Intervention) encourages high school completion by pairing students with school-based staff mentors (teacher, social worker, counselor, nurse, psychologist, or youth worker). The school-based mentors meet with the students during weekly small group and individual sessions and seek to collaborate with students in navigating potential obstacles to high school completion. The goal of Achievement Mentoring is to encourage the mentee to be motivated in achieving success in all aspects of life. The program also promotes school connectedness in order to enhance student learning and academic achievement. Through the program, students will learn valuable problem-solving skills and will form positive habits and patterns of behavior.

- **Findings:**

Outcome	Significant *
Improvement in Ability to Resist Peer Pressure	☑
Improvement in Academic Achievement	☑
Improvement in Coping Skills	☑
Improvement in Decision-Making	☑
Improvement in Delinquency	☒
Improvement in Employment and Work Readiness	☒
Improvement in Graduation Rates	☑
Improvement in Positive Peer Connections	☑
Improvement in School Attendance	☑
Improvement in School Behavior and Discipline Referrals	☑
Improvement in Substance Use	☒
Note: *Indicates statistically significant finding at p-value <0.05.	

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

During-School

Program Description

Alcohol Literacy Challenge (ALC) is an underage and binge drinking prevention program that questions students' beliefs about alcohol use. The lessons utilize media literacy approaches that show how alcohol marketing can create deeply held positive beliefs about drinking. A change in both alcohol expectancies and alcohol use occur when students learn these media literacy concepts. Additionally, the program educates students about the physical effects of consuming alcohol, and the social & emotional effects of alcohol use. The ALC provides age appropriate lessons that include student activity sheets, instructor talking points, & student evaluations. Furthermore, key concepts are presented in movies and animations that will engage students.

- **Findings:**

Outcome	Significant *
Improvement in Alcohol Use	☑
Improvement in Binge Drinking	☑
Improvement in Knowledge, Attitudes, and Beliefs About Alcohol Use	☑
Note: *Indicates statistically significant finding at p-value <0.05.	

Program Notes

- Program overviews are available at: https://alcoholliteracychallenge.com

During-School

Program Description

Al'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	☑
Improvement in Attention Disorders and Symptoms	☑
Improvement in Coping Skills	☑
Improvement in Disruptive Behavior Disorders and Symptoms	☑
Improvement in Social and Emotional Skills	☑
Note: *Significant at p-value <0.05.	

Program Notes

• Program Information available at: http://wingspanworks.com/healthy-al/

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	☒
Improvement in Health-Risk Behaviors	**Mixed**
Improvement in Knowledge, Attitudes, and Beliefs About Substance Use	☒
Improvement in School Engagement	☒
Improvement in Sexual Activity	☒
Improvement in Substance Use	**Mixed**
Improvement in Violence	☑
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.

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	☑
Improvement in Health-Risk Behaviors	☑
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

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	☒
Improvement in School Climate	☑
Improvement in School Engagement	☑
Improvement in Social and Emotional Skills	☑
Improvement in Substance Use	☒
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
- 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	☒
Improvement in Behavior Problems	**Mixed**
Improvement in Delinquency	**Mixed**
Improvement in Marijuana Use	☑
Improvement in Parental Support	☑
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	☑
Improvement in Drug Refusal Skills	☑
Improvement in Marijuana Use	☑
Improvement in Self-Concept	☑
Improvement in Self-Efficacy	☑
Improvement in Sexual Activity	☑
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

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	☑
Improvement in Marijuana Use	☒
Improvement in Risky Driving	Mixed
Improvement in Sexual Activity	☑
Improvement in Substance Use	Mixed
Improvement in Tobacco Use	Mixed
Improvement in Violence	☑
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/

During-School; After-School
Program Description

Lions Quest is a school-based social and emotional learning program designed to equip students with the tools necessary to understand and cope with emotions, establish and accomplish goals, demonstrate empathy for peers, create positive relationships, and make mature choices. The program provides skill-building curriculum, opportunities for parent involvement and community service, and reinforcement and enrichment activities. Lions Quest also teaches behavioral and social techniques for middle school students to help resist alcohol and drug use. Lions Quest helps foster positive student behaviors that leads to greater academic success, improved school connectedness, and improved school climate.

- **Findings:**

Outcome	Significant *
Improvement in Alcohol Use	☒
Improvement in Behaviors Problems	☑
Improvement in Conflict Resolution	☑
Improvement in Knowledge, Attitudes, and Beliefs About Substance Use	☑
Improvement in Marijuana Use	☒
Improvement in School Climate	☑
Improvement in School Connectedness	☒
Improvement in Substance Use	☒
Improvement in Tobacco Use	☒
Note: *Indicates statistically significant finding at p-value <0.05.	

Program Notes
- Program overviews are available at: https://www.lions-quest.org

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/

Media Detective
Ages 8-11; Grades 3-5

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/

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	☒
Improvement in Tobacco Use	☑
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	☑
Improvement in Drug Refusal Skills	☑
Improvement in Exercise and Nutrition	☑
Improvement in Prosocial Behaviors	☒
Improvement in Relationships	☑
Improvement in Social and Emotional Skills	☑
Improvement in Substance Use	☑
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

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	☑
Improvement in Discipline Referrals	☑
Improvement in School Absences	☑
Improvement in School Expulsions	☑
Improvement in School Performance	☑
Improvement in Self-Efficacy	☑
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	☒
Improvement in School Absences	☑
Improvement in School Engagement	☑
Improvement in School Performance	☑
Improvement in Sexual Activity	**Mixed**
Improvement in Social and Emotional Health	☑
Improvement in Substance Use	☑
Improvement in Violence	☑
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

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
- Online brochure available at: https://www.projectalert.com/brochure#page_4
- Lesson plans available at: https://www.projectalert.com/account

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

Program Notes

- Program implementation information can be found at: 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	☑
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

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	☑
Improvement in Marijuana Use	**Mixed**
Improvement in Substance Use	☑
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
- Program implementation information can be found at: 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	☒
Improvement in Tobacco Use	☑
Note: *Significant at p-value <0.05.	

Program Notes

• Program information can be found at: 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.

• **Findings:**

Outcome	Significant *
Improvement in Alcohol Use	☑
Improvement in Illicit Drug Use	☒
Improvement in Marijuana Use	☒
Improvement in Substance Use	☑
Improvement in Tobacco Use	☒
Note: *Significant at p-value <0.05.	

Program Notes
• Program information available at: https://projectventure.org/programs/

Raising Healthy Children
Ages 5-18; Grades K-12

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	☑
Improvement in Alcohol Use	**Mixed**
Improvement in Antisocial Behavior	**Mixed**
Improvement in Marijuana Use	**Mixed**
Improvement in School Engagement	☑
Improvement in School Performance	☑
Improvement in Social and Emotional Skills	**Mixed**
Improvement in Tobacco Use	☒
Note: *Significant at p-value <0.05.	

Program Notes
- A sample of the program can be found at: http://www.sdrg.org/RHC_YEAR_1_Impl_Guide.pdf
- An overview of the program can be found at: http://www.sdrg.org/rhcsummary.asp

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	☑
Improvement in Marijuana Use	☑
Improvement in Physical Activity	☑
Improvement in Substance Use	Mixed
Improvement in Tobacco Use	☑
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.

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

During-School

Program Description

Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14) (formerly known as Iowa Strengthening Families) is a seven-session program that aims to enhance family protective factors and decrease family risk factors related to youth substance use and other problem behaviors. The weekly two-hour sessions include skills-building activities for both the students and their parents. The parents and students also participate in a weekly family session where parents and students practice the skills they have acquired, work on conflict resolution and communication, and engage in activities to increase family bonding. The parental skills taught include appropriately communicating substance use expectations based on child development norms of adolescent substance use, using proper disciplinary actions, managing their child's emotions, and using effective communication. Children are taught refusal skills for dealing with peer pressure and other social-emotional skills.

- **Findings:**

Outcome	Significant *
Improvement in Aggressive and Destructive Behaviors	Mixed
Improvement in Alcohol Resistance Skills	☒
Improvement in Alcohol Use	Mixed
Improvement Knowledge, Attitudes, and Beliefs About Substance Use	☑
Improvement in Marijuana Use	Mixed
Improvement in Parental Behaviors	Mixed
Improvement in Parental Interactions	Mixed
Improvement in Substance Use	☑
Improvement in Tobacco Use	☒
Note: *Indicates statistically significant finding at p-value <0.05.	

Program Notes

- A program overview is available at: https://www.extension.iastate.edu/sfp10-14/
- Sample curriculum is available at: https://iastate.box.com/s/qye7lnl6yw7w05wlqyfe79k1xe2ah9ni
- Program materials available in Spanish

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; After-School
Program Description

The Strong African American Families - Teen (SAAF-T) program targets African-American students living in rural communities that are entering high school. The program includes 5 sessions focusing on reducing risky behaviors, substance abuse, and sexual risk-taking. SAAF-T integrates individual student skills building, parenting skills training, and family interaction training. Each session includes separate one-hour trainings for parents and students, followed by a one-hour combined session where parents and students can practice the skills learned individually. The goal of SAAF-T is to promote positive development of African American youth throughout their teenage years by building on the strengths of African American families.

• **Findings:**

Outcome	Significant *
Improvement in Behavior Problems	☑
Improvement in Depressive Disorders and Symptoms	☑
Improvement in Parenting Behaviors	☑
Improvement in Sexual Activity	☑
Improvement in Substance Use	☑
Note: *Indicates statistically significant finding at p-value <0.05.	

Program Notes
• A program overview is available at: https://cfr.uga.edu/saaf-programs/saaf-t/
• A brochure is available at: http://2dbdib1jyt93348us72tciaw-wpengine.netdna-ssl.com/wp-content/uploads/sites/18/2020/02/SAAF-T_Brochure_14_no-contact-1.pdf

Teams-Games-Tournaments Alcohol Prevention
Ages 13-18; Grades 8-12

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	☑
Improvement in Alcohol Use	☑
Improvement in Behavior Problems	☑
Improvement in Family Relationships	☑
Improvement in Knowledge, Attitudes, and Beliefs About Substance Use	☒
Improvement in Self-Efficacy	☑
Note: *Significant at p-value <0.05.	

Program Notes
• Program description can be found at: https://www.crimesolutions.gov/ProgramDetails.aspx?ID=302

During-School

Program Description

Too Good for Drugs – Elementary School aims to build young students' self-efficacy and confidence. Skill building activities and lessons are designed to the intellectual, cognitive, and social development of the student. Age appropriate lessons address managing emotions, resisting peer pressure, seeking positive peer relationships, and making healthy decisions. Additionally, Too Good for Drugs – Elementary introduces the harmful effects of substance use when developmentally appropriate. This foundation primes students for conversations about tobacco, alcohol, and other drug use in later years.

- **Findings:**

Outcome	Significant *
Improvement in Behavior Problems	**Mixed**
Improvement in Decision Making Skills	☑
Improvement in Knowledge, Attitudes, and Beliefs About Substance Use	**Mixed**
Improvement in Peer Pressure Resistance Skills	☒
Improvement in Prosocial Behaviors	☑
Improvement in Social-Emotional Skills	☑
Note: *Indicates statistically significant finding at p-value <0.05.	

Program Notes

- A program overview is available at: https://toogoodprograms.org/collections/too-good-for-drugs

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	☑
Improvement in Decision-Making Skills	☒
Improvement in Drug Refusal Skills	☑
Improvement in Knowledge, Attitudes, and Beliefs About Substance Use	☑
Improvement in Marijuana Use	**Mixed**
Improvement in Prosocial Behaviors	☑
Improvement in Substance Use	☑
Improvement in Tobacco Use	☑
Note: *Significant at p-value <0.05.	

Program Notes
- A program overview can be found at: https://toogoodprograms.org/

During-School

Program Description

Youth Message Development consists of four lessons focusing on adolescent substance abuse prevention. The activities included in the program are designed to be engaging and encourage collaborations and discussions among students. The curriculum incorporates advertisements for discussion and analysis, activities to increase engagement, and small-group formats to encourage learning from peers. The four lessons can be taught in one, 90-minute session, separated across four, 20- to-25-minute sessions, or two, 45-minute lessons. The Youth Message Development curriculum will increase student knowledge of advertising techniques used to sell alcohol, tobacco, and other drug (ATOD) products. Additionally, the program aims to improve students' critical thinking skills and help them apply these skills to form substance use prevention messages.

• **Findings:**

Outcome	Significant *
Improvement in Critical Thinking Skills	**Mixed**
Improvement in Interpersonal Communication	☑
Improvement in Knowledge, Attitudes, and Beliefs About Substance Use	☑
Improvement in Peer Pressure Resistance	☑
Improvement in Substance Use	☑
Note: *Indicates statistically significant finding at p-value <0.05.	

Program Notes

• A program overview is available at: https://real-prevention.com/youth-message-development-program/

TxDOT Programs Section

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.

Contents

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.

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 though conferences and outreach events.

Program Notes
- Traffic safety children's books are available at: https://www.tmcec.com/drsr/educators/childrens-books/
- Program lessons and curriculum are available at: https://www.tmcec.com/drsr/educators/lessons-and-curriculum/publications/
- Materials can be requested from: https://www.tmcec.com/drsr/materials-request-forms/drsr/
- Program information available at: https://www.tmcec.com/files/7015/1093/5896/2016_Instructional_Materials_Brochure.pdf

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/

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
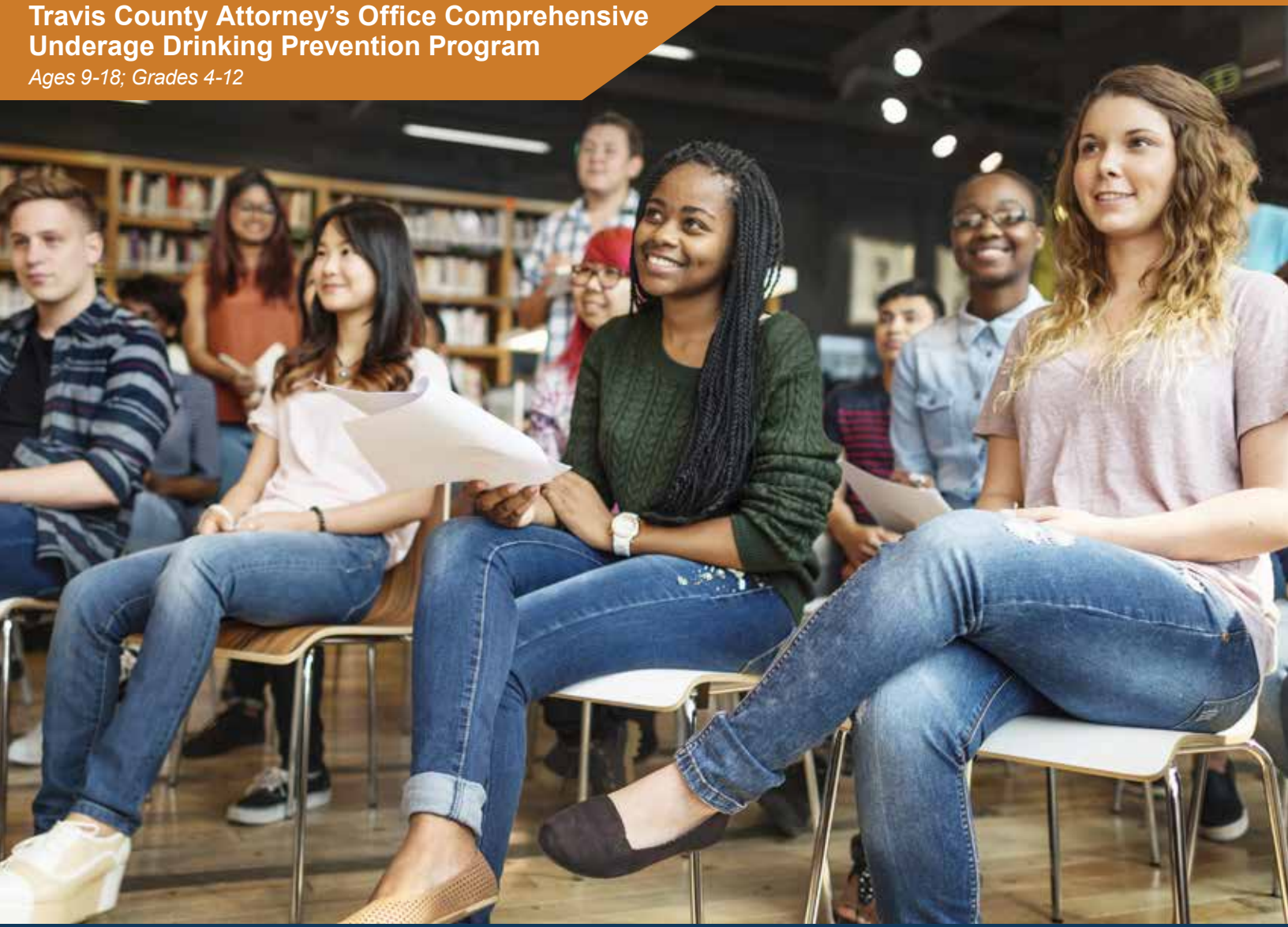
During-School; After-School
Program Description

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.traviscountytx.gov/county-attorney/underage-drinking-prevention/tween-programs
- Teen program resources are available at: https://www.traviscountytx.gov/county-attorney/underage-drinking-prevention/teen-presentations
- Program information available at: https://www.traviscountytx.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/

Appendix

Program Quick Guide

Program Name	Ages/Grades	Substances Addressed	Community Component	Mentor Component	Parent Component	Student Component	Cost[1]
Across Ages	Ages 9-13; Grades 5-8	Alcohol, Drugs-General, Tobacco	☑	☑	☑	☑	$$$
Achievement Mentoring	Ages 9-16; Grades 5-11	Alcohol, Drugs-General	☒	☑	☒	☑	$$$$$
Alcohol Literacy Challenge	Ages 10-18; Grades 6-12	Alcohol	☒	☒	☒	☑	$
Al's Pals: Kids Making Healthy Choices	Ages 3-8; Grades K-2	Alcohol, Drugs-General, Marijuana, Tobacco, Vaping	☒	☒	☑	☑	$
All Stars	Ages 9-17; Grades 4-12	Alcohol, Drugs-General	☒	☒	☑	☑	?
ATHENA (Athletes Targeting Healthy Exercises & Nutrition Alternatives)	Ages 13-17; Grades 7-12; Females	Alcohol, Drugs-General, Tobacco	☒	☒	☒	☑	$$
ATLAS (Athletes Training and Learning to Avoid Steroids)	Ages 14-17; Grades 9-12; Males	Alcohol, Drugs-General, Tobacco	☒	☒	☒	☑	$$
Caring School Community	Ages 5-11; Grades K-6	Alcohol, Drugs-General	☒	☑	☑	☑	$
Coping Power Program	Ages 9-12; Grades 4-6	Alcohol, Drugs-General	☒	☒	☑	☑	$
EFFEKT	Ages 12-14; Grades 6-8	Alcohol	☒	☒	☑	☒	$
Good Behavior Game	Ages 5-18; Grades K-12	Alcohol, Drugs-General, Tobacco	☒	☒	☒	☑	$$
Guiding Good Choices	Ages 9-14; Grades 4-8	Alcohol, Drugs-General, Marijuana, Tobacco	☒	☒	☑	☑	$$
Keepin' it REAL	Ages 11-15; Grades 6-9	Alcohol, Drugs-General, Marijuana, Tobacco	☒	☒	☒	☑	$
LifeSkills Training	Ages 5-18; Grades K-12	Alcohol, Drugs-General, Tobacco	☒	☒	☑	☑	$
Master Mind	Ages 9-11; Grades 4-5	Drugs-General	☒	☒	☒	☑	$
Lions Quest	Ages 4-18; Grades PreK-12	Alcohol, Drugs-General, Tobacco	☑	☒	☑	☑	$
Media Detective	Ages 8-11; Grades 3-5	Alcohol, Tobacco, Vaping	☒	☒	☑	☑	$
Media Ready	Ages 11-14; Grades 6-8	Alcohol, Tobacco, Vaping	☒	☒	☒	☑	$
Michigan Model for Health	Ages 5-18; Grades K-12	Alcohol, Drugs-General, Tobacco	☒	☒	☒	☑	$
Peers Making Peace	Ages 3-18; Grades PreK–12	Drugs-General	☒	☑	☒	☑	$$

[1]**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[1]
Positive Action	Ages 3-18; Grades PreK-12	Alcohol, Drugs-General, Tobacco	☒	☒	☑	☑	$
Positive Family Support	Ages 10-14; Grades 6-8	Alcohol, Drugs-General, Marijuana, Tobacco	☒	☒	☑	☑	?
Project ALERT	Ages 12-14; Grades 7-8	Alcohol, Drugs-General, Marijuana, Tobacco, Vaping	☒	☒	☑	☑	$
Project EX	Ages 14-19; Grades 9-12	Tobacco	☒	☒	☒	☑	$
Project Northland	Ages 11-14; Grades 6-8	Alcohol	☑	☒	☑	☑	$$
Project Towards No Drug Abuse	Ages 14-19; Grades 9-12	Alcohol, Drugs-General, Marijuana, Tobacco	☒	☒	☒	☑	$
Project Towards No Tobacco Use	Ages 10-14; Grades 5-9	Tobacco	☒	☒	☒	☑	?
Project Venture	Ages 10-14; Grades 5-8	Alcohol, Drugs-General	☑	☒	☒	☑	?
Raising Healthy Children	Ages 5-18; Grades K-12	Alcohol, Drugs-General	☒	☒	☑	☑	?
Reconnecting Youth	Ages 14-18; Grades 9-12	Alcohol, Drugs-General	☒	☒	☒	☑	$
SPORT Prevention Plus Wellness	Ages 7-18; Grades 3-12	Alcohol, Drugs-General, Marijuana, Tobacco, Vaping	☒	☒	☑	☑	$
Start Taking Alcohol Risks Seriously (STARS) for Families	Ages 11-15; Grades 6-9	Alcohol	☒	☒	☑	☑	$$
Strengthening Families Program	Ages 3-18; Grades PreK-12	Alcohol, Drugs-General	☒	☒	☑	☑	$
Strengthening Families Program: For Parents and Youth 10-14	Ages 10-14; Grades 5-8	Alcohol, Drugs-General, Marijuana, Tobacco	☒	☒	☑	☑	$$$
Strong African American Families	Ages 10-14; Grades 5-8	Alcohol, Drugs-General	☒	☒	☑	☑	$$$$$
Strong African American Families – Teen Program	Ages 14-16; Grades 9-10	Alcohol, Drugs-General, Marijuana, Tobacco	☒	☒	☑	☑	$$$$$
Teams-Games-Tournaments Alcohol Prevention	Ages 13-18; Grades 8-12	Alcohol	☒	☒	☒	☑	?
Too Good for Drugs – Elementary School	Ages 5-11; Grades K-5	Alcohol, Drugs-General, Tobacco	☒	☒	☒	☑	$
Too Good for Drugs – Middle School	Ages 9-13; Grades 6-8	Alcohol, Drugs-General, Tobacco	☒	☒	☒	☑	$
Youth Message Development	Ages 13-15; Grades 8-9	Alcohol, Drugs-General, Tobacco	☒	☒	☒	☑	$

[1]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	ataylor@temple.edu	None Identified	None Identified
Achievement Mentoring	Margo Ross	(609) 252-9300	mross@supportiveschools.org	https://www.supportiveschools.org/achievement-mentoring	•https://www.facebook.com/centerforsupportiveschools/ •https://www.linkedin.com/company/center-for-supportive-schools/
Alcohol Literacy Challenge	Tracy Juechter	(505) 690-3272	Tracy@alcoholliteracychallenge.com	https://alcoholliteracychallenge.com	•https://www.facebook.com/AlcoholLiteracyChallenge/ •https://twitter.com/AlcLitChallenge •https://www.youtube.com/channel/UCGeQK71QwRgoBHuDxKbzYFA
Al's Pals: Kids Making Healthy Choices	Susan Geller	(804) 967-9002	sgeller@wingspanworks.com	http://wingspanworks.com/healthy-al/	•https://www.facebook.com/acorndreams •https://www.pinterest.com/acorndreams/
All Stars	All Stars Prevention	(336) 601-9909	allstarsprevention1@gmail.com	https://allstarsprevention.com/	https://www.facebook.com/allstarsprevention/
ATHENA (Athletes Targeting Healthy Exercises & Nutrition Alternatives)	Oregon Health & Science University (OHSU)	(503) 418-4166	chpr@ohsu.edu	https://www.ohsu.edu/ortho/high-school-athlete-program	None Identified
ATLAS (Athletes Training and Learning to Avoid Steroids)	Oregon Health & Science University (OHSU)	(503) 418-4166	chpr@ohsu.edu	https://www.ohsu.edu/ortho/high-school-athlete-program	None Identified
Caring School Community	Center for the Collaborative Classroom	(510) 533-0213	info@collaborativeclassroom.org	https://www.collaborativeclassroom.org/programs/caring-school-community/	•https://www.facebook.com/CollabClassroom •https://twitter.com/CollabClassroom •https://www.youtube.com/c/TheDSCWaypage •https://www.linkedin.com/company/collabclassroom/
Coping Power Program	The University of Alabama (UA) Coping Power Program	(205) 348-3535	coping@ua.edu	None identified	https://www.facebook.com/CopingPowerProgram/
EFFEKT	Nikolaus Koutakis	None identified	nikolaus.koutakis@oru.se	None identified	None Identified
Good Behavior Game	Paxis Institute	(520) 299-6770	info@paxis.org	https://www.goodbehaviorgame.org/	•https://www.facebook.com/PAXGAME •https://twitter.com/pax_gbg •https://www.instagram.com/paxgbg/ •https://www.youtube.com/channel/UCH8j-5auE8TPkim_w1Jlh5A/featured
Guiding Good Choices	Channing Bete Company	(800) 477-4776	service@ChanningBete.com	https://www.channingbete.com/	None Identified
Keepin' it REAL	Michelle Miller-Day	(814) 255-7325	michelle@real-prevention.com	https://real-prevention.com	https://www.facebook.com/REALprevention/
LifeSkills Training	National Health Promotion Associates	(914) 421-2525	lstinfo@nhpamail.com	https://www.lifeskillstraining.com/	•https://www.facebook.com/BotvinLifeSkillsTraining/ •https://twitter.com/botvinlst •https://www.instagram.com/lifeskills_training/ •https://www.youtube.com/user/BotvinLifeSkills •https://www.linkedin.com/in/botvinlifeskillstraining/
Lions Quest	Lions Clubs International Foundation	800-446-2700	lcif@brightkey.net	https://www.lions-quest.org	•https://www.facebook.com/lionsquest •https://twitter.com/LionsQuest •https://www.youtube.com/view_play_list?p=F03458561D490C03 •https://www.instagram.com/lionsquest/
Master Mind	Innovative Research and Training, Inc	(919) 493-7700	info@irtinc.us	http://mastermindprogramsonline.com	None Identified
Media Detective	Innovative Research and Training, Inc	(919) 493-7700	info@irtinc.us	http://mediadetectiveprograms.com/	https://twitter.com/Media_Ready

Program Contacts (continued)

Program Name	Contact	Phone Number	Email	Website	Social Media
Media Ready	Innovative Research and Training, Inc	(919) 493-7700	preventioncentral@irtinc.us	http://mediareadyprograms.com/	https://twitter.com/Media_Ready
Michigan Model for Health	Jessica Shaffer	(517) 241-0270	shafferj3@michigan.gov	https://www.mmhclearinghouse.org/default.aspx	None Identified
Peers Making Peace	PaxUnited	(972) 671-9550	info@paxunited.org	http://www.paxunited.org	•https://www.facebook.com/paxunited/ •https://twitter.com/paxunited •http://www.youtube.com/user/paxunited
Positive Action	Positive Action, Inc	(208) 733-1328	info@positiveaction.net	https://www.positiveaction.net/	•https://www.facebook.com/PosActSEL/ •https://twitter.com/PosActSEL
Positive Family Support	Sally Balanon	(480) 965-7420	sally.balanon@asu.edu	https://reachinstitute.asu.edu/programs/positivefamilysupport	None Identified
Project ALERT	RAND Corporation	(800) 253-7810	projectalert@rand.org	https://www.projectalert.com/	•https://www.facebook.com/projectalert/ •https://www.youtube.com/user/TheProjectALERT
Project EX	Leah Meza	(800) 400-8461	leahmedi@usc.edu	https://projectex.usc.edu/	None Identified
Project Northland	Hazelden Publishing	(800) 328-9000	customersupport@hazeldenbettyford.org	http://www.hazelden.org/web/go/projectnorthland	None Identified
Project Towards No Drug Abuse	Leah Meza	(800) 400-8461	leahmedi@usc.edu	https://tnd.usc.edu/	None Identified
Project Towards No Tobacco Use	Leah Meza	(800) 400-8461	leahmedi@usc.edu	https://tnt.usc.edu/	None Identified
Project Venture	Sheri Pfieffer-Tsinajinnie	(505) 554-2289	info@niylp.org	https://projectventure.org	https://www.youtube.com/channel/UCZnEFQ_xUAWUGB6qVQRLN9w
Raising Healthy Children	Kevin Haggerty	(206) 543-3188	haggerty@uw.edu	http://www.sdrg.org/rhcsummary.asp	None Identified
Reconnecting Youth	Beth E. McNamara	(425) 861-1177	info@reconnectingyouth.com	http://www.reconnectingyouth.com/	•https://www.facebook.com/RYCASTPROGRAMS/ •https://twitter.com/llc_ry •https://www.instagram.com/ry_cast/
SPORT Prevention Plus Wellness	Prevention Plus Wellness, LLC	Unknown	info@preventionpluswellness.com	https://preventionpluswellness.com/	•https://www.facebook.com/preventionpluswellness/ •https://twitter.com/preventionplusw •https://www.youtube.com/channel/UCJ4H7fQ3QA0uHLFDXqeS7bw
STARS for Families	NIMCO, Inc	(800) 962-6662	info@nimcoinc.com	https://nimcoinc.com/product/stars-for-families-curriculum/	None Identified
Strengthening Families Program	Jaynie Brown	(385) 226-3396	strengtheningfamiliesprogram1@gmail.com	https://strengtheningfamiliesprogram.org/index.html	None Identified
Strengthening Families Program: For Parents and Youth 10-14	Cathy Hockaday	(515) 294-7601	sfp1014@iastate.edu	https://www.extension.iastate.edu/sfp10-14/	•https://www.facebook.com/iastatesfp1014/
Strong African American Families	Tracy Anderson	(706) 425-2992	tnander@uga.edu	https://cfr.uga.edu/saaf-programs/saaf/	None Identified
Strong African American Families – Teen Program	Tracy Anderson	706-425-2992	tnander@uga.edu	https://cfr.uga.edu/saaf-programs/saaf-t/	None Identified
Teams-Games-Tournaments Alcohol Prevention	John Wodarski	(865) 974-3988	jwodarsk@utk.edu	None identified	None Identified
Too Good for Drugs – Elementary School	Mendez Foundation	(800) 750-0986	info@mendezfoundation.org	https://toogoodprograms.org/collections/too-good-for-drugs	•https://www.facebook.com/TooGoodPrograms/ •https://twitter.com/TooGoodPrograms •https://www.linkedin.com/company/c-e-mendez-foundation-too-good-programs/about/

Program Contacts (continued)

Program Name	Contact	Phone Number	Email	Website	Social Media
Too Good for Drugs - Middle School	Mendez Foundation	(800) 750-0986	info@mendezfoundation.org	https://toogoodprograms.org	•https://www.facebook.com/TooGoodPrograms/ •https://twitter.com/TooGoodPrograms •https://www.linkedin.com/company/c-e-mendez-foundation-too-good-programs/
Youth Message Development	Michelle Miller-Day	(814) 255-7325	michelle@real-prevention.com	https://real-prevention.com/youth-message-development-program/	•https://twitter.com/realprevention •https://www.facebook.com/REALprevention/ •https://www.linkedin.com/company/real-prevention/about/

Program Quick Guide

Program Name	Grade or Age	Substances Addressed	Community Component	Mentor Component	Parent Component	Student Component	Cost[1]
Alcohol Drug And Safety Training Education Program - AD-A-STEP For Life	Ages 3+; Grades PreK-12	Alcohol, Drugs-General, Marijuana, Tobacco, Vaping	☒	☒	☑	☑	Free
Brazos Valley Injury Prevention Coalition	Ages 5+; Grades K-College	Alcohol, Drugs-General, Tobacco, Vaping	☒	☑	☑	☑	Free
Driving on the Right Side of the Road	Ages 5-18; Grades K-12	Alcohol	☒	☒	☒	☑	Free
Live Your DREAMS (Distraction REduction Among Motivated Students)	Ages 13-19; Grades 8-12	Alcohol, Drugs-General	☒	☒	☑	☑	Free
Power of Parents	Ages 12-20; Grades 6-12	Alcohol	☒	☒	☑	☑	Free
Power of You(th)	Ages 13-19; Grades 8-12	Alcohol	☒	☒	☒	☑	Free
Teens in the Driver Seat	Ages 12-18; Grades 6-12	Alcohol, Drugs-General, Marijuana	☑	☑	☑	☑	Free
Travis County Attorney's Office Comprehensive Underage Drinking Prevention Program	Ages 9-18; Grades 4-12	Alcohol	☒	☒	☑	☑	Free
Watch UR BAC	Ages 13+; Grades 8-College	Alcohol, Drugs-General, Tobacco, Vaping	☑	☒	☑	☑	Free
[1]$= 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	amoser@esc6.net	https://www.esc6.net/472421_3	•https://www.facebook.com/SETdepartment/ •https://twitter.com/esc6_safetyed •https://www.instagram.com/esc6safetyed/
Brazos Valley Injury Prevention Coalition	Cindy Kovar	Texas A&M Agrilife Extension	(979) 862-1921	cmkovar@ag.tamu.edu	https://brazosvalleyinjuryprevention.tamu.edu/	•https://www.facebook.com/Brazos-Valley-Injury-Prevention-Coalition-BVIPC-433634166828094/
Driving on the Right Side of the Road	Elizabeth De La Garza	Texas Municipal Courts Education Center	(512) 320-8274	elizabeth@tmcec.com	https://www.tmcec.com/drsr/	•https://www.facebook.com/DRSRtmcec/ •https://www.youtube.com/user/TMCECWeb
Live Your DREAMS (Distraction REduction Among Motivated Students)	Sarah Abbott	Memorial Hermann Hospital	(713) 704-1115	sarah.abbott@memorialhermann.org	http://go.memorialhermannhealth.org/trauma-live-your-dreams.html	None Identified
Power of Parents	Jackie Ipina	Mothers Against Drunk Driving	(210) 349-0200 Ext. 4813	jackie.ipina@madd.org	https://www.madd.org/the-solution/power-of-parents/	•https://www.facebook.com/MADD.Official •https://twitter.com/MADDOnline •https://www.linkedin.com/company/mothers-against-drunk-driving/ •https://www.instagram.com/mothersagainstdrunkdriving/ •https://www.youtube.com/user/MADDOnline
Power of You(th)	Jackie Ipina	Mothers Against Drunk Driving	(210) 349-0200 Ext. 4813	jackie.ipina@madd.org	https://powerofyouth.com	•https://www.facebook.com/MADDsPowerofYouth •https://twitter.com/MADDOnline •https://www.instagram.com/mothersagainstdrunkdriving/ •https://www.youtube.com/user/MADDOnline
Teens in the Driver Seat	Lisa Minjares-Kyle	Texas A&M Transportation Institiute	(713) 613-9211	l-minjares@tti.tamu.edu	https://www.t-driver.com/	•https://www.facebook.com/teensdriverseat •https://twitter.com/TeensDriverSeat •https://www.instagram.com/teensdriverseat/# •https://www.snapchat.com/add/teensdriverseat
Travis County Attorney's Office Comphrensive Underage Drinking Prevention Program	Gloria Souhami	Travis County Attorney's Office (UDPP)	(512) 854-4229	gloria.souhami@co.travis.tx.us	https://www.traviscountytx.gov/county-attorney/underage-drinking-prevention	None Identified
Watch UR BAC	Bobbi Brooks	Texas A&M Agrilife Extension	(979) 862-8325	blbrooks@ag.tamu.edu	https://watchurbac.tamu.edu/	•https://www.facebook.com/watchurbac •https://instagram.com/ •https://twitter.com/#!/watchurbac

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)

Achievement Mentoring

Ages 9-16; Grades 4-11
During-School

- **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) (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)

- **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)
  - o (c) (7) (A)

Alcohol Literacy Challenge

Ages 10-18; Grades 6-12
During-School

- **Health Education, Grade 4.**
  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)

- **Sociology, High School (One-Half Credit).**
  o (c) (3) (A)
  o (c) (6) (B)
  o (c) (7) (C)
  o (c) (16) (D)
- **Psychology, High School.**
  o (c) (4) (A)
- **Discovering Language and Cultures, High School.**
  o (c) (1) (C)
- **English Language Arts and Reading, English I, High School.**
  o (c) (4) (B)
  o (c) (4) (D)

- **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)
  o (c) (7) (A)

Al'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)

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)

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

- **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)
- **Health Education, Grades 3.**
  o (b) (4) (C)
  o (b) (4) (D)

o (b) (7) (A)
o (b) (8) (A)
- **Health Education, Grades 4.**
  o (b) (4) (C)
  o (b) (4) (D)
  o (b) (7) (A)
  o (b) (8) (A)
- **Health Education, Grades 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)

Coping Power Program

Ages 9-12; Grades 4-6
During-School; After-School

- **Health Education, Grade 4.**
  o (b) (4) (C)
  o (b) (4) (D)
  o (b) (7) (A)
  o (b) (8) (A)
- **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)

EFFEKT

Ages 12-14; Grades 6-8
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)

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)
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)

Guiding Good Choices

Ages 9-14; Grades 4-8
During-School; After-School

- **Health Education, Grade 4.**
  - o (b) (4) (C)
  - o (b) (4) (D)
  - o (b) (7) (A)
  - o (b) (8) (A)
- **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)

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

- **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 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)
- **Health Education, 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) (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)
  o (c) (11) (B)
  o (c) (11) (C)

Lions Quest– Middle School

Ages 4-18; Grades PreK-12
During-School; After-School

- **Health Education, Kindergarten.**
  o (b)(2) (C)
  o (b) (2) (D)
- **English Language Arts and Reading, Kindergarten.**
  o (a) (1) (A)
  o (a) (1) (B)
  o (a) (1) (C)
  o (a) (1) (D)
  o (a) (1) (E)
  o (b) (1) (A)
  o (b) (1) (B)
  o (b) (1) (C)
  o (b) (4)
  o (b) (6)
- **Social Studies, Kindergarten.**
  o (a) (1)
  o (b) (5) (A)
  o (b) (5) (B)
  o (b) (5) (C)
  o (b) (14) (A)
  o (b) (14) (B)
  o (b) (14) (C)
  o (b) (16) (A)
- **Health Education, Grade 1.**
  o (b) (2) (C)
  o (b) (2) (D)
- **English Language Arts and Reading, Grade 1.**
  o (b) (1) (A)
  o (b) (1) (B)
  o (b) (1) (C)
  o (b) (1) (D)
  o (b) (1) (E)
  o (b) (3)
  o (b) (7)
  o (b) (8)
  o (b) (10)
- **Social Studies, Grade 1.**
  o (a) (1)
- **Health Education, Grade 2.**
  o (b) (2) (A)
  o (b) (2) (D)

- **English Language Arts and Reading, Grade 2.**
  o (a) (1)
  o (a) (2)
  o (b) (6)
- **Social Studies, Grade 2.**
  o (c) (10)
  o (b) (10) (C)
- **Health Education, Grade 3.**
  o (b) (2) (B)
  o (b) (2) (C)
- **English Language Arts and Reading, Grade 3.**
  o (b) (1) (A)
  o (b) (1) (B)
  o (b) (1) (C)
  o (b) (2)
  o (b) (3)
  o (b) (7)
- **Social Studies, Grade 3.**
  o (b) (9)
  o (b) (10)
- **Health Education, Grade 4.**
  o (b) (4) (B)
  o (b) (4) (C)
  o (b) (4) (D)
- **English Language Arts and Reading, Grade 4.**
  o (b) (1)
  o (b) (3)
  o (b) (6)
  o (b) (7)
- **Health Education, Grade 5.**
  o (b) (5) (B)
  o (b) (5) (C)
  o (b) (5) (D)
  o (b) (5) (F)
- **English Language Arts and Reading, Grade 5.**
  o (b) (1) (A)
  o (b) (1) (C)
  o (b) (6)
  o (b) (7)
  o (b) (8)
  o (b) (13)

- **Social Studies, Grade 5.**
  o (a) (2)
- **Health Education, Grade 6.**
  o (b) (7) (B)
  o (b) (7) (C)
  o (b) (7) (D)
  o (b)(7) (G)
- **English Language Arts and Reading, Grade 6.**
  o (b) (1) (A)
  o (b) (1) (B)
  o (b) (2)
  o (b) (5) (A)
  o (b) (5) (B)
  o (b) (5) (C)
  o (b) (5) (D)
  o (b) (5) (E)
  o (b) (9)
- **Social Studies, Grade 6.**
  o (b) (6) (A)
  o (b) (9) (C)
  o (b) (12) (A)
  o (b) (16) (A)
  o (b) (17) (A)
  o (b) (19) (A)
- **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)
- **English Language Arts and Reading, Grade 7.**
  o (b) (1) (A)
  o (b) (1) (B)
  o (b) (2)
  o (b) (5) (A)
  o (b) (5) (B)
  o (b) (5) (C)

- o (b) (5) (D)
- o (b) (5) (E)
- o (b) (9)
- **English Language Arts and Reading, Grade 8.**
- o (b) (1) (A)
- o (b) (1) (B)
- o (b) (2)
- o (b) (5) (A)
- o (b) (5) (B)
- o (b) (5) (C)
- o (b) (5) (D)
- o (b) (5) (E)
- o (b) (9)
- **United States History Since 1877, High School.**
- o (b) (2)
- o (b) (9) (E)
- o (b) (11) (B)
- o (b) (24) (B)
- o (b) (28) (D)
- o (b) (29) (A)

- **Psychology, High School.**
- o (c) (4) (A)
- o (c) (5) (A)
- o (c) (5) (F)
- o (c) (6) (B)
- o (c) (13) (A)
- **Discovering Languages and Cultures, High School.**
- o (c) (1) (A)
- o (c) (1) (C)
- o (c) (2) (B)
- o (c) (3) (B)
- **English Language Arts and Reading, English I, High School.**
- o (c) (1) (A)
- o (c) (1) (B)
- o (c) (1) (D)
- o (c) (4) (B)
- o (c) (4) (C)
- o (c) (4) (D)
- o (c) (4) (E)
- o (c) (4) (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)
- o (c) (7) (A)

Master Mind

Ages 9-11; Grades 4-5
During-School

- **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)

Media Detective

Ages 8-11; Grades 3-5
During-School; After-School

- **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)

Media Ready

Ages 11-14; Grades 6-8
During-School

- **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)

Michigan Model for Health

Ages 5-18; Grades K-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)
- **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)

Peers Making Peace

Ages 3-18; Grades PreK-12
During-School; After-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) (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) (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)

Positive Action

Ages 3-18; Grades PreK-12
During-School; After-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)
- **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) (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)

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)

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

- **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)
- **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)

Project Northland

Ages 11-14; Grades 6-8
During-School

- **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)

Project Towards No Drug Abuse

Ages 14-19; Grades 9-12
During-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)

- **Advanced Health, Grades 11-12.**
  o (c) (3) (C)
  o (c) (4) (C)
  o (c) (7) (D)
  o (c) (7) (E)
  o (c) (7) (F)
- **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)

Project Towards No Tobacco Use

Ages 10-14; Grades 5-9
During-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)

- **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)

Project Venture

Ages 10-14; Grades 5-8
During-School; After-School

- **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) (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)

Raising Healthy Children

Ages 5-18; Grades K-12
During-School; After-School

- **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)
- **Health Education, Grade 3.**
  - o (b) (4) (C)
  - o (b) (4) (D)
  - o (b) (7) (A)
  - o (b) (8) (A)
- **Health Education, Grade 4.**
  - o (b) (4) (C)
  - o (b) (4) (D)
  - o (b) (7) (A)
  - o (b) (8) (A)
- **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) (1) (A)
  - o (b) (1) (F)
  - o (b) (2) (E)
  - o (b) (2) (F)
  - o (b) (4) (C)
  - o (b) (6) (A)
  - o (b) (6) (H)
  - o (b) (7) (C)
  - o (b) (8) (A)
  - o (b) (8) (B)
  - o (b) (9) (A)
  - 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) (C)
  - o (b) (7) (D)

Reconnecting Youth

Ages 14-18; Grades 9-12
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)
- **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)

SPORT Prevention Plus Wellness

Ages 7-18; Grades 3-12
During-School

- **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) (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) (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)

Start Taking Alcohol Risks Seriously (STARS) for Families

Ages 11-15; Grades 6-9
During-School; 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)

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)

Strengthening Families Program: For Parents and Youth 10-14

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)
- **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)

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)

Strong African American Families – Teen Program

Ages 14-16; Grades 9-10
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)

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 – Elementary School

Ages 5-11; Grades K-5
During-School; After-School

- **Health Education, Kindergarten.**
  - o (b) (1) (A)
  - o (b) (1) (B)
  - o (b) (1) (C)
  - 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) (4) (A)
  - o (b) (4) (B)
  - o (b) (5) (A)
  - o (b) (8) (A)
  - o (b) (8) (B)
  - o (b) (8) (C)
  - o (b) (9) (A)
- **Health Education, Grade 1.**
  - o (b) (1) (A)
  - o (b) (2) (C)
  - o (b) (2) (D)
  - o (b) (2) (E)
  - 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) (7) (C)
  - o (b) (8) (A)
  - o (b) (9) (A)
  - o (b) (9) (B)
  - o (b) (9) (C)
  - o (b) (9) (D)
  - o (b) (9) (F)
  - o (b) (10) (A)
  - o (b) (10) (B)
- **Health Education, Grade 2.**
  - o (b) (1) (A)
  - o (b) (1) (B)
  - o (b) (1) (C)
  - o (b) (1) (D)
  - o (b) (2) (A)
  - o (b) (2) (B)
  - o (b) (2) (D)

- o (b) (2) (F)
- o (b) (4) (A)
- o (b) (4) (D)
- o (b) (5) (B)
- o (b) (6) (A)
- o (b) (8) (A)
- o (b) (8) (B)
- o (b) (9) (A)
- o (b) (9) (B)
- o (b) (9) (C)
- o (b) (10) (A)
- o (b) (10) (B)
- o (b) (10) (C)
- o (b) (10) (E)
- o (b) (11) (A)
- o (b) (11) (B)
- o (b) (11) (C)
- o (b) (11) (D)
- **Health Education, Grade 3.**
  - o (b) (1) (A)
  - o (b) (1) (B)
  - o (b) (1) (E)
  - o (b) (1) (F)
  - o (b) (2) (A)
  - o (b) (2) (B)
  - o (b) (2) (C)
  - o (b) (2) (E)
  - o (b) (3) (C)
  - o (b) (4) (B)
  - o (b) (4) (C)
  - o (b) (6) (D)
  - o (b) (8) (A)
  - o (b) (8) (B)
  - o (b) (9) (A)
  - o (b) (9) (C)
  - o (b) (9) (D)
  - o (b) (9) (E)
  - o (b) (9) (F)
  - o (b) (9) (G)
  - o (b) (10) (A)
  - o (b) (10) (B)
  - o (b) (10) (C)
  - o (b) (11) (A)
  - o (b) (11) (B)
  - o (b) (11) (C)
  - o (b) (11) (D)
  - o (b) (11) (E)
  - o (b) (11) (F)

- o (b) (11) (G)
- **Health Education, Grade 4.**
  - o (b) (1) (F)
  - o (b) (2) (A)
  - o (b) (4) (A)
  - o (b) (4) (B)
  - o (b) (4) (C)
  - o (b) (4) (D)
  - o (b) (4) (E)
  - o (b) (5) (A)
  - o (b) (7) (A)
  - o (b) (8) (A)
  - o (b) (8) (B)
  - o (b) (9) (A)
  - o (b) (9) (C)
  - o (b) (9) (E)
  - o (b) (9) (F)
  - o (b) (9) (H)
  - o (b) (10) (C)
  - o (b) (11) (A)
  - o (b) (11) (B)
  - o (b) (11) (C)
  - o (b) (11) (D)
  - o (b) (11) (E)
- **Health Education, Grade 5.**
  - o (b) (3) (A)
  - o (b) (4) (A)
  - o (b) (4) (C)
  - o (b) (5) (A)
  - o (b) (5) (C)
  - o (b) (5) (D)
  - o (b) (5) (F)
  - o (b) (5) (H)
  - o (b) (6) (A)
  - o (b) (6) (B)
  - o (b) (6) (C)
  - o (b) (6) (D)
  - o (b) (6) (F)
  - o (b) (8) (A)
  - o (b) (8) (B)
  - o (b) (9) (B)
  - o (b) (9) (C)
  - o (b) (9) (D)
  - o (b) (9) (E)
  - o (b) (9) (F)
  - o (b) (10) (A)

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)

Youth Message Development

Ages 13-15; Grades 8-10
During-School

- **Health Education, Grades 7-8.**
  o (b) (5) (J)
- **English Language Arts and Reading, Grade 8.**
  o (b) (1)
  o (b) (4)

- **Health 1, Grades 9-10.**
  o (b) (3) (C)
  o (b) (7) (A)
  o (b) (7) (C)
  o (b) (16) (A)
  o (b) (16) (B)
  o (b) (16) (D)

TxDOT Program TEKS

Alcohol Drug and Safety Training Education Program – AD-A-STEP for Life
Ages 3+; Grades PreK-12
During-School; After-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) (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)

Brazos Valley Injury Prevention Coalition
Ages 5+; Grades K-College
During-School; After-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) (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)

Driving on the Right Side of the Road

Ages 5-18; Grades K-12
During-School; After-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) (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)

Live Your DREAMS (Distraction REduction Among Motivated Students)

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)

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)

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

- **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.**
  - 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)

Travis County Attorney's Office Comprehensive Underage Drinking Prevention Program

Ages 9-18; Grades 4-12
During-School; After-School

- **Health Education, Grade 4.**
  - o (b) (4.4) (C)
  - o (b) (4.4) (D)
  - o (b) (4.7) (A)
  - o (b) (4.8) (A)
- **Health Education, Grade 5.**
  - o (b) (5.5) (C)
  - o (b) (5.5) (D)
  - o (b) (5.5) (F)
  - o (b) (5.6) (A)
- **Health Education, Grade 6.**
  - o (b) (6.5) (B)
  - o (b) (6.5) (C)
  - o (b) (6.7) (D)

  - o (b) (6.11) (A)
  - o (b) (6.11) (B)
  - o (b) (6.11) (C)
  - o (b) (6.11) (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)

- **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)

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.