

Resource Materials for Children and Youth at Risk for School Failure

Description of Priority Population

This priority population focuses on addressing the behavioral health needs of children and youth at risk for school failure. The education system has a more extensive reach than any other public system into the population of children and youth, including those at high risk for negative outcomes associated with early emotional/behavioral issues and mental illness. School-based prevention and youth development interventions have proven to be most beneficial when simultaneously enhancing personal and social assets in addition to improving the quality of the environment in which students are educated (Eccles & Appleton, 2002; Weissberg & Greenberg, 1998).

By investing in the strengthening of the schools' infrastructure for supporting student's behavioral health, the coordination of existing resources, and strategic enhancement of specific services on school sites, MESA funds have the potential to leverage key resources of the public education system. There is potential to address prevention and early intervention needs of all PEI priority populations within this strategy. The primary target age group is children and youth. In acknowledgment that a child/youth's school success is related to the family's condition, family members (TAY, adults, and older adult guardians/caregivers) would also receive selected services (e.g., parenting education, linkage to health, mental health, social services and basic needs providers).

Targeting schools in low-income communities would provide services to highly diverse and underserved populations. Funding should target priority schools with characteristics such as:

- High number of children and youth from ethnic/cultural groups underserved
- High poverty
- Low academic achievement
- High rates of suspensions, expulsions and drop out
- High number of children and youth in foster care
- High number of children and youth at risk of juvenile justice involvement
- High rates of violence in the community

The strategy should be implemented in a catchment area¹ with a high school, including court and community schools, and its feeder middle and elementary schools and early education programs; or, where there is no distinct feeder pattern, in a geographic area encompassing schools at all levels. Expansion to other catchment areas and geographic areas should be a part of school improvement planning.

¹ A school catchment area is the geographic area from which students are eligible to attend local schools.

Suggested Strategies

The Prevention and Early Intervention suggested strategies listed in the Resource Materials for this priority population are intended to do the following:

- Provide outreach and education to children, youth, families, school staff and communities to increase awareness of mental health issues
- Build resiliency and increase protective factors in children and youth
- Foster positive school climate
- Offer voluntary screening for general populations
- Expand early intervention services
- Develop school-wide and community-wide approaches to prevent bullying and violence
- Provide professional development/ training on mental health for those working with children and youth

Potential Funding and Resource Partners

Potential funding and resource partners for this strategy include the following groups:

- Schools (preK-12)
- School-based health centers
- Head Start and early childhood centers
- After school programs
- Child welfare
- Client and family member organizations
- Faith-based organizations
- Cultural and ethnic organizations
- Community-based organizations
- Law enforcement
- Probation
- Primary care
- Private foundations
- Businesses

Resource Materials for Children and Youth at Risk for School Failure

EXAMPLES OF STRATEGIES:

1. Prevention of Mental Health Problems			
<i>EXAMPLES OF STRATEGIES</i>	<i>DESCRIPTION</i>	<i>SETTINGS</i>	<i>AGE GROUP</i>
Al's Pals: Kids Making Healthy Choices	Al's Pals is an early childhood curriculum designed to increase the protective factor of social and emotional competence in young children and to decrease the risk factor of early and persistent aggression or antisocial behavior.	Early Childhood/Preschool, Elementary	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.modelprograms.samhsa.gov/pdfs/model/AlsPals.pdf			
Olweus Bullying Prevention Program	The program is based on an ecological model, intervening with a child's environment on many levels: the individual children who are bullying and being bullied, the families, the teachers and students within the classroom, the school as a whole, and the community.	Elementary/Middle	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.modelprograms.samhsa.gov/pdfs/model/Olweus%20Bully.pdf			
Caring School Community Program	Focuses on strengthening students' connectedness to school in order to promote academic motivation and achievement, foster character formation, and to reduce drug abuse, violence, and mental health problems.	Elementary	<input checked="" type="checkbox"/> C/Y <input type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.devstu.org/csc/videos/index.shtml			

Resource Materials for Children and Youth at Risk for School Failure

1. Prevention of Mental Health Problems

<i>EXAMPLES OF STRATEGIES</i>	<i>DESCRIPTION</i>	<i>SETTINGS</i>	<i>AGE GROUP</i>
The Incredible Years	The Incredible Years Training Series provides three comprehensive, multifaceted, and developmentally based curricula for parents, teachers, and children. The program is designed to promote emotional and social competence and to prevent, reduce, and treat aggressive, defiant, oppositional, and impulsive behaviors in young children 2 to 8 years old.	Early Childhood/Elementary	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.modelprograms.samhsa.gov/pdfs/model/IncYears.pdf			
Promoting Alternative THinking Strategies	Designed to be used by school teachers and counselors, PATHS is a comprehensive program that promotes emotional and social competencies and reduction in aggression and behavior problems.	Elementary	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.modelprograms.samhsa.gov/pdfs/model/PATHS.pdf			
Peacemakers	Peacemakers is a curriculum-based violence prevention program. The curriculum teaches students positive attitudes and values related to violence, and trains youth in conflict related psychosocial skills such as anger management, problem solving, assertiveness, communication, and conflict resolution.	Elementary/Middle	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.modelprograms.samhsa.gov/pdfs/promising/peacemakers.pdf			
Second Step	Second Step is a universal classroom-based intervention designed to reduce impulsive and aggressive behaviors and increase protective factors and social-emotional competence. Organized by grade level, the program teaches children empathy, problem-solving skills, risk assessment, decision-making, and goal-setting skills.	Elementary/Middle	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://nrepp.samhsa.gov/programfulldetails.asp?PROGRAM_ID=80			

Resource Materials for Children and Youth at Risk for School Failure

1. Prevention of Mental Health Problems			
EXAMPLES OF STRATEGIES	DESCRIPTION	SETTINGS	AGE GROUP
Across Ages	A mentoring initiative targeting youth 9 to 13 years of age. The goal is to enhance the resiliency of children in order to promote positive development and prevent them from engaging in high-risk behaviors such as substance use, early sexual activity, or violence.	Middle	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.modelprograms.samhsa.gov/pdfs/model/AcrossAges.pdf			
All Stars	School or community-based program designed to delay the onset of and prevent high-risk behaviors in middle school aged children through the development of positive personal characteristics in young adolescents.	Middle	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.modelprograms.samhsa.gov/pdfs/model/AllStars.pdf			
The Science of Mental Illness (National Institute on Health & National Institute on Mental Health)	This curriculum provides students with insight into the biological basis of mental illnesses and how scientific evidence and research can help us understand its causes and lead to treatment, and ultimately, cures.	Middle	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://science-education.nih.gov/supplements/nih5/mental/default.htm			
Red Flags	Designed to help students, parents and school staff members recognize and respond to signs of depression and related mental illness.	Middle	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.redflags.org/			

Resource Materials for Children and Youth at Risk for School Failure

1. Prevention of Mental Health Problems			
EXAMPLES OF STRATEGIES	DESCRIPTION	SETTINGS	AGE GROUP
National Mental Health Awareness Campaign (NMHAC) Speakers' Bureau	Provides positive examples and dialogue about dealing with mental health issues. The NMHAC Speakers' bureau features young people who have dealt with these issues and who can encourage others to recognize and seek help for their emotional difficulties.	Middle/High School	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.nostigma.org/			
American Indian Life Skills Development	School-based, culturally tailored, suicide-prevention curriculum for American Indian adolescents. The curriculum is designed to build self-esteem; identify emotions and stress; increase communication and problem-solving skills; and recognize and eliminate self-destructive behavior, including substance abuse.	High School	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: : http://guide.helpingamericasyouth.gov/programdetail.cfm?id=635 or http://modelprograms.samhsa.gov/pdfs/effective/american-indian-life-skills-development.pdf			
Zuni Life Skills Development Curriculum	Curriculum to develop competency in a range of life skills. Tailored to Zuni culture, but the process of cultural adaptation incorporated in the program is transferable to other populations	High School	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://library.sprc.org/item.php?id=118964&catid=115950			
Lifelines	Curriculum includes information and attitudes about suicide, help seeking, and school resources and discussion of warning signs of suicide.	High School	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.sprc.org/featured_resources/bpr/ebpp_PDF/lifelines.pdf			

Resource Materials for Children and Youth at Risk for School Failure

1. Prevention of Mental Health Problems			
EXAMPLES OF STRATEGIES	DESCRIPTION	SETTINGS	AGE GROUP
Teenage Health Teaching Modules	Comprehensive school health curriculum for grades 6 to 12. It provides adolescents with the knowledge and skills to act in ways that enhance their immediate and long-term health. The evaluation of THTM concluded that the curriculum produced positive effects on students' health knowledge, attitudes, and self-reported behaviors.	High School	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.thtm.org/			
Signs of Suicide Program (SOS)	Curriculum that aims to raise awareness of suicide and its related issues with a brief screening for depression and other risk factors associated with suicidal behavior.	High School	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.modelprograms.samhsa.gov/pdfs/promising/sos-signs-of-suicide.pdf			
Yellow Ribbon Suicide Prevention Program	Promotes help-seeking behavior by increasing public awareness of suicide prevention, training gatekeepers, and facilitating help-seeking.	School-wide	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input checked="" type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.yellowribbon.org/			
After School Education and Safety (ASES)	The ASES Program funds the establishment of local after school education and enrichment programs created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in grades K-9. (MHSA could support behavioral health activities.)	School-wide, Community-based	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.cde.ca.gov/ls/ba/as/ases06fundingfaq.asp			

Resource Materials for Children and Youth at Risk for School Failure

1. Prevention of Mental Health Problems

<i>EXAMPLES OF STRATEGIES</i>	<i>DESCRIPTION</i>	<i>SETTINGS</i>	<i>AGE GROUP</i>
Positive Behavioral Interventions and Supports	Positive behavioral supports are school-wide, research-based approaches to creating positive changes in school climate. They offer holistic approaches that consider all factors that impact a child's behavior and can be used to address aggression, tantrums, and property destruction to social withdrawal.	School-wide	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.pbis.org/main.htm or http://challengingbehavior.fmhi.usf.edu/pbs.html			

Resource Materials for Children and Youth at Risk for School Failure

2. Early Intervention for Mental Health Problems and Concerns			
EXAMPLES OF STRATEGIES	DESCRIPTION	SETTINGS	AGE GROUP
Early Childhood Mental Health Programs	Mental health consultants to work with early childhood staff to help them better observe, understand and respond to children's behavioral needs.	Early Childhood/Preschool	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.ucsfchildcarehealth.org/pdfs/Curricula/CCHC/14_CCHC_Behavioral_0406.pdf			
Family Health Promotion	Includes trainings, home visitation, and school curriculum to reduce risk factors and build resiliency and protective factors in children ages 3-8.	Early Childhood/Elementary	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input checked="" type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.modelprograms.samhsa.gov/pdfs/promising/family-health-promotion.pdf			
Head Start/Early Start	Head Start and Early Head Start are comprehensive child development programs that serve children from birth to age 5, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families.	Schools, Community organizations, Family resource centers	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input checked="" type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www2.acf.hhs.gov/programs/hsb/index.htm and http://nccic.org/poptopics/ecmhealth.html			
Nurse-Family Partnership Program	Nurse-Family Partnership is an evidence-based nurse home visitation program that improves the health, well-being and self-sufficiency of low-income, first-time parents and their children.	Early Childhood	<input checked="" type="checkbox"/> C/Y <input type="checkbox"/> TAY <input checked="" type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.modelprograms.samhsa.gov/pdfs/model/NurseFP.pdf			
Universal, Voluntary Screening	Early identification and treatment of social-emotional delays and disorders improves outcomes for young children and their families, and can result in substantial cost benefits.	Early Childhood/Preschool	<input checked="" type="checkbox"/> C/Y <input type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.First5caspecialneeds.org			

Resource Materials for Children and Youth at Risk for School Failure

2. Early Intervention for Mental Health Problems and Concerns			
EXAMPLES OF STRATEGIES	DESCRIPTION	SETTINGS	AGE GROUP
Primary Intervention Program (PIP) & Enhanced PIP	PIP is a school-based prevention and early intervention program for grades K-3 aimed at enhancing the social and emotional development of young children and preventing the development of serious mental health problems.	Early Childhood/Preschool	<input checked="" type="checkbox"/> C/Y <input type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.timeforkids.net/intervention.html			
Social Decision Making/Problem Solving	The program seeks to develop children's self-esteem, self-control, and social awareness skills, including identifying, monitoring, and regulating stress and emotions; increasing healthy lifestyle choices; avoiding social problems such as substance abuse, violence, and school failure; improving group cooperation skills; and enhancing the ability to develop positive peer relationships.	Elementary/Middle	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.promisingpractices.net/program.asp?programid=154			
Strengthening Families Program	SFP is an evidence-based family skills training program found to significantly reduce problem behaviors, delinquency, and alcohol and drug abuse in children and to improve social competencies and school performance.	Middle	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input checked="" type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.strengtheningfamiliesprogram.org/index.html			
Reconnecting Youth	Curriculum teaches skills to build resiliency with respect to risk factors and to moderate early signs of substance abuse, and depression/aggression. The program incorporates social support and life skills training.	High School	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.modelprograms.samhsa.gov/pdfs/model/Reconnecting.pdf			

Resource Materials for Children and Youth at Risk for School Failure

2. Early Intervention for Mental Health Problems and Concerns			
EXAMPLES OF STRATEGIES	DESCRIPTION	SETTINGS	AGE GROUP
Cognitive Behavioral Interventions for Trauma in Schools (CBITS)	The Cognitive Behavioral Intervention for Trauma in Schools (CBITS), a collaborative project with the Los Angeles School District (LAUSD), provides mental health screening and a standardized brief cognitive behavioral therapy treatment in schools for students who have been exposed to violence.	High School	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.hscenter.ucla.edu/research/cbits.shtml			
Trauma-Focused Cognitive Behavioral Therapy (TFCBT)	A SAMHSA model program designed to help children, youth, and their parents overcome the negative effects of traumatic life events.	School-wide	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.modelprograms.samhsa.gov/pdfs/model/TFCBT.pdf			
Families and Schools Together (FAST)	FAST is a multifamily group intervention designed to build protective factors for children and empower parents to be the primary prevention agents for their own children. It is offered as a universal model to children, ages 3 through 18. It became an evidence-based model in 2002.	School-wide	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.wcer.wisc.edu/FAST/			
Social and Emotional Learning Programs (SELs)	Teaches social and emotional skills as well as abuse prevention, violence prevention, sexuality, health, and character education. Ex. Responsive Classroom Program	School-wide	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.casel.org/basics/definition.php			

Resource Materials for Children and Youth at Risk for School Failure

2. Early Intervention for Mental Health Problems and Concerns			
<i>EXAMPLES OF STRATEGIES</i>	<i>DESCRIPTION</i>	<i>SETTINGS</i>	<i>AGE GROUP</i>
Partners in Parenting Program	The Partners in Parenting Program provides home-based psychotherapy and parenting skills training to parents or other adults who suffer from a mental illness and who are raising children. This includes mothers and fathers, as well as grandparents and others who have responsibility for bringing up children and adolescents. PIP also provides mental health treatment services to children and adolescents.	Home-based	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input checked="" type="checkbox"/> Adults <input checked="" type="checkbox"/> Older Adults
Website: http://mhawestchester.org/mhatreatment/pip.asp			
Teen Screen	Voluntary school screening to identify youth who are at-risk for suicide and potentially suffering from mental illness.	High School	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.teenscreen.org/			
Counselor Care (C-Care) and Coping and Support Training (CAST)	Intervention for students at risk for suicide. It combines one-on-one counseling with a series of small-group training sessions.	High School	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://sdsuicideprevention.org/pdf/contentmgmt/ccare_cast.pdf			

Resource Materials for Children and Youth at Risk for School Failure

3. Linkage and Support in Navigating Service Systems and Other Providers as Needed			
EXAMPLES OF STRATEGIES	DESCRIPTION	SETTINGS	AGE GROUP
Healthy Start	Intended to improve the lives of children, youth, and families. The program seeks to improve school readiness, educational success, physical health, emotional support, and family strength.	School-wide	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.cde.ca.gov/ls/pf/hs/			
School Attendance Review Boards (SARBS)	SARBs are composed of representatives from various youth-serving agencies, help truant or recalcitrant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. (MHSA could provide a mental health specialist member)	School-wide	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.cde.ca.gov/ls/ai/sb/			

Resource Materials for Children and Youth at Risk for School Failure

4. System Structure and Enhancements to Improve, Coordinate and Sustain Mental Health Programs and Interventions			
<i>EXAMPLES OF STRATEGIES</i>	<i>DESCRIPTION</i>	<i>SETTINGS</i>	<i>AGE GROUP</i>
Infrastructure for Learning Supports	Improving the infrastructure for learning supports will enable schools to address barriers to teaching and learning. Programs that emphasize the importance of “comprehensive, multifaceted, and integrated system” increase the capacity of schools to meet the needs of students.	School-wide	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://smhp.psych.ucla.edu/			
Professional Development	Capacity building for teachers and school staff to identify and address potential mental health needs of their students and families.	School-wide	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: None			
Student Assistance Programs (SAPs)	Provide focused services to students seeking support or needing interventions for academics, behavior, and attendance often due to deeper concerns related to substance abuse, mental health, or social issues. The overarching goal of SAPs is to remove barriers to education so that a student may achieve academically.	School-wide	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.nasap.org/			

Resource Materials for Children and Youth at Risk for School Failure

5. General Resources			
<i>EXAMPLES OF STRATEGIES</i>	<i>DESCRIPTION</i>	<i>SETTINGS</i>	<i>AGE GROUP</i>
Safe and Drug Free Schools Program	The Office of Safe and Drug-Free Schools' mission is to create safe schools, respond to crises, drug abuse and violence prevention, ensure the health and well being of students and promote the development of good character and citizenship.	School-wide	<input checked="" type="checkbox"/> C/Y <input checked="" type="checkbox"/> TAY <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults
Website: http://www.cde.ca.gov/ls/he/at/safedrugfree.asp			