

Lions-Quest *Skills for Adolescence*

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Program developers or their agents provided the Model Program information below.

BRIEF DESCRIPTION

Lions-Quest *Skills for Adolescence* (SFA) is a comprehensive positive youth development and prevention program designed for school-wide and classroom implementation in grades six through eight (10 to 14 years old). It unites educators, parents, and community members in developing the following skills and competencies in young adolescents:

- Essential social and emotional competencies
- Good citizenship skills
- Strong positive character
- Skills and attitudes consistent with a drug-free lifestyle
- An ethic of service to others within a caring and consistent environment.

The learning model employs inquiry, presentation, discussion, group work, guided practice, service-learning, and reflection to accomplish the desired outcomes.

The central question for those interested in working with Lions-Quest is: how can a school community best support the development of capable, healthy young people of strong character?

PROGRAM BACKGROUND

Skills for Adolescence is one of the Lions-Quest K–12 comprehensive positive youth development programs used in more than 33 countries throughout the world by more than 300,000 implementers. First developed in 1985, SFA is currently in its fourth revised edition. Since 1985, SFA has become the single most widely used positive prevention program in the world. Lions-Quest is a program of the Lions Clubs International Foundation, associated with Lions Clubs International, the largest humanitarian service organization in the world, with 1.4 million members in more than 180 countries and geographic areas.

The Lions-Quest conceptual model, derived from a number of leading developmental models and theories, describes how a nurturing external environment in which children learn critical life skills influences and supports the internal conditions that encourage their positive social behaviors and commitments and reduces their risk for problem behaviors such as substance abuse and violence.



RECOGNITION

Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services: Model Program

The Collaborative for Academic, Social and Emotional Learning (CASEL): Select Program

Safe and Drug Free Schools and Community Program, U.S. Department of Education: Promising Program

INSTITUTE OF MEDICINE CLASSIFICATION (IOM)

UNIVERSAL

This program was developed for a universal audience.

INTERVENTION TYPE

SCHOOL-BASED, COMMUNITY-BASED

This program was developed for delivery in public and private schools and has also been used in non-school settings such as religious organizations and community centers.

It can be adapted to a variety of settings and formats and can be offered as a stand-alone course or taught within existing courses such as language arts, social studies, human development, guidance, home economics, and health. It is also offered as an after-school program.

CONTENT FOCUS

ALCOHOL, ILLEGAL DRUGS, TOBACCO, SOCIAL AND EMOTIONAL COMPETENCE, OTHER: CHARACTER-BUILDING, SERVICE LEARNING, GOOD CITIZENSHIP

The curriculum and activities address essential social and emotional competencies, drug prevention (skills and attitudes consistent with a drug-free lifestyle), character building and education, service learning, and good citizenship.

PARENT AND COMMUNITY INVOLVEMENT AS AN ESSENTIAL COMPONENT:

Families participate through shared homework assignments, four parent meetings, and direct involvement in program activities and workshops. Community members participate by attending the introductory training workshop, supporting school climate events, helping with service-learning projects, and serving as classroom resources.

PROTECTIVE FACTORS

INDIVIDUAL, FAMILY, PEER, SCHOOL

INDIVIDUAL

- Social and emotional competencies
- Self-discipline, self-confidence
- Interpersonal communication skills
- Decisionmaking
- Assertiveness and refusal skills
- Problem solving and critical thinking
- Stress management
- Goal setting

FAMILY

- Effective communication with family members

PEER

- Resistance to negative pressure
- Social competencies

SCHOOL

- High expectations for students
 - Nurturing learning environment
 - Teaching and supporting prosocial development
 - Meaningful involvement of students
 - Clear behavior standards against harmful behaviors/drug use
 - Parent involvement
-

RISK FACTORS

INDIVIDUAL, FAMILY, PEER, SCHOOL

INDIVIDUAL

- First confrontation with illegal substances, alcohol, and tobacco
- Lack of commitment to school
- Early problem behaviors

FAMILY

- Availability of tobacco, alcohol, and illegal drugs
- Lack of parental involvement in education
- Lack of consistent discipline

PEER

- Friends involved in problem behaviors/drug use
- Availability of tobacco, alcohol, and illegal drugs
- Lack of norms against drug use

SCHOOL

- Labeling students as “high risk”
 - School drug policy not defined or enforced
 - Lack of norms against drug use
 - Lack of coherent support services for youth
-

INTERVENTIONS BY DOMAIN

INDIVIDUAL, FAMILY, PEER, SCHOOL, COMMUNITY

INDIVIDUAL

- Classroom curricula designed to motivate pro-health decisions and skill use

FAMILY

- Parent education and classroom management
- Parent education/parenting skills training

PEER

- Guided peer reinforcement of pro-abstinence norms among children with recurrent conduct problems, combined with drug education and peer resistance skill-building

SCHOOL

- Comprehensive school change programs including components to improve parent involvement, change classroom management and/or instructional style, and improve student participation and school bonding

COMMUNITY

- Education to alter perceptions of societal norms and expectations
-

KEY PROGRAM APPROACHES/COMPONENTS

BOOSTER SESSIONS, COMMUNITY SERVICE, IN/AFTER-SCHOOL CURRICULA, SCHOOL/COMMUNITY COLLABORATION, SKILL DEVELOPMENT, SUBSTANCE ABUSE EDUCATION, OTHER: POSITIVE SCHOOL CLIMATE

BOOSTER SESSIONS

Years Two and Three are booster years. Year Two, “Making Healthy Choices” includes opportunities for students to conduct research projects on issues and problems associated with substance use in their own school and community. Students can serve as peer teachers by sharing their research information with Year One students. Year Three provides students with opportunities to use skills and information to plan and implement service-learning projects related to drug prevention, as well as continue to serve as peer teachers.

IN/AFTER-SCHOOL CURRICULUM

Curriculum is arranged into nine units that address entering the teen years; building self-confidence and communication skills; service learning; managing emotions in positive ways, improving peer relationships, strengthening family relationships, making healthy choices; setting goals for healthy living; and developing your potential.

Year One is the foundation unit that represents the essential curriculum. Years Two (12 sessions) and Three (six sessions) are booster units that add additional time for developmentally advanced skill building.

SCHOOL/COMMUNITY COLLABORATION

To promote school-wide involvement, each unit provides ways to expand unit themes throughout the school and in the community. The program helps to establish a School Climate Team of administrators, teachers, parents, community representatives, and young people that plan activities and events to extend the impact of the program throughout the school. Members of service organizations, such as the local Lions Clubs, businesses, law enforcement, youth-serving organizations, and religious institutions are encouraged to participate in program workshops, school-climate activities, panel discussions, service-learning projects, and parent meetings.

Lions Clubs International has committed itself in introducing, promoting, and disseminating Lions-Quest programs worldwide. Local Lions Clubs are available to help with funding assistance, such as underwriting the costs of training; with service-learning projects; fund-raising projects; and presentations to schools and other community organizations.

SERVICE-LEARNING

Students apply the skills and concepts they are learning by helping to plan and carry out at least one individual service-learning project and classroom or school-wide projects in conjunction with Units 3 to 7.

SKILL DEVELOPMENT

The program teaches skills related to developing self-discipline, self-confidence, responsibility, good judgment, cooperation, interpersonal communication, decisionmaking, managing emotions, problem solving, conflict resolution, resisting negative peer pressure, higher-order thinking, service learning, strengthening relationships, and appreciating the family.

SUBSTANCE ABUSE EDUCATION

The curriculum is designed to prevent or delay adolescent drug use by focusing on normative beliefs and personal commitments, social influences, resistance skills, expectations of drug use effects, and bonding with prosocial peers and caring adults. The program provides 3 years of targeted drug prevention education, providing a foundation course through Year One of *Skills for Adolescence* and 2 years of successive booster sessions.

OTHER: POSITIVE SCHOOL CLIMATE

Program skills and concepts are learned, practiced, and applied to create a positive classroom environment and throughout the school. School-wide events are held to reinforce program themes. The program provides a shared vision and language for school-wide youth development, character education, and prevention effort.

HOW IT WORKS

SFA has a five-component structure for addressing protective factors that promote healthy, safe, and drug-free behaviors and risk factors for reducing substance use, violence, and other high-risk behaviors.

Classroom Curriculum: 102 skill-building lessons; implementation models range from a minimum 9-week, 40-lesson minicourse to a 3-year program of all 102 lessons; 45-minute lessons are arranged into eight sequential thematic units and a service-learning unit extending throughout the curriculum.

Parent and Family Involvement: Parents and family participate through shared homework assignments, four parent meetings, a parent book, and direct involvement in school activities.

Positive School Climate: School, school staff, students, parents, and community members establish a school climate committee to reinforce curriculum themes through schoolwide events.

Community Involvement: School staff, parents, Lions Clubs and other service organizations, and youth-serving organizations participate in training workshops, school climate events, panel discussions, service projects, and parent meetings.

Professional Development: Each implementer must attend an introductory 2- or 3-day workshop to receive program materials.

Ongoing program success requires a school district-level advocate and the district's acceptance of financial responsibility, an onsite program coordinator, continued support for school staff, and ongoing program evaluation. Funding from Lions Clubs and other sources is key, as well as continuing involvement of parents and community members.

Each implementing adult must receive an introductory 2- or 3-day professional development training to receive SFA program materials. An extensive 10-day training of trainers program, which prepares local personnel to conduct their own staff development, is available to qualified school districts. Preset regional workshops scheduled by SFA and onsite contract workshops are available.

Participants leave the introductory workshop with the *Skills for Adolescence Curriculum Kit* consisting of eight thematic units of study in separate booklets, Year 2 and Year 3 booster units focused on healthy living and drug prevention, a service-learning unit that permeates the entire curriculum, a student book called *Changes and Challenges*, a *Program Guide*, a *Parent Meetings Guide*, a *Drug Information Guide*, and a parent book called *The Surprising Years*—all necessary components and materials to implement the program with high fidelity.

OUTCOMES

DECREASES IN SUBSTANCE USE, IMPROVEMENTS IN BEHAVIORS RELATED TO PROTECTIVE FACTORS, OTHER TYPES OF OUTCOMES

DECREASES IN SUBSTANCE USE*:

- Significantly lower self-reported rates of using beer, liquor, and chewing tobacco in the previous month
- SFA students had lower predictions of use of five harmful substances in the next 30 days
- Fewer SFA Hispanic/Latino students engaged in lifetime alcohol use, recent alcohol use, and recent binge drinking than Hispanic/Latino students in control schools

*Taken from the NIDA study cited below.

IMPROVEMENTS IN BEHAVIORS RELATED TO PROTECTIVE FACTORS:

- Knowledge, awareness, and attitudes about the risks of alcohol and other drug use improved 43%
- Higher expectations for success in school among inner-city youth than non-SFA students
- Greater willingness to take responsibility for personal behavior
- Significant improvements on the nationally normed California Achievement Test in both reading and mathematics
- Expectations of future use of beer and liquor significantly lower in SFA students compared to non-SFA students
- Attended at least two more days of school than non-SFA students in same schools

OTHER TYPES OF OUTCOMES:

A NIDA study of 34 schools from Los Angeles, CA; Detroit, MI; and Washington, DC/Baltimore, MD, found that:

- Exposure to a 40-session version of SFA can help deter the initiation of regular cigarette smoking and experimental use of marijuana through the end of the seventh grade and that this effect held across all racial/ethnic groups studied.
- SFA can also deter the initiation and monthly use of alcohol and binge drinking for Hispanics/Latinos.
- SFA can delay the progression to regular cigarette smoking and to experimental marijuana use among students who had initiated regular alcohol use or binge drinking, but not regular cigarette smoking, by the end of the sixth grade.

Benefits

- *Support*: Nurturing school and classroom environment
- *Empowerment*: Service-learning opportunities throughout the course
- *Boundaries/expectations*: High expectations for and clear standards against harmful behaviors, including drug use
- *Constructive use of time*: Engagement in positive activities
- *Commitment to learning*: High motivation, meaningful involvement
- *Social competencies*: Self-discipline, self-awareness, self-confidence, interpersonal communication, decisionmaking, anger and conflict management, problem solving and critical thinking, resisting drug use, stress management, healthy family relationships, goal setting
- *Positive identity*: Optimism about potential and future

EVALUATION DESIGN

More than 50 studies have been conducted on SFA worldwide. Most significant was the longitudinal study conducted for the U.S. Department of Health and Human Services' National Institute on Drug Abuse (NIDA) by Dr. Marvin Eisen of the Urban Institute in Washington, DC. In the study, 34 schools from Los Angeles, CA; Detroit, MI; and Washington, DC/Baltimore, MD ($n=7,426$ sixth graders, 71 percent of the eligible population), were randomized to conditions to test the hypothesis that SFA is more effective than standard care in deterring and delaying substance use through middle school. One-year posttest data were collected from 6,239 seventh graders (84 percent those eligible). Initiation of "ever" and "recent" use of five substances for baseline nonusers and changes in recent use for baseline were compared using mixed model regressions to control for school clustering.

DELIVERY SPECIFICATIONS

5-24 WEEKS, 25-52 WEEKS, 1-3 YEARS

Amount of time required to deliver the program to obtain documented outcomes:

The curriculum consists of 102 sequential, skill-building lessons, 45 minutes each, from a 9-week mini-course to a 2- or 3-year program.

Year One, the foundation course, can be taught twice weekly as a 1-year course, taught daily as a one-semester course, or as a 9-week course (focusing on key skill-building lessons). Years Two and Three build on the learning in Year One.

INTENDED SETTING

RURAL, URBAN, SUBURBAN, TRIBAL RESERVATIONS

The program has been developed and tested in more than 22 countries over the past 25 years. Most recently, it was rigorously evaluated through a 5-year longitudinal National Institute on Drug Abuse (NIDA) study in Montgomery County, MD, a suburban county; and the urban cities of Detroit, MI, and Los Angeles, CA. It has been implemented in every State, including Hawaii and Alaska, in Puerto Rico, and in numerous other countries. It has also been implemented with American Indian tribes living on tribal land.

FIDELITY

Components that must be included in order to achieve the same outcomes cited by the developer:

- A school district-level advocate of the program.
- A long-term commitment to the program by the school or community group sponsoring the program.
- Ongoing support for school staff through program workshops for new staff and ongoing regular meetings.
- An onsite coordinator who helps to coordinate and oversee program implementation and improvement.
- Available program funding provided through budgeted and donated sources.
- Implementation that includes all the ingredients outlined in the program materials and training.
- Clear commitment to role modeling of positive behaviors taught in the lessons.
- Parent and community involvement in the program.
- Ongoing evaluation to refine the program and make refinements.

OPTIONAL COMPONENTS OR STRATEGIES, AND HOW THEY WERE DETERMINED TO BE OPTIONAL:

The 1-year model has options for how the course will be taught, depending on whether Year One is presented as a 1-year course, a one-semester course, or a 9-week course, and whether Years Two and Three are included.

BARRIERS AND PROBLEMS

Summarize key barriers and problems associated with the use of this Model Program and potential solutions:

Barrier: Support from the school principal or sponsor's program director is critical and sometimes difficult to obtain.

Solution: Ensure that the school principal/program director participates in the training or that the training is provided to a school- or organization-wide team, including the principal/director.

Barrier: Some schools or programs cannot take on such a large, long-term commitment of 1 to 3 years.

Solution: Use Lions-Quest's shorter 9-week version, which was used in the NIDA study and showed significant positive results.

Barrier: Difficulty finding sufficient funding.

Solution: The Lions Clubs will partner with interested school or community groups to assist with financial sponsorship. Also, Lion's-Quest qualifies for funding from different types of Federal or State programs, such as Drug Free School and Communities and tobacco settlement funds.

PERSONNEL

PART TIME, PAID, VOLUNTEER

Types of positions needed to successfully implement this Model Program:

Contact person or coordinator at the school or district level dedicated to providing leadership to the program.

Core Planning Team/School Climate Team, consisting of teachers, principal, other school personnel, parents, and community representatives.

Local Lion representative (if local Lions Club is available in the area).

Typical personnel problems encountered by users when implementing this Model Program, and potential solutions:

See Barriers and Problems section.

EDUCATION

UNDERGRADUATE, SPECIAL CERTIFICATION, SPECIAL SKILLS

Minimum education/qualifications of the personnel needed to successfully implement this Model Program:

UNDERGRADUATE

Classroom teachers and school counselors usually implement the program. If an alternative sponsor implements it, those implementing the program should have a college education, if possible.

SPECIAL CERTIFICATION

Implementers must be certified to teach the Lions-Quest curriculum by attending a Lions-Quest training program before receiving curriculum materials.

SPECIAL SKILLS

Anyone implementing the program should enjoy working with youth and have some practical experience doing so.

PERSONNEL TRAINING

Type: SEMINARS/WORKSHOPS, WORKBOOK, Location: ONSITE (of user)/OFFSITE (at developer's or trainer's location), Length: BASIC/REFRESHER required

Required personnel training, including the type, location, length, and any other requirements:

All those overseeing or teaching the program are required to attend a 2- to 3-day workshop to learn about effective youth development and prevention strategies, gain hands-on experience with program materials, and plan for effective program implementation. If the program is being implemented school-wide, it is especially helpful for all teachers and the principal to attend since the workshop models what should take place in the classroom and school. Others, such as parents, guidance counselors, community members, etc., are also encouraged to attend the training.

Two types of training are offered:

Regional workshops are scheduled throughout the country and typically target one State and nearby areas from other States. These workshops are completely arranged by the developer. All curriculum materials and one classroom set of student books are included.

Contract workshops are scheduled by a Lions Club, school district, or school for 12 to 36 participants over 2 to 3 days. The developer provides the trainers and a complete set of teacher materials for each participant, and the local site handles all other arrangements and costs. The classroom sets of student materials are ordered separately and may be ordered in bulk.

Followup support and technical assistance are available through supplementary program materials and a toll-free phone line.

Refresher training is suggested for the 2- and 3-year formats.

COST (estimated in U.S. dollars)

\$1,001–5,000, \$5,001–10,000, \$10,000+

Cost considerations for implementing this program as recommended by the developer:

Budget costs: For programs conducted in schools all the major ongoing delivery costs are included in the school budget (e.g., space, staff, etc.). The primary extra costs are training and student materials.

For programs conducted by alternative sponsors, funds must be budgeted for a complete program delivery, including staff, space, training, and student materials.

TRAINING

Regional workshops \$425 per person

Includes teacher curriculum, 25 student books, workshop facility, participant meals, and trainer onsite expenses. Additional student workbook materials must be purchased separately.

Contract workshops: \$6,500 per training

Includes the trainer’s travel to the closest airport, tuition, and curriculum materials (except student workbooks) for up to 36 participants. Sponsoring organizations must pay for ground transportation for the trainer, trainer’s room and board, workshop room rental, rental of audiovisual equipment, food and beverage expenses for workshop participants, and meals and snacks if provided, and general administration of the event and the participant list.

Note: When there are 36 participants, the per-participant cost is less expensive for contract workshops than for regional workshops.

MATERIALS

The *Skills for Adolescence Curriculum Kit* is only available through training and consists of the nine-unit curriculum; the student book, *Changes and Challenges*; *Program Guide* for administrators and teachers; the parent book, *The Surprising Years*; a parent meeting guide, *Drug Information Guide*, and Years Two and Three of "Making Healthy Choices" booster sessions. Extra copies may be purchased at the following costs:

- Curriculum Set (includes all materials listed above) \$120 per set
- Parent book—*The Surprising Years* \$3.95 each
- Student book—*Changes and Challenges* \$5 each

INTENDED AGE GROUP

CHILDHOOD (5-11), EARLY ADOLESCENT (12-14)

This program targets youth 10 to 14 years old.

INTENDED POPULATION

AMERICAN INDIAN, ASIAN AMERICAN, AFRICAN AMERICAN, HISPANIC/LATINO, WHITE

This program has been used with African American, American Indian, Hispanic/Latino, Asian American, and White populations.

GENDER FOCUS

BOTH GENDERS

This program was developed for use in mixed gender settings.

REPLICATIONS AND ADAPTATIONS INFORMATION

Information on program implementations that have occurred since the research was submitted to NREP and CSAP for certification as a Model Program.

Lions-Quest has been implemented in hundreds of communities in every State, Puerto Rico, on American Indian tribal lands, and in more than 22 countries. For contact information about specific types of implementation sites, contact the developer's office at 1-800-446-2700. Inquirers will receive brief consultation about their interests and names of contacts that can respond to those interests.

CONTACT INFORMATION

Contact information for various implementation sites.

South Carolina Department of Education
1500 Hampton Street, Suite 250B
Columbia, SC 29201
Contact: Jennifer Kelly
Phone: 803-734-4790
Small city, suburban, and rural settings

Wood County Public Schools
1210 13th Street
Parkersburg, WV 26101-4144
Contact: Myla Krenik
Phone: 304-420-9547
Rural settings

Brownsville Independent Schools
1900 East Price Road
Brownsville, TX 78521
Contact: Liz Avitia
Phone: 956-548-8000
Small city setting

Northside Independent School
5651 Grissom Road
San Antonio, TX 78238
Contact: Mary Wynn
Phone: 210-257-1265
Urban setting

Saddleback Valley Unified School District
25631 Peter A Hartman Way
Mission Viejo, CA 92691-3142
Contact: Trudy Burrus
Phone: 949-586-1234
Suburban setting

Chula Vista School District
84 East J Street
Chula Vista, CA 91910-6159
Contact: Dale Parent
Phone : 619-425-9600
Small city

Warwick Valley School District
P.O.Box 595
Warwick, NY 10990-0595
Contact: Dr. Mari-Jean Reinhard
Phone: 845-987-3053
Fax : 845-986-1408
Rural setting

Iberia Parish School District
1204 LaMarie Street
New Iberia, LA 70560
Contact: Darlene French
Phone: 337-364-7641
Small city setting

Florida Union Public Schools
Main Street
Florida, NY 10921
Contact: Helen Arena
Phone: 845-651-2236
Rural setting

Detroit Public Schools
41211 Llewelyn
Northville, MI 48167
Contact: Barbara Morgan
E-mail: barbmorgan@aol.com
Phone and Fax: 248-348-9357
Urban setting

INTENDED SETTINGS

Additional target settings where the Model Program has been replicated:

Skills for Adolescence is being replicated throughout the 50 United States and in more than 22 countries. Please refer to the contact list above for specific information about implementation options.

OTHER DIFFERENCES BETWEEN THE DEVELOPER'S IMPLEMENTATION OF THE MODEL PROGRAM AND SUBSEQUENT REPLICATIONS

Other features of the Model Program that were altered or affected by the implementation:

The *Skills for Adolescence* program is designed for maximum flexibility with the guiding principles and essential elements of a Model Program, offering course options from a 9-week mini-course to a one-semester, 1-year, 2-year, or 3-year program. The developer will also work with State departments of education, school districts, and schools to tailor the program implementation to their unique needs.

Year One, the foundation course, can be taught twice weekly as a 1-year course; taught daily as a one-semester course, or as a 9-week course (focusing on key skill-building lessons). Year Two (12 sessions) and Year Three (six sessions) build on and reinforce skills learned in Year One.

ADAPTATIONS OF THE MODEL PROGRAM

Changes made to the Model Program in order to enhance program delivery and outcomes:

In addition to the program models offered in the "official" implementation recommendations, Lion's-Quest offers consultation services to tailor the program implementation to the unique needs of a State education department, school district, or school. Services are also available internationally.

GENERAL SUMMARY DESCRIPTION OF EACH ADAPTATION

Describe the adaptation and the reason for the change:

Please contact the schools above to learn about the various implementation models recommended by Lion's-Quest to provide maximum flexibility to schools within the guiding principles and essential elements of a Model Program.

CONTACT INFORMATION

ABOUT THE DEVELOPER:

The lead developer is Susan Keister, M.A., formerly vice president for program and training development at Quest International and currently a consultant to the Service-Learning Life Skills Network, serving the Lions Clubs International Foundation as Lions-Quest International Training Coordinator and Program Specialist. She is also a fellow at the Fetzer Institute in Kalamazoo, Michigan.

Lions Club International and over 60 other international foundations and donors provided major funding for this program.

FOR INFORMATION, CONTACT:

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