



All Stars

A Guide for Writing Funding Proposals



All Stars Prevention
www.allstarsprevention.com

People often ask for detailed background information about All Stars to help them make an informed decision about the program. They also often ask for information to help them prepare funding proposals for All Stars. This guide has been developed to provide this information. We hope it proves to be beneficial to you!

~ All Stars Prevention



THE ALL STARS FAMILY

All Stars is a series or family of research-based and proven curriculum. Depending on the age or grade you want to reach will determine which curriculum you choose to teach.

The All Stars Character Education curriculum is for late elementary ages or 4th and 5th graders. This curriculum is a fun, highly engaging and activity-driven approach to preventing problem behaviors that are common with this age, such as bullying, name calling, lying, teasing and stealing. It includes send-home information for parents and is a real favorite in elementary classrooms and community-based programs.

The middle school series of All Stars features three programs. They are intended to provide three consecutive years of All Stars through the three years of middle school. All Stars Core is the first curriculum to be delivered in the series – typically in 6th grade. The following year the All Stars Core graduates would receive All Stars Booster in 7th grade. The final year of middle school or in 8th grade students complete the series with All Stars Plus. There is much research indicating that multiple years of consistent programming produces longer and stronger outcomes with kids. Our middle school series is an example of this. All three programs have proven to be very effective no matter if they are delivered in a school or community-based setting.

All Stars Senior is for high school age students and includes three modules. Modules 1 and 3 are taught by a teacher or prevention specialist in the classroom or group. Module 2 is an online lesson the students complete

on their own. It is a dynamic and highly engaging curriculum and can be done in school classrooms and community settings.

PROGRAM GOALS

The goal of every All Stars program is twofold.

The primary goal with every All Stars program is to delay the onset of risky behaviors. In other words, we want to keep kids from starting to participate in risky behaviors as long as possible.



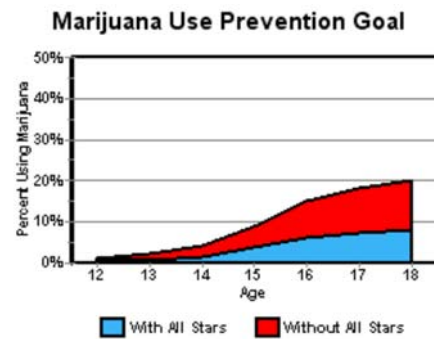
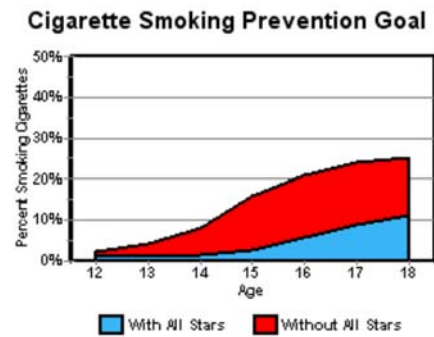
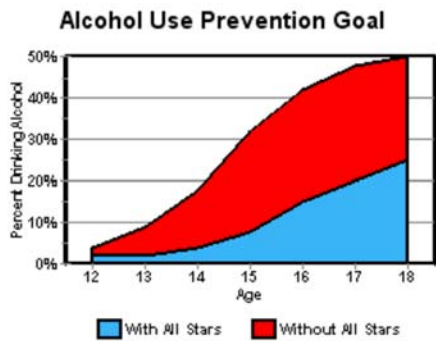
Targeted behaviors include:

- Alcohol use and misuse, including drunkenness and the development of patterns of problem use
- Tobacco use, including smoking, vaping and smokeless tobacco use
- Marijuana use
- Opioid use
- Inhalant use
- Fighting and bullying
- Early sexual activity (All Stars is not a sex education program and does not address contraception of safe sex)

The prevalence of substance use increases as adolescents grow older. It may not be possible to eliminate the use of substances entirely, but research shows strong short-term and long-term benefits the later you are able to delay the beginning of any risky behavior with an adolescent.

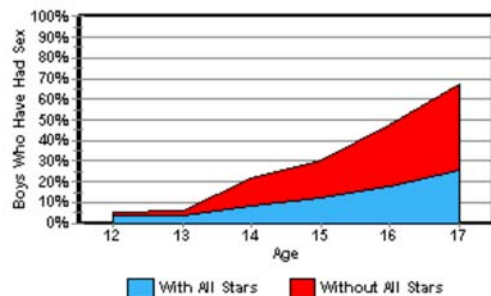
Alcohol, tobacco, marijuana, and inhalants are often referred to as gateway drugs – they are the substances first used by adolescents. Drinking alcohol, getting drunk, smoking cigarettes, vaping, using smokeless tobacco and using marijuana all increase during adolescence. Inhalant use typically starts early (because inhalants can be found in every home and garage), but also tends to be discontinued during the high school years.

The graphs that follow portray typical patterns of use in the past 30 days for alcohol, cigarettes, marijuana and inhalants. The rates in red are what might be typically expected. The rates in blue are what might be ideally achieved if All Stars was implemented fully and well. If the use of these substances can be prevented, the use of harder substances, such as cocaine, methamphetamine and heroin is almost automatically reduced.

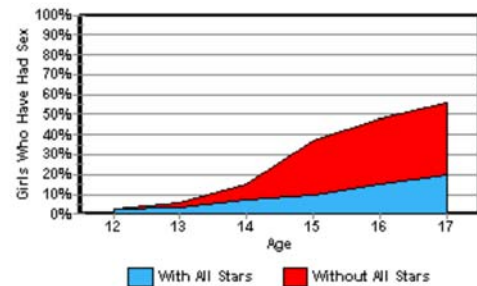


Typical rates of ever having had sex and bullying and fighting during the past year are portrayed in the graphs that follow. The red area is what surveys typically find. The blue areas represent what might ideally be achieved with All Stars implemented fully and well. (Focusing on sexual activity, bullying and violence in All Stars is left to the discretion of the program provider.)

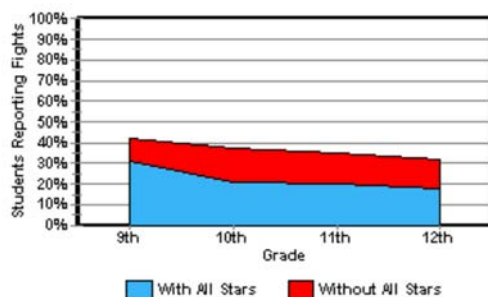
Prevention Goals for Sexual Experience



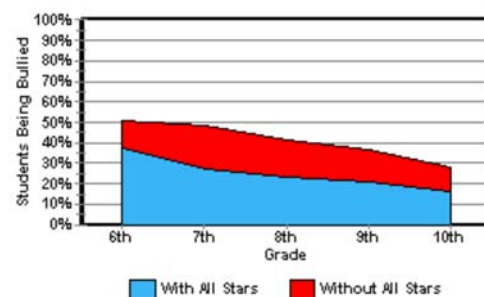
Prevention Goals for Sexual Experience



Prevention Goals for Fighting



Prevention Goals for Bullying



What typically happens with prevention programs often differs markedly from what is ideal. Most programs that have been developed yield results that are no different than delivering no program at all. There are simply no guarantees. Fortunately, we have evidence that, at least in the short term, All Stars can actually reduce the prevalence of risky behaviors over time.

The secondary goal of each All Stars program is to give students hope and envision a bright future for themselves. All adults who interact with youth have the responsibility to help raise the next generation. This includes helping youth:

- Become self-sufficient – being employed and employable, being able to take care of themselves and not be dependent on others for basic needs for living.
- Developing lasting and fulfilling relationships – treating others with respect and receiving respect in return, including being prepared to establish caring and supportive relationships with friends and family.
- Contributing to the community – giving back to the community through service and developing a legacy to leave behind.

PROGRAM DESCRIPTIONS

All Stars spans the years of greatest vulnerability for experimenting with substances, fighting, bullying and initiating sexual activity. During this period – from the last years of elementary school through high school – young people experience amazing changes. Not only do they grow and mature physically, they also change from being concrete thinkers who see moral issues in absolute terms to become abstract thinkers who often think about right and wrong in much more sophisticated ways. The transition through adolescence is also about changes in social awareness, social abilities and social status.

Young adolescents, typically as they enter middle or junior high school, begin to place a premium on fitting in, being accepted and establishing a social identity. All of these qualities influenced how we designed each All Stars program and how they should be delivered.

All Stars Core, Booster and Plus – Middle School Programs



The central program in the All Stars series is All Stars Core. Designed to be delivered when students are between 11 and 13 years old (sixth or seventh grade), All Stars Core consists of thirteen 45-minute sessions, plus a Celebration.

The program has five immediate outcomes: (1) building idealism and a belief in the future, (2) establishing positive

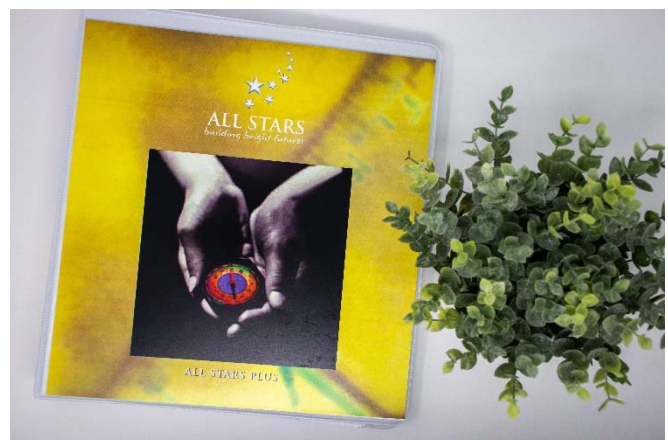
norms, (3) establishing personal commitments to avoid risky behaviors, (4) promoting bonding with the peer group in All Stars Core, as well as with a positive adult, and (5) promoting positive parent/adult attention.

All Stars Core features highly interactive group activities, games and art projects, video making, small group discussions, partner work and a celebration ceremony. A parent component encourages youth to interact with parents or other trusted adults through four conversations throughout the program. The program also encourages parents/important adults to use the six effective parenting practices research recommends for delaying the onset of risky behaviors.



All Stars Booster, a program designed to be delivered one year after All Stars Core, includes nine 45-minute sessions that reinforce (but do not duplicate) lessons learned in All Stars Core. All Stars Booster features the same highly interactive methods that characterize every All Stars program. The focus of All Stars Booster is on strengthening participants' motivation to avoid risky behaviors by reinforcing idealism, positive norms, commitments, bonding and parent/adult attention.

All Stars Plus consists of twelve 45-minute sessions. All Stars Plus reinforces motivational concepts introduced in All Stars Core and All Stars Booster. In addition, All Stars Plus builds important skills students need to succeed in developing healthy lifestyles, including (1) decision making, (2) goal setting and (3) peer pressure resistance skills. Like all other All Stars programs, All Stars Plus is highly interactive. If delivered in sequence, All Stars Plus is ideal as a third-year dose of intervention or it can be delivered during the same year as All Stars Core or All Stars Booster should a more intense intervention be desired during either of these years.



The All Stars middle school programs can be delivered in classroom and community settings. Afterschool programs, community centers, recreation programs, faith-based settings and groups with a specific focus (e.g. 4-H, Boy/Girl Scouts, sports teams) are just a few of the many proven community-based settings for All Stars.

The programs also infuse very well into a variety of curriculum areas within a school, including health, science, social studies, consumer and family science and guidance.

The programs can be delivered by classroom teachers, community program staff or by prevention specialists who may teach as outside experts.

All Stars Core is listed in the National Registry of Effective Prevention Programs by SAMHSA (Substance Abuse and Mental Health Services Administration) and as a promising program by the US Department of Education. All three middle school programs meet the [National Health Education outcome standards](#) and the requirements of research- and outcome-based prevention programming with 21st Century Learning Centers.

All Stars Senior – High School Program



All Stars Senior helps prepare high school students to make educated, responsible and healthy choices to avoid alcohol, tobacco and other drug use. All Stars Senior focuses on improving students' attitudes and behaviors and includes research-based strategies that are fun, engaging and effective.

All Stars Senior includes three modules. The 45-minute introduction module is delivered by the teacher in a classroom/group setting. The second module is an online lesson designed to be completed by students independently. It includes six sections and takes up to 90 minutes for students to complete. The six sections include:

- 1) Introduction
- 2) Perceptions of Drug Use - Students learn that the majority of their peers are not using alcohol, tobacco or other drugs.
- 3) Drugs, the Brain and the Body - Students learn basic facts and information regarding the effect of drugs on the brain and the body. They also learn about and recognize how natural rewards, such as food and water, stimulate the brain reward system in healthy ways. They also learn how drugs stimulate the brain in harmful ways that can lead to addiction.
- 4) Consequences of Use - Students recognize that the consequences of drug use are just as likely to happen to them as they are to someone else.
- 5) Under Pressure - Students learn about opting out strategies they can use to decline offers to use alcohol, tobacco and other drugs. They identify opting out strategies they feel comfortable using to effectively avoid alcohol and other drugs.

6) Forward to the Future - Students learn about safe and healthy alternatives for satisfying human needs for fun, belonging, excitement and stress relief. They also consider what kind of future they would like to have.

The last 45-minute module concludes All Stars Senior and is taught by the teacher in a classroom/group setting.

All Stars Senior does not require the purchase of consumable student materials. It does require the purchase of log in/passwords for each student. Each order also includes a complimentary teacher guide and power point slides for the introduction and conclusion modules.

All Stars Senior was designed to be delivered in high school health classes as it meets the [National Health Education outcome standards](#). However, over time, the program has proven to adapt well in community settings that have access to computers for students to do the online module.

If you would like a demo of the online module of All Star Senior, contact Kathleen Nelson-Simley at kathleen@knslearningsolutions.com.

All Stars Character Education– Late Elementary Program



All Stars Character Education is an innovative program that promotes prosocial behavior and attitudes with late elementary students – in either 4th or 5th grade. It can be done in a school classroom or a community-based setting.

All Stars Character Education targets behaviors that are precursors to the development of risky behaviors, such as substance use, fighting and early sexual activity. The precursor behaviors include lying, stealing, cheating, name calling and bullying. Research shows the earlier one or more of these precursor behaviors begin the higher the risk for substance use, fighting and early sexual activity.

The focus of All Stars Character Education is on strengthening students' motivation to avoid the precursor behaviors by establishing positive norms, promoting bonding to positive peers, building six positive character qualities (including being caring, forgiving, helpful, honest, respectful and responsible) and promoting positive parent/adult attention.

The program includes 15 highly engaging and hands-on activities, that range from 20-40 minutes in length, along with pre-printed parent memos for each activity, that informs parents what the goal of the activity was and ideas on how they can reinforce it at home with their child.

LESSON OBJECTIVES

All Stars is designed to prevent negative behaviors and promote positive behaviors. Each All Stars program, and every session and activity within the programs, achieves these goals by changing qualities that account for why young people engage in these behaviors. The various All Stars programs address the following qualities to one degree or another:

Beliefs About Consequences – Behaviors have consequences. The consequences young people pay attention to are short-term – they happen immediately or shortly after the behavior – and they are psychological and social in nature. Teens tend to not pay attention to severe health outcomes which are seen as unlikely to happen. Every All Stars program addresses this quality.

Bonding – This refers to two forms of attachments research says are important for kids. The first is a sense of attachment and belonging between prosocial peers. Prosocial groups are those which disapprove of risky behaviors. Students who associate with and feel accepted by such groups are protected from experimenting with and engaging in risky behaviors.

The other form of bonding is between a child and one positive adult. Research shows the powerful impact one positive adult can have in a child's life in keeping them from participating in risky behaviors. This adult can be a parent or any other adult, such as a grandparent, aunt/uncle, parent of a friend, coach or teacher – just to name a few. All programs promote bonding to prosocial peers and adults.

Commitment to Not Use or Reduce Use – Young people who make voluntary, personal and public commitments to their vision of the future are motivated to avoid situations that put them at risk. A commitment is an internalized intention which results in a voluntary public expression of one's intention not to participate in risky behaviors. All Stars Core, Booster, Plus and Senior address commitment.

Decision Making and Impulsivity Control – Many young people who engage in risky behaviors act on impulse and have few skills for making reasoned decisions. Learning steps for making decisions, learning how to listen to your conscience and practicing these help students discover alternatives, weigh consequences and make appropriate choices. A focus on decision making and impulsivity control is addressed in All Stars Plus and All Stars Senior.

Goal Setting – Many young people do not know the steps to take to achieve goals. Even when they have an ideal they wish to strive for, knowing how to take action and persisting, despite experiencing setbacks and obstacles, helps young people maintain a sense of idealism. Goal setting is actively addressed in All Stars Plus and All Stars Senior.

Idealism – Young people who have a clear vision of their future understand that risky behaviors interfere with their life goals. Idealism refers to identifying and understanding what is important and recognizing that risky behaviors would interfere with achieving what is important. Idealism is addressed in all programs.

Norms – When everyone in a peer group agrees that risky behaviors are stupid, dumb, unpopular and unacceptable to others, they understand that avoiding these behaviors will help them fit in. There are two parts to positive norms. The first part is related to what young people believe about their peer group. Young people – particularly those at risk – exaggerate how common and acceptable drug use and other risky behaviors are. Correcting erroneous perceptions reduces risks. The second part of positive norms is actually establishing a group norm that supports the non-use of substances, cooperation instead of fighting and positive social relationships that postpones sexual activity. Building positive norms is addressed in all of the All Stars programs.

Parent/Adult Attention – Parents and other important adults in kids' lives (e.g. grandparent, aunt/uncle, coach, teacher) can help them become highly motivated to avoid risky behaviors. Parents and other key adults are most effective at preventing risky behaviors and promoting healthy behaviors when they understand growth and development, regularly express love and affection, promote involvement in the community, set clear standards, monitor and supervise their child's friends and activities, provide appropriate discipline when needed and when they set a positive example. Increasing parent/adult attention is addressed in All Stars Core, Booster and Plus and All Stars Character Education.

Resistance Skills Training – It is rare, but there are occasions when peer pressure can be overt. Knowing how to refuse dares and unwanted invitations to participate in risky behavior helps young people deal with this pressure. Research suggests it is especially important for young people who already have experience with substance use, violence, and sexual activity avoid relapse when they find themselves in risky situations. Resistance skills training includes



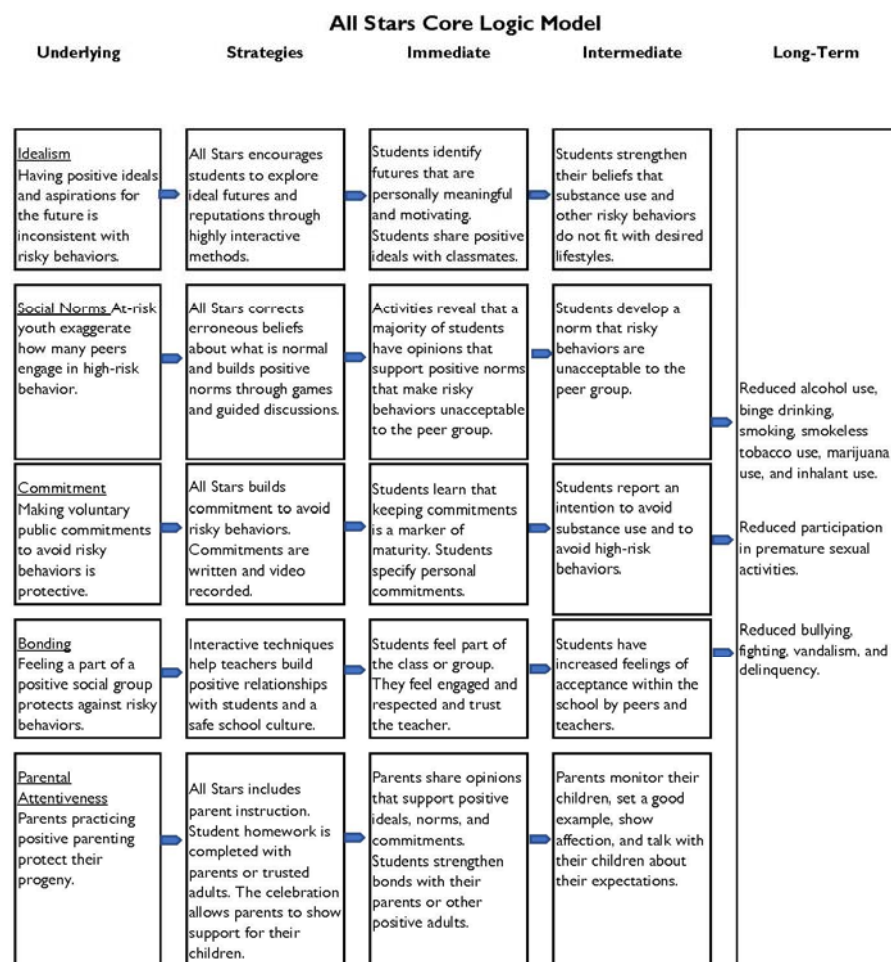
teaching students to stand up for themselves, ask for what they want, express themselves and say no when they want to without being passive or aggressive. This skill is addressed in All Stars Plus and All Stars Senior.

Self-Management – When young people experience anger and stress, they often respond in maladaptive ways. Stress management seems to be a particularly important skill for people who are trying to break bad habits, such as smoking and drinking. These skills are addressed in All Stars Senior.

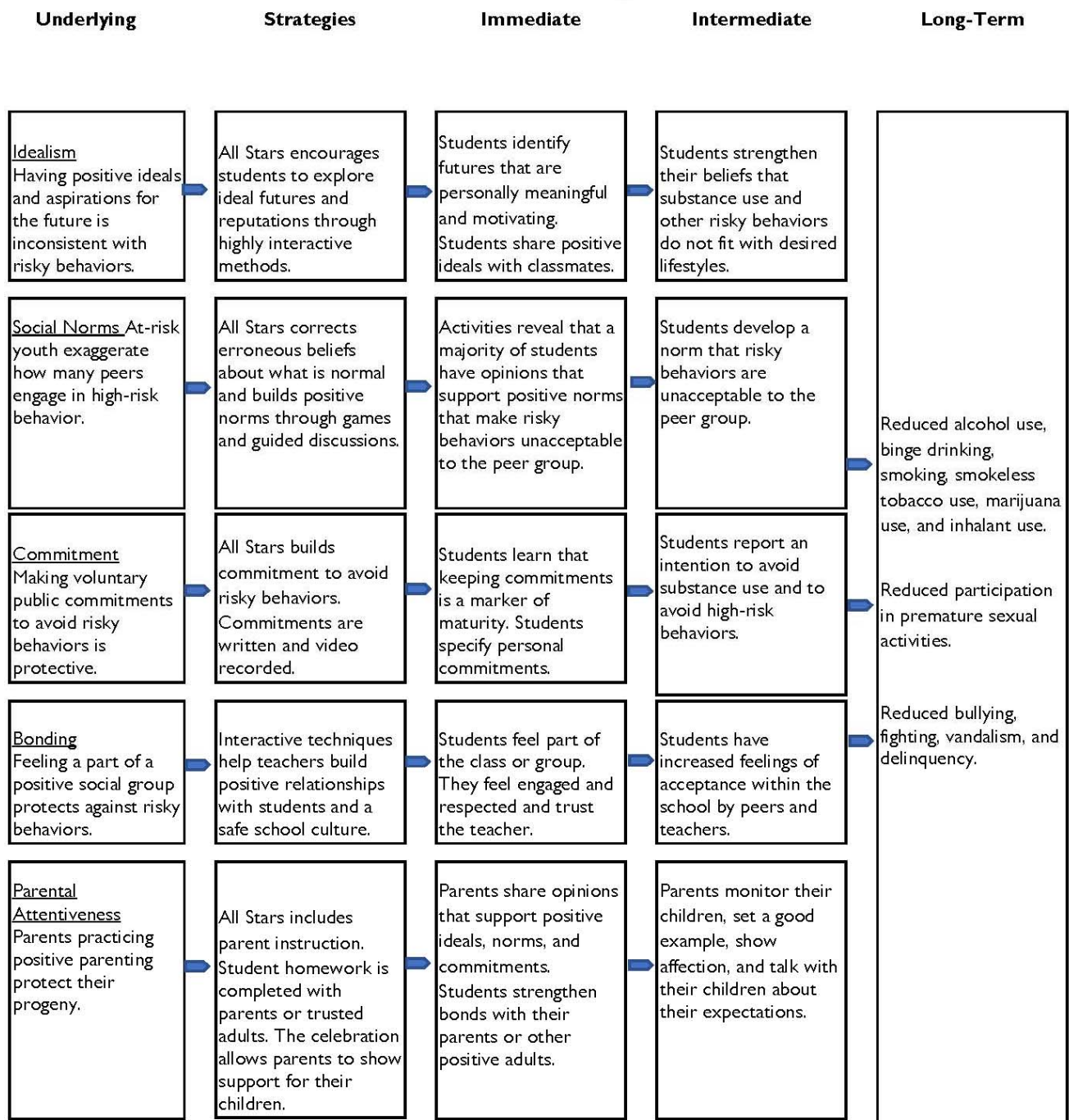
You can preview the lessons of each All Stars program by ordering a preview copy of the teacher manual. Sample lessons are not available online for viewing. You will get a much greater understanding of a program by seeing it in its entirety. Preview copies are free for up to 45 days. To order a preview copy, contact Anne at All Stars Prevention at 336-601-9909 or email at allstarsprevention1@gmail.com.

LOGIC MODEL

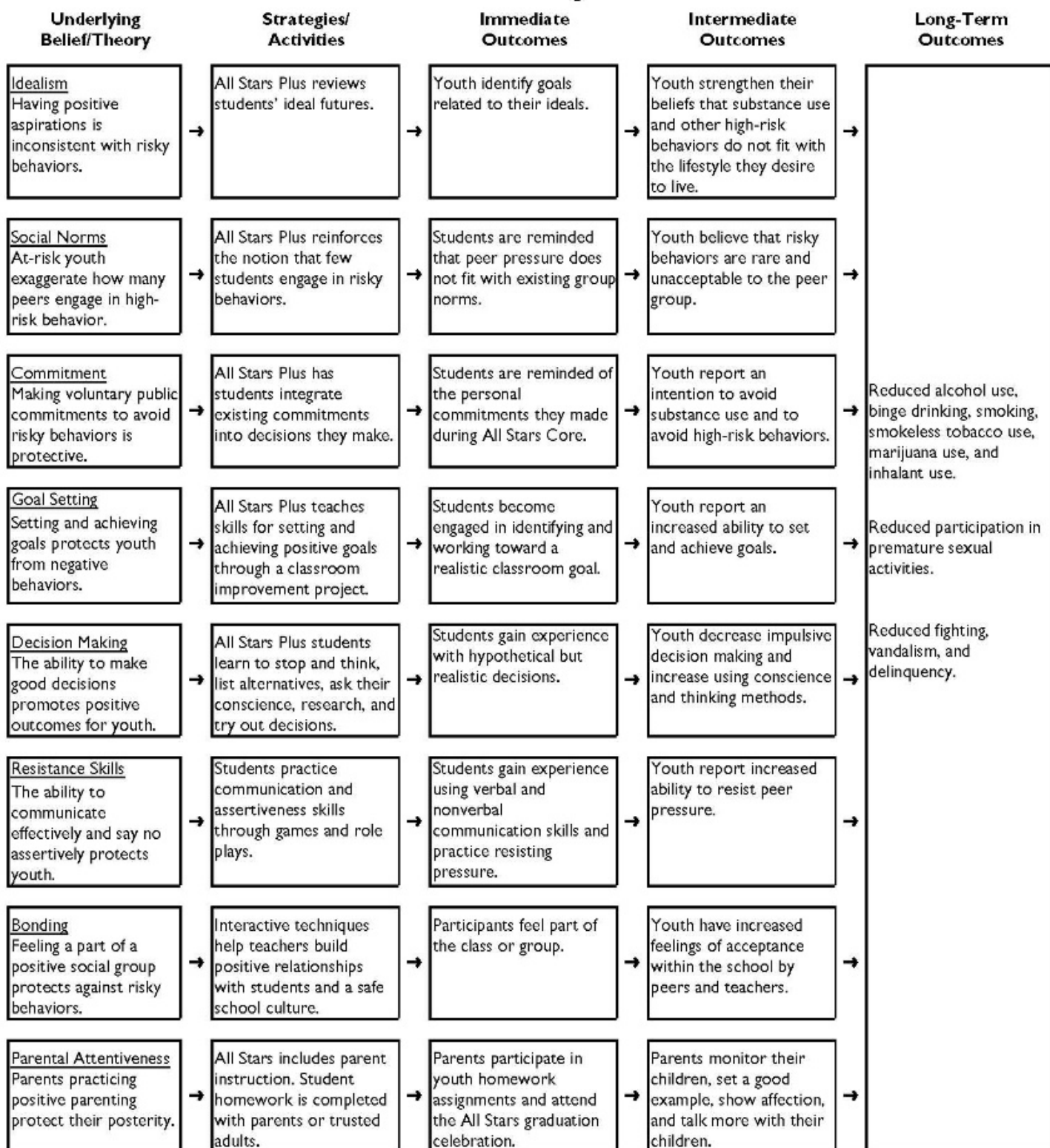
Each program has a logic model that defines how the program achieves its goals.



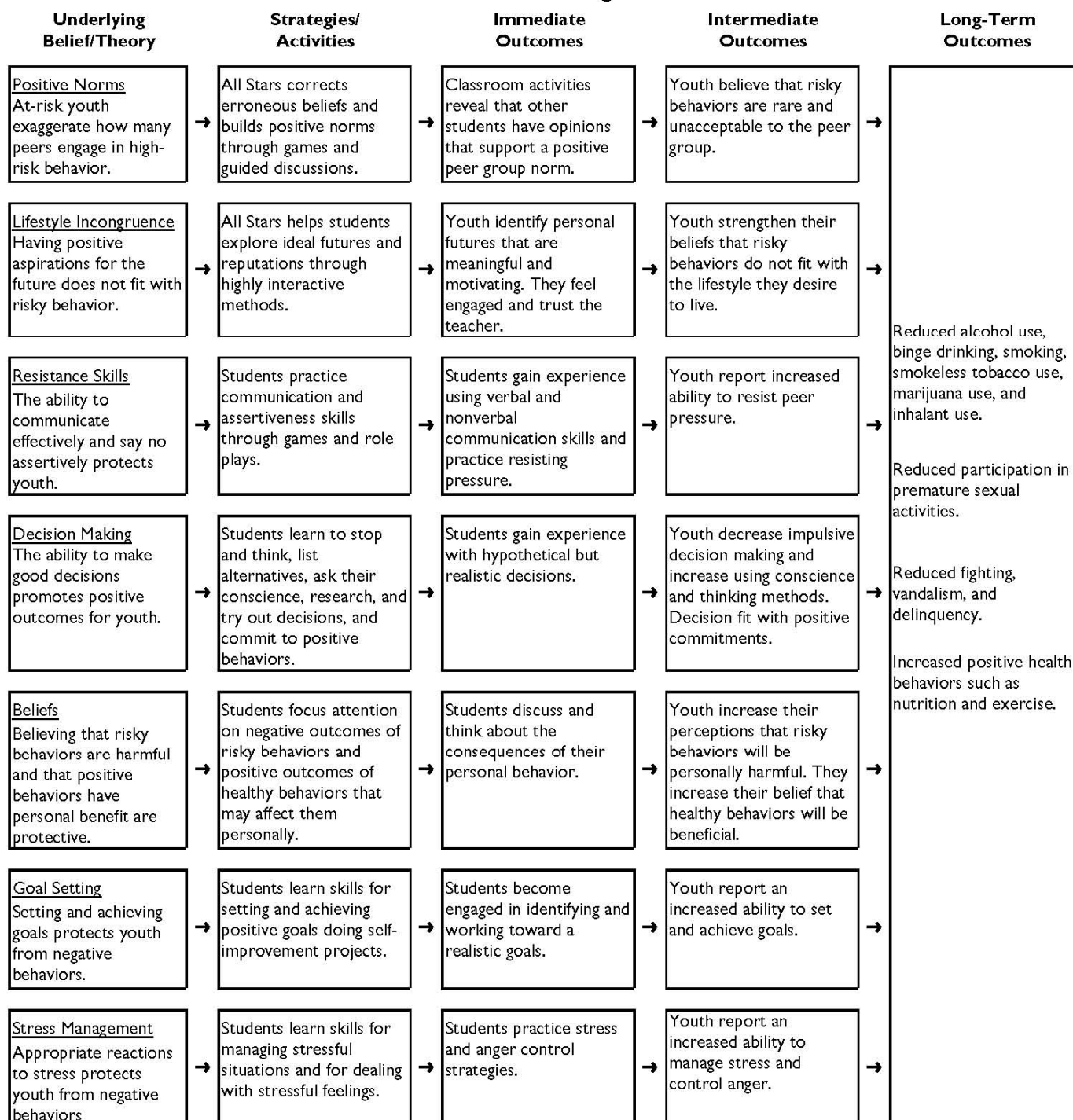
All Stars Booster Logic Model



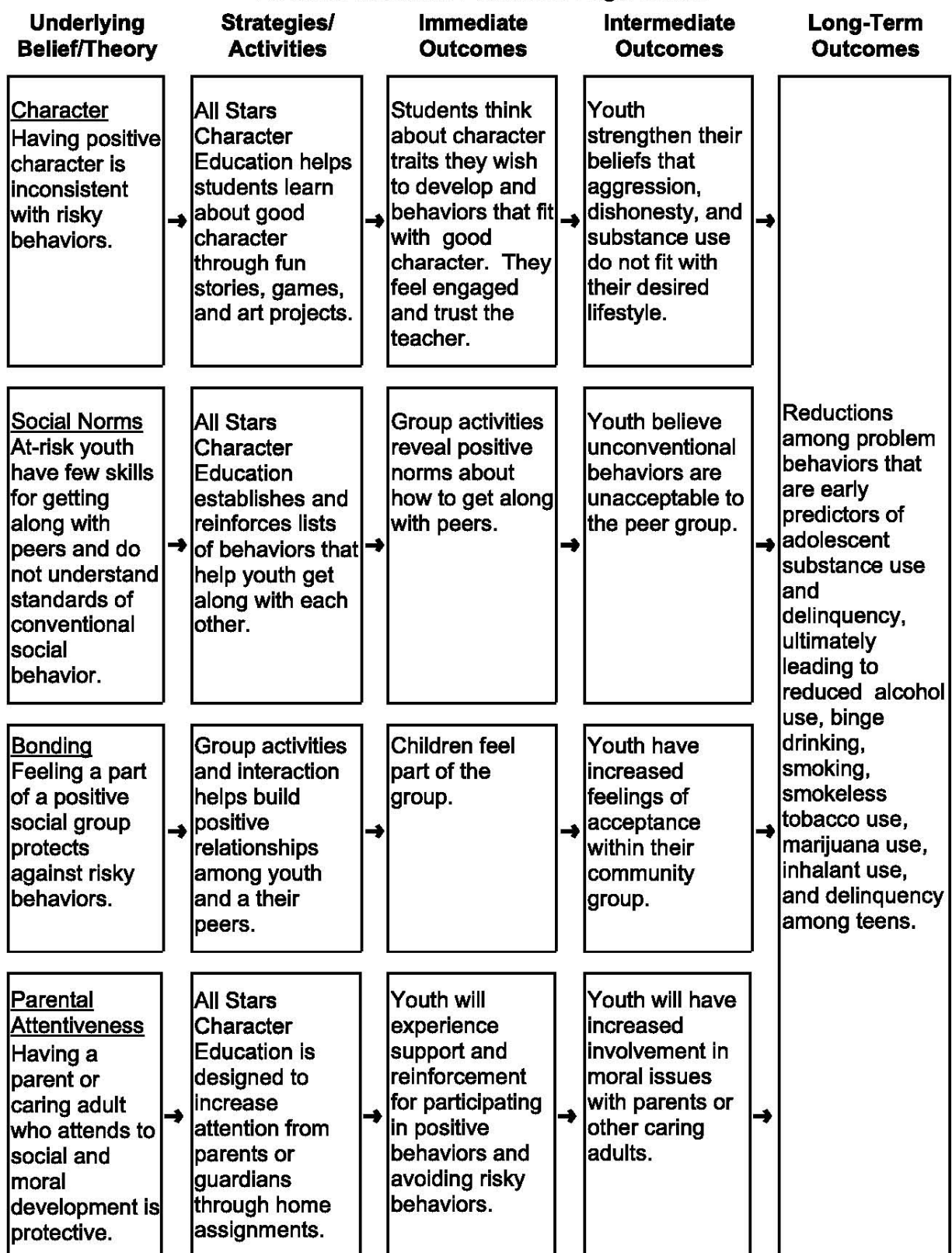
All Stars Plus Logic Model



All Stars Senior Logic Model



All Stars Character Education Logic Model



OUTCOME EVALUATION

All Stars is designed to change students' attitudes and behaviors. You can measure your success with All Stars by using the student pre and posttest surveys that have been scientifically designed for the program. No other survey will give you All Stars specific data.

One of the most important things you want to measure and know with the All Stars pre and posttest survey is whether you achieved your immediate program outcomes (see program logic models) by the end of the program. A majority of the questions on the surveys are written and designed to measure these immediate outcomes.

Another thing the All Stars student pre/posttest surveys will measure is their past and current participation in risky behaviors. Getting a snapshot at the beginning of the program of what your kids have already done or not done when it comes to risky behaviors and comparing it to what they are doing or not doing at the end of the program, and over time if you plan to do any evaluation longitudinally, is important.

Finding students who have not received All Stars will aid in understanding the impact of the program. The number of students who participate in risky behaviors increases as adolescents grow older. All Stars aims to reduce participation in these behaviors but may not eliminate them and may not entirely reverse this trend. Having students who do not receive the program who can serve as a comparison group is how programs like All Stars are typically evaluated. Comparable groups – even students from older classes – help interpret the effectiveness of the program.

All Stars pre/posttest surveys are available for purchase. However, they are automatically included in the Standard student material package for All Stars Character Education, All Stars Booster and All Stars Plus. They are also included in the All Stars Core Standard and Complete student material packages. Purchasing student materials for All Stars Senior is not required so student pre/posttest surveys would need to be purchased separately for this program. For pricing information on these student material packages, as well as purchasing surveys separately, please visit www.allstarsprevention.com or contact Anne at All Stars Prevention by calling 336-601-9909 or email at allstarsprevention1@gmail.com.



When you invest in the All Stars pre/posttest survey, you have two options for administering it with students: 1) using paper and pencil or 2) doing it online. You can choose which option works best for you when you place your order. No matter which option you choose, once your students complete the pre- and

posttest surveys, you will return them to All Stars Prevention. Their knowledgeable research staff will compile and analyze your student surveys and provide you with a report of the results at no additional charge. This is a one-of-a-kind service that many other prevention programs do not offer their customers.

Having reliable outcome data on All Stars is so valuable. First, All Stars teachers deserve to know they are delivering the program with strong results. Secondly, parents, administrators and funders also need to know that making the investment in All Stars is worth it. Lastly, having outcome data on your All Stars effort is beneficial when seeking new or additional funding for the program.

If you want to see a sample copy of the All Stars student pre/posttest survey, please contact Anne at All Stars Prevention by calling 336-601-9909 or at allstarsprevention1@gmail.com.

ALL STARS TEACHER TRAINING AND TECHNICAL ASSISTANCE

The All Stars teacher manuals are well-written and user-friendly. However, All Stars addresses novel concepts and uses highly interactive teaching methods. To maximize potential impact of All Stars, it is essential that teachers have a strong grasp of the research, theory and concepts that underlie the program.

Training is required of every teacher delivering an All Stars program if outcome evaluation is planned with their delivery. Teachers who complete All Stars training have proven to teach the program with higher fidelity, teach with higher student engagement and have the strongest program outcomes at the end. Testimonials from those attending All Stars training overwhelmingly support the value of training. Those who support or supervise All Stars teachers are also encouraged to participate in training. Having broad support from administrators, parents and other teachers and staff significantly helps the program achieve its goals.

Each All Stars program has its own unique teacher training course. Each course is available online and allows a teacher to complete the training on their own time and at their own pace. The length of each training course varies, ranging from 3-7 hours. Training course assessments are required to be completed with a satisfactory grade before a teacher is certified in the program.

Each training course includes mini-lectures, real student/classroom examples, proven tips for every lesson, solutions for common challenges, pitfalls to avoid and so much more.

There is currently not a “train the trainer” model available for All Stars. All certified training is coordinated and conducted by Kathleen Nelson-Simley of KNS Learning Solutions. She is the sole licensed trainer for All Stars and has been training the programs for over 25 years.

Kathleen also provides free technical assistance to all trained and certified teachers through phone calls, emails, a weekly blog and webinars. Some technical assistance services may have a cost, depending on the request and the need.

To learn more about training, including options for large groups and pricing, contact Kathleen at 402-489-1072 or at kathleen@knslearningsolutions.com. You can also visit www.knslearningsolutions.com.



PROGRAM COSTS

All Stars is an affordable program that has great payoffs! In a [cost-benefit analysis of prevention programs](#) report by SAMHSA, All Stars had the greatest cost-benefit returns when compared to similar prevention programs: \$34 in benefit for every \$1 spent.

There are three costs you need to plan for when implementing any of the All Stars programs (except for All Stars Senior): 1) Teacher curriculum; 2) Student materials; and 3) Teacher training.

Once you establish the program, your ongoing costs to sustain it are the student materials and training of new teachers. The student materials are consumable and copyrighted. Photocopying is not allowed. Materials for the students are usually updated every year to align with new trends and research findings. You will always want to ensure your students have the most up-to-date materials and information when they do All Stars. You can review the costs and purchasing options at www.allstarsprevention.com.

BACKGROUND RESEARCH

All Stars is the result of years of research. All Stars' roots can be traced to the earliest scientific studies of prevention conducted in the 1970s. All Stars continues to be informed by a broad range of research findings from a number of investigators. The most crucial research that forms the basis of the All Stars programs are presented here.

Adolescent Alcohol Prevention Trial – AAPT

The norm setting component of All Stars is based on strategies developed and tested in the Adolescent Alcohol Prevention Trial (AAPT). Primary findings of this research demonstrate the potential of the norm setting component to change substance use behaviors.

The Adolescent Alcohol Prevention Trial was a research project designed to test two strategies for preventing the onset of alcohol misuse, cigarette smoking, and marijuana use. The first strategy (Norm Setting) corrected erroneous normative beliefs about prevalence and acceptability of use among peers and established conservative groups norms regarding use. The program used strategies, such as the *Opinion Poll Game* and debates, as well as feedback about students' self-reported behavior to do this. The second strategy (Resistance Skills Training) taught skills to refuse offers to use substances. Students were taught strategies to say no which they rehearsed and role played.

Four experimental conditions were created by randomly assigning schools to receive a) neither of the experimental curricula (control group), b) resistance skill training alone, c) norm setting alone, or d) both resistance skill training and norm setting. Students were pretested prior to the program and post-tested one year following delivery of the program. The tests were completed in junior high schools in Los Angeles and Orange Counties, California.

Norm setting reduced the onset of alcohol use, cigarette smoking and marijuana use. No added effects were attributable to resistance skills training. Significant and meaningful reductions were observed in the proportion of students who said they had been drunk, who showed evidence of having serious problems related to drinking, marijuana use and smoking cigarettes.

Complete findings are published in:

Hansen WB, Graham JW. Preventing alcohol, marijuana, and cigarette use among adolescents: Peer pressure resistance training vs. establishing conservative norms. *Preventive Medicine* 1991; 20: 414-430.

Donaldson SI, Graham JW, Hansen WB. Testing the generalizability of intervening mechanism theories: Understanding the effects of adolescent drug use prevention interventions. *Journal of Behavioral Medicine* 1994; 17(2): 195-216.

Donaldson SI, Graham JW, Piccinin AM, Hansen WB. Resistance skills training and onset of alcohol use: Evidence for beneficial and potentially harmful effects in public schools and in private Catholic schools. *Health Psychology* 1995; 14: 291-300.

Mediators of Prevention Study

The purpose of this study was to examine variables program developers have thought to be important in explaining how prevention programs reduce drug use. These variables, known as mediators because they are the characteristics thought to account for changes programs produce, were examined for middle school and high school students through surveys that were administered each year of the five-year project.

The question this research study asked was, "What are the most influential mediators in preventing alcohol, tobacco and other drug use with youth?" The team first reviewed prevention efforts that had been developed. From more than 40 programs reviewed, twelve mediators were identified (most programs only targeted three or four). The twelve include: 1) Normative Beliefs, 2) Self-Esteem, 3) Beliefs about Consequences of Use, 4)

Prosocial Ideals (Idealism), 5) Decision-making, 6) Skills Resistance Skills, 7) Personal Commitment, 8) Goal-setting Skills, 9) Alternative Activities, 10) Stress Management Skills, 11) Social/Life Skills, and 12) Assistance Skills.

Outcomes of this study looked at statistical correlations, examining how well each of the mediators predicted substance use. Correlation coefficients vary between minus one (-1) and plus one (+1). The ideal correlation coefficient in this case is a value that approaches minus one, meaning that the more of the mediator that exists, the lower the drug use is observed.

Changing a large negative correlation suggests that increasing the quality through intervention would reduce drug use. Correlations close to zero (0) suggest that there is no relationship – changing the mediator is not expected to change drug use. Positive correlations suggest that changing the mediator would increase drug use.

The mediators with the strongest relationship with alcohol, tobacco and illicit drug use are quite consistent. Normative beliefs, idealism (viewing substance use as not fitting with desired lifestyles), commitment and beliefs about short-term social and psychological consequences. These are the mediators targeted directly by each of the All Stars programs.

Complete findings are published in:

Hansen WB, McNeal RB. The law of maximum expected potential effect: Constraints placed on program effectiveness by mediator relationships. Health Education Research. 1996; 11(4): 501-507.

McNeal RB, Hansen WB: Developmental patterns associated with the onset of drug use: Changes in postulated mediators during adolescence. Journal of Drug Issues 1999, 29(2), 381-400.

Hansen WB, McNeal RB. Drug education practice: Results of an observational study. Health Education Research. 1999, 14(1): 85-97.

Fearnow-Kenney M, Hansen WB, McNeal RB. Comparison of psychosocial influences on substance use in adolescents: Implications for prevention programming. Journal of Child and Adolescent Substance Abuse. 2002; 11(4), 1-24.



All Stars Core Pilot Study

The All Stars Core pilot study was conducted in 1995 in Lexington Middle School (Lexington, North Carolina) and involved the entire seventh grade of the school (eight classes of students). Four of the eight classes participated in seventh grade DARE in the fall semester and became a comparison group. The other classes received All Stars in the spring semester.

Students were mostly female (62.5%). Among females, 40.0% were European American, 45.0% were African American, 10.0% were Asian American (Cambodian) and 5.0% were Hispanic. Among males, 55.5% were European American, 36.2% were African American, 5.5% were Asian American and 2.8% were Hispanic.

All eight classes were surveyed before the launching of All Stars Core. Students in the DARE classes had completed their training at this time and All Stars had not yet begun. Classes were again surveyed at the completion of All Stars Core. The survey assessed four mediating variables targeted by the program; normative beliefs, idealism, commitment to avoid drug use and bonding to school. (Behaviors were not assessed.) Surveys were administered by teachers. Students provided no identifiers on the surveys and anonymity was stressed in survey administration instructions.

At pretest, DARE and All Stars Core classes were nearly identical on each of the four mediating variable measures. Analysis of posttest data revealed that for each measure, All Stars Core and DARE students differed markedly, with All Stars students having significantly better outcomes. The largest statistical differences were found for commitment and idealism; however, bonding and normative beliefs were also significantly different. Differences were in a direction that suggested a positive effect of All Stars Core.

Complete findings are published in:

Hansen WB. Pilot Test Results Comparing the All Stars Program with Seventh Grade D.A.R.E.:

Program Integrity and Mediating Variable Analysis. Substance Use & Misuse. 1996; 31(10): 1359-1377.

All Stars Core School Field Trial

An independently evaluated field trial of All Stars Core was conducted under the direction Dr. Nancy Harrington of the University of Kentucky. To evaluate All Stars, eight middle schools served as test sites. Five of these schools received All Stars delivered by trained specialists. In three schools All Stars was taught by regular classroom teachers. Six schools served as no treatment controls. Schools were located in Lexington and Louisville, Kentucky.

The demographic profile of the sample was 54% female, 67% White, 23% African American, and 10% other ethnicity. Average age at the pretest was 12 years (56% of sample); 98% of respondents were from 11 to 13 years old.

Teachers generally did better at changing substance use than did specialists who visited the classroom. Both teachers and specialists produced a decrease in inhalant use and smokeless tobacco use when they taught the

program. Among classes taught by classroom teachers, fewer students began drinking alcohol, started using marijuana, and started smoking cigarettes.

One of the questions frequently asked about these findings is why specialists did not do as well as regular classroom teachers. One answer has to do with their effectiveness at changing the mediators targeted by All Stars Core: Commitment, Normative Beliefs, Idealism, and Bonding to School. Teachers had a much larger impact in terms of how they were able to change the mediators targeted in All Stars. This translated directly in terms of how big an impact they produced on students' behavior.

Complete findings are published in:

Harrington, N.G., Giles, S.M., Hoyle, R.H., Feeney, G.J., Yungbluth, S.C. Evaluation of the All Stars character education and problem behavior prevention program: Pretest-posttest effects on mediator and outcome variables for middle school students. Health Education & Behavior. 2001; 28(5), 533-546.

McNeal, R.B., Hansen, W.B., Harrington, N.G., & Giles, S.M. How All Stars works: An examination of program effects on mediating variables. Health Education Quarterly, 2004; 31(2), 165-178.

All Stars Core and Booster Community Field Trial

All Stars was expanded to include a booster program. There was also an interest in understanding how well the program would perform when delivered in community settings. An independent evaluation was conducted under the direction of Dr. Nancy Harrington of the University of Kentucky.



Seven community agencies from six states in the eastern United States participated. These agencies provide after-school and weekend programming for youth. Each agency recruited a minimum of three groups of adolescents, ranging in age from 11-15. The demographic profile of the sample was: 58% female, 43% African American, 22% Hispanic, 16% White, 1% Asian, 4% Native American and 13% Other. Average age at pretest was 11 years (31% of the sample); 80% of respondents were 11 to 13 years old at pretest.

Groups received either All Stars Core (Year 1 only), All Stars Core (Year 1) and All Stars Booster (Year 2) or served as a no-treatment control group. The study was a longitudinal design with one pretest and four posttests, one immediately after the delivery of All Stars Core, one just before the delivery of All Stars Booster and one after the delivery of the booster program.

Twenty-seven groups were involved across the seven sites, with three to six groups per site. Group size ranged from seven to 40 adolescents (larger groups were subdivided for program implementation). Groups

were randomly assigned to condition within site. Staff at each implementation site received training to deliver the program.

There were clear effects on substance use for both All Stars Core and All Stars Core followed by All Stars Booster. Indeed, for both of these conditions, substance use decreased as a result of youth's participation in the program.

This research is summarized in an unpublished report, available from All Stars Prevention:

Harrington NG, Cheah WH, Norling GR, Hoyle RH, & Duvall J. An evaluation of the community-based All Stars character education and problem behavior prevention program. University of Kentucky. 2004.

All Stars Core and Plus Pilot Study

The goal of this pilot study was to conduct an initial test the effectiveness of All Stars Plus. All Stars Core develops the motivation with students to not participate in risky behaviors. It was hypothesized that adding decision making, goal setting and peer resistance skills training would improve its effectiveness.

A total of eight schools participated in this study during the spring semester of 2003. Two of the schools were located in Florence, South Carolina; six of the schools were located in the western part of Texas. A total of 632 students completed both pretest and posttest surveys. The sample was 52% female. The sample was ethnically diverse with 28% identifying themselves as African American, 13% Hispanic, 53% White, 1% Asian, 2% Native American and 5% Other. On average, the students were 12 years, 4 months old. On average, 45% of students were economically disadvantaged. The rate of being disadvantage ranged from 23% to 75% among participating schools. Classes were assigned to either serve as Controls, to receive All Stars Core, or to receive All Stars Core and All Stars Plus.

Both programs outperformed the control group; however, All Stars Plus was more effective in preventing substance use than All Stars Core. All Stars Plus was found to reduce alcohol use, drunkenness, cigarette smoking, marijuana use and inhalant use. The Plus program appeared to have achieved these outcomes by improving norms, increasing persistence in pursuing goals, and by increasing attention from parents and other important adults.

The complete report can be read in:

Hansen WB, & Dusenbury L. All Stars Plus: A competence and motivation enhancement approach to prevention. Health Education. 2004; 104(6), 371-381.

Predictors of Self-Initiated Cessation Study

The purpose of this study was to examine variables program developers have thought to be important in explaining how prevention programs reduce drug use. These variables (known as mediators because they are

the characteristics thought to actually account for changes prevention programs produce) were examined for middle school and high school students through surveys that were administered each year of the five-year project.

The question this research study asked was, "What are the most influential mediators that account for who continues to use and who quits using alcohol, tobacco, marijuana, and inhalants?" Outcomes of this study looked at changes in students' answers between the pretest (given the first year) and the posttest (given a year later). Negative changes reflect that factor getting worse; positive changes reflect an improvement in that factor.

Study results showed that most of the changes among continuing users tended to be negative. Further, most of the changes that occurred among young people who quit using substances were positive.

The mediators with the strongest relationship with alcohol, tobacco and illicit drug use differed somewhat from substance to substance. However, normative beliefs, idealism (viewing substance use as not fitting with desired lifestyles), commitment, beliefs about consequences and the ability to resist peer pressure were important for all substances. These mediators are targeted in each of the three All Stars middle school programs and All Stars Senior. Goal setting, stress management, and decision making were also occasionally important. These are the mediators targeted by All Stars Plus and All Stars Senior.

Complete findings are published in:

Hansen WB, McNeal RB. Self-initiated cessation from substance use: A longitudinal study of the relationship between postulated mediators and quitting. Journal of Drug Issues. 2001; 31(4), 957-974.

FOR MORE INFORMATION

If you still have questions that are unanswered or need more detailed information, please contact Kathleen Nelson-Simley at kathleen@knslearningsolutions.com or call 402-489-1072.