



**Program Selection Readiness Tool:
Project Towards No Drug Abuse (Project TND)**

Step 1: Is Project TND a good fit for your community?

- Are the risk and protective factors targeted by Project TND identified and/or prioritized by your community prevention plan?**

Risk Factors Addressed by TND:	Protective Factors Addressed by TND:
Norms Favorable to Drug Use	Increased knowledge of the negative consequences of Drug Use
Favorable Attitudes towards ATOD use	Recognition of the value of pro-social activities
Favorable Attitudes towards Anti-social behavior	Improved relations with pro-social peers
Low Perceived Risks of Drug Use	Positive orientation to school
Low School Commitment	Communication/interpersonal skills
Peer Rewards for Anti-Social Behavior	Decision-making and critical thinking skills
Exposure to community/cultural norms that do not favor antisocial behaviors and substance use	Promotion of healthy beliefs and clear standards
Poor Social Skills	Goal setting/Positive future orientation
	Coping/self-management skills

- Do TND’s proven outcomes match the outcomes desired locally? What community level indicators are you trying to change?**
- TND has been proven to:
 - Reduce high school student tobacco, alcohol, marijuana, and hard drug use.
 - Reduce weapon carrying for high school males.
- Is the program appropriate for the demographic you plan to target?**
- TND is most ideal for youth ages 14-18 in high school classroom settings.
 - Some communities have adapted Project TND for use in other ways. There is no evidence that the program is effective when adapted for use in other settings.



- Some of the original research proving Project TND’s effectiveness was conducted in continuation high schools in California. For more information about this population go to: <http://www.cde.ca.gov/sp/eo/ce/cefcontinuationed.asp> .

- Do the implementation requirements match the strengths of the community?**
 - Are health teachers looking for a more effective way to address substance abuse prevention?
 - Does the community have a tradition of facilitators going into schools to teach prevention programming?
 - Are teachers and administrators looking for a way to meet the substance abuse education requirements of Dept. of Education health curriculum standards?

- Has an event or circumstance created support for such a program?**
 - Is the current high school substance abuse program showing poor outcomes?
 - Has there been a change in community level indicators that show a need to increase prevention programming for high school youth? ie. increase in high school youth arrests for possession, dealing, underage drinking, drinking and driving, etc.

Is TND is a good fit for your community?

- Yes, Proceed to Steps 2-4 to continue assessing your readiness to implement TND**
- No, Explore another Evidence-based Model.**

Step 2: Are the organizations necessary for Project TND implementation engaged and capable?

- Are the local schools and prevention providers aligned with TND’s goals and theory as outlined in the [Project TND Logic Model](#)?**

- Are there any potential duplication of services or conflicting priorities?**
 - Does a current curriculum or program already effectively meet the needs for substance abuse prevention for high school youth?
 - Are the school and community open to using pre/post outcomes measurement and fidelity observation tools to measure impact and quality of implementation?

- Is there an existing partnership between the schools and local prevention agencies that would allow efficient start up?**
- If a human service agency is taking the lead on training and implementation, does the agency have experience providing quality youth programming?**
- If the school is taking the lead, have teachers been given the necessary time and support for training and implementation?**
- Are teachers/administrators open to new programming? Do they see a need for prevention programming within schools?**
- Do agency staff value working in the school setting and see teaching the curriculum as an important addition to other work and responsibilities?**

Step 3: Does the school and/or agency have the capacity to meet the specific requirements for training and implementation of Project TND?

- Can facilitators acquire the skills necessary for successful TND implementation?**
 - The required TND training takes 2 days
 - TND requires the use of a Socratic Teaching Style
 - Lessons utilize role plays and psycho-dramas, as well as games
- Can the school day and/or facilitator schedules accommodate the required TND dosage to meet fidelity?**
 - All 12 TND lessons must be taught, in order
 - Lessons take 45 -55 minutes
 - Lessons were designed to be implemented 2-3 times per week over a 4-6 week time frame
 - It is recommended that TND lessons be taught by one facilitator

Step 4: Can the facilitators and organizations complete the required data collection and reporting processes?

- Does the school or agency have the capacity to conduct pre/post surveys?**



- Student surveys are administered anonymously using a [student code](#) and no names
- Student [pre surveys](#) are administered before the first TND lesson
- Student [post surveys](#) are administered after the 12th TND lesson

Does the school or agency have the capacity for data entry?

- Pre and Post student survey data is entered into the Excel based [PCCD Performance Measure Quarterly Reporting Tool](#).
- This report is downloaded to Egrants on a quarterly basis as part of the PCCD reporting process

Does the school or agency have the capacity for conducting fidelity observations?

- To ensure fidelity to the TND model 3 out of 12 TND lessons should be observed using the [TND Fidelity Observation checklist](#)
- 2 of these observations should be conducted by a trained external observer
- 1 should be a self-report

Step 5: Does the community have the capacity to sustain the Project TND program beyond initial funding?

- Can school teachers facilitate the Project TND Lessons from the beginning of the project as part of the health curriculum? OR**
- Can the school district take over from outside facilitators after the initial training and start-up phase is complete? OR
- Can the agency/school continue to fund outside facilitators to come into the school to teach TND lessons?
- Can facilitators continue to conduct fidelity observations and meet at least annually to review model fidelity and quality of implementation?**
- Can student workbooks be utilized as “classroom sets” to minimize materials costs? OR**
- Can funds be budgeted for purchasing new workbooks as needed?