

*Solutions guide for*

# COURTS & AGENCIES



*Interventions that Make Sense™*

3RD MILLENNIUM CLASSROOMS

## ABOUT OUR COMPANY

3rd Millennium Classrooms has been at the forefront of prevention and intervention since 1999, when we created the first online alcohol education course in the country. Since then, we have expanded our offerings to include courses addressing fentanyl and opioid misuse, cannabis and other drug use, intimate partner violence and sexual consent, nicotine awareness, and theft and impulse control. Our courses have been used by over 4,000 colleges, secondary schools, and court systems across the country.

3rd Millennium Classrooms is committed to developing the best evidence-based prevention and intervention available. In 2003, 3rd Millennium Classrooms and the eCHECKUP TO GO team at the San Diego State University Research Foundation formed an alliance to create online alcohol and drug programs. All of our programs use a motivational interviewing style and provide personalized feedback reports. Our goal is to engage the student in their own individualized experience that impacts their behavior.



15900 La Cantera Parkway, Suite 20265  
San Antonio, Texas 78256  
(888) 810-7990  
3rdmil.com

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## COURT & AGENCY COURSES





# OUR CORE STRENGTHS

## EVIDENCE-BASED STRATEGIES

Research shows that individuals respond best to interventions that provide feedback, emphasize personal responsibility, give several options for changing high-risk behavior, and are non-judgmental.<sup>6</sup> Featured in 18 outcome studies, published in 12 peer-reviewed journals and presented at 6 professional conferences, 3rd Millennium courses utilize proven strategies to generate real behavior change.

## DATA REPORTING

Just as our courses are evidenced-based, we also ensure that administrators are equipped with the necessary data to make decisions and facilitate change. Course outcome reports include aggregate data, summary and comparative statements, and executive summaries.

## STRONG PARTNERSHIPS

Since 2003, we have been the exclusive provider of the eCHECKUP TO GO brief intervention tool through our partnership with the San Diego State University Research Foundation. Additionally, our collaborations with industry leaders Maxient and Advocate streamline the process of managing the conduct records of individuals taking our courses.

## CONSULTATIVE APPROACH

Our Program Coordinators partner with you through the entire course selection, implementation, and evaluation process. We do not require you to sign a contract, although we are happy to sign one, because we want our superior value and not merely a contractual obligation to be the reason you continue with us.

## SUPERIOR CUSTOMER SERVICE

Because we are the experts on our courses, we do not use a third party provider to respond to customer support requests. Our support team is available seven days a week to provide full service technical support to administrators and students. Because of our high standard of customer service, we boast a 97% customer retention rate.

## SUSTAINABLE COST

We work with each organization—no matter the size—to provide a customized plan that meets budget requirements. Whether it is a student-pay referral, a grant-funded initiative, or an institution-paid plan, our flexible pricing makes program adoption a sustainable decision. And the best part is, our low-cost pricing is transparent: there are no hidden fees.



## WHAT DO **STUDENTS** SAY ABOUT 3RD MILLENNIUM?



*We receive consistent feedback that our courses are relevant, helpful, and fast-paced in order to hold individuals' attention.*

**91%**

of referrals agree that the **content** of the course was appropriate.

**82%**

thought the **interactions were interesting** or helpful.

**81%**

thought the course would help them **avoid future problems.**

## FEEDBACK FROM **ADMINISTRATORS**



*“ You are a dream to work with. Thanks for being so patient with us! ”*

*“ You have been tremendously helpful in answering all of our questions and helping make the facilitation as smooth as possible. ”*



# EVIDENCE-BASED STRATEGIES

***Evidence-based means our programs are grounded in the most effective strategies for changing behavior—they do not simply target knowledge or attitude.***

Our programs draw from theory and research in evidence-based interventions. “Evidence-based” means our programs are grounded in the most effective strategies for actually changing attitudes and behavior—they do not only target knowledge gains. We integrate “mechanisms of change” into all of our courses: mechanisms that have been identified as strongly influencing behavior change. A comprehensive review of 42 interventions found strong support for the efficacy of programs that incorporated motivational feedback, expectancy challenge, and skills-based activities.<sup>5</sup>

***Programs based on these approaches tended to reduce high-risk behavior.*** Overall, the review recommended that agencies “consider brief motivational intervention or skills-based programs, preferably incorporating personalized normative feedback, BAC training, and protective behavioral strategies for risk-reduction, as well as other personalized feedback components.”<sup>5</sup>

Although fewer research studies have been conducted on cannabis use, drug use, and personal conflict, the results are remarkably consistent with the research on alcohol use. A comprehensive review of nine cannabis treatment studies strongly supported three kinds of interventions for reducing cannabis use—cognitive behavioral treatment, motivational approaches, and contingency management. ***Programs that relied on these approaches were much more likely to reduce high-risk behavior than other types of programs.***



**You reported that you do not typically drink alcohol.**

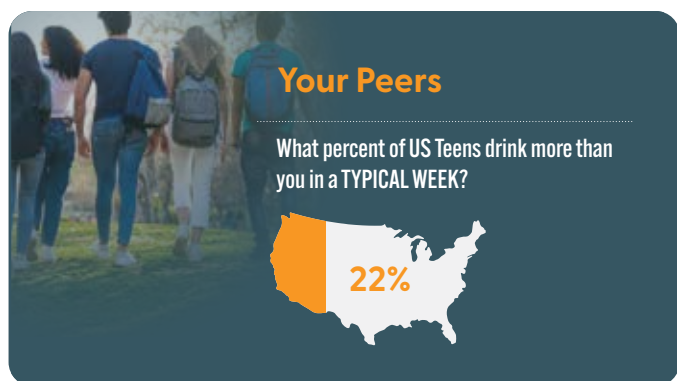
**Your choice not to drink is the healthiest and more responsible choice.**

By abstaining from alcohol, you will avoid the health, social and academic problems that can occur when people drink too much.

## MOTIVATIONAL INTERVIEWING

Motivational interviewing (MI) is a goal-oriented, client-centered counseling style for eliciting behavior change by helping clients to explore and resolve ambivalence.

MI uses affirmations, reflection, open-ended questions, and periodic, strategically placed summary statements. The motivational interviewing method is used in all our courses.



**Drinking and Driving**

Alcohol-related accidents and violence are the leading cause of death for Americans under the age of 35. When you drive after drinking (or ride with a driver who has been drinking), you greatly increase your risk for alcohol-related injuries or legal problems.

You reported that you drove **20 times in the past month** after having 3 or more drinks. It is very likely that you were driving while intoxicated.

You also reported that, in the past month, you rode **15 times** with a driver who drank 3 or more drinks. It is very likely that your driver was driving while intoxicated.

## NORMATIVE PERCEPTIONS

A person's perception of what is normal behavior affects how they behave.

Our courses correct individual perceptions of peer alcohol and drug use with actual statistics, revealing their own misconceptions.

## RISK PERCEPTION

The perceived risk of an action affects a person's likelihood of participating in the action.

Our courses show individuals the negative consequences associated with high-risk behaviors like playing drinking games and driving after drinking a few beers; they see that hangovers, injuries, missed classes, legal consequences, substance dependency, and overdose can all result from high-risk behaviors.

**What do you like about alcohol?**

Please select all that apply to you.

- Alcohol helps me reduce stress
- Alcohol helps me relax
- I feel more confident
- I feel more spontaneous
- Drinking is now just a habit for me
- Alcohol helps me express my feelings more openly

**How do you spend your time?**

- ☐ Being with my Family
- ☐ Working
- ☐ Going to an art exhibit, concert, play, dance, or other performance

## CHALLENGING EXPECTANCIES

The motivation to engage in a behavior is driven by the desirability of the perceived outcome.

Our courses include interactive exercises that demonstrate the realities surrounding high-risk behavior and challenge their expected outcomes.

## BEHAVIORAL STRATEGIES

Adaptive and positive behavioral skills enable people to deal effectively with the challenges of everyday life.

Our courses teach a range of protective behaviors—setting limits, pacing drinks, avoiding isolation, being an empowered bystander, etc.—in order to equip students to make healthy decisions regarding alcohol, drugs, and relationships.





# ECHECKUP INTEGRATION

3rd Millennium has been the **exclusive provider of the eCHECKUP TO GO brief intervention tool** since 2003, integrating it directly into our courses. The personalized feedback it produces is integral to facilitating change.

Drawing on Motivational Interviewing and Social Norms Theory,<sup>[7,8]</sup> the eCHECKUP TO GO brief intervention is designed to motivate individuals to reduce their high-risk behavior using personalized feedback.

**Created by counselors and psychologists at San Diego State University**, this personalized, evidence-based intervention was designed originally to help college students examine and clarify their individual choices around alcohol and cannabis usage and receive personal feedback based on their answers.

## eCHECKUP TO GO

Individuals receive personalized feedback throughout the course. Their summary feedback report can also be viewed and printed upon completion of the course.





# PERSONALIZED FEEDBACK



Individuals receive personalized feedback throughout their interactions with the course. Upon completion of the course, they can print out their full, confidential **personalized feedback report**. In addition to personal use, many institutions combine our online courses with face-to-face meetings to which individuals bring their personalized feedback report in order to begin a motivational interviewing session, or an exit interview.

Upon completing a course, the student receives:

## *My Summary* PERSONALIZED FEEDBACK REPORT

My Summary helps **INDIVIDUALS** reflect on knowledge, beliefs, attitudes, and experiences and serves as an **action plan for change**.

My Summary is a tool for **ADMINISTRATORS** to determine the next steps for treatment and intervention for students.

**Conflict-Wise**

Summary Report for Roger Smith  
Program Completed on 06/08/2017

**Congratulations on completing Conflict-Wise!**  
This is a summary of the information you provided during the program. The goal is to give you information so that you can make changes that are right for you.

**About You**

**Your Behavior**  
You said that you engaged in the following behaviors:

**These behaviors can be considered aggressive:**

- Make fun of someone by text message
- Verbally threaten someone
- Overly criticize someone
- Point out another person's faults in front of a large group
- Stand over someone in a threatening manner
- Taunt someone
- Push someone
- Stare at someone in an intimidating manner
- Damage or destroy someone's personal belongings
- Insult someone
- Threaten to harm someone
- Threaten someone by text message

**These behaviors can be considered passive aggressive:**

- Spread false rumors about someone
- Exclude someone on purpose from a conversation you are having with a group
- Ignore someone on purpose
- Talk negatively about someone behind their back
- Create a mean nickname for someone
- Try to convince other people not to like someone
- Become friends with someone just to make another person feel bad
- Pretend you don't hear someone even when you do
- Be critical of someone, then tell them you are only joking
- Watch someone from a distance in a noticeable way with the goal of 'getting into their head'
- Forget to do something on purpose
- Gossip about someone

**These behaviors can be considered passive:**

- Tell someone that everything is fine even if you do not feel that way

**Conflict-Wise**

**Making a Change**

**Assertive Behaviors**

These behaviors can be considered assertive:  
- I notice that a peer is being picked on and step in to defend them

Assertive behaviors are healthy and the most likely to resolve conflict

**Your Tools for Responding to Conflict**

**Sight:**

- Look at a photo or souvenir from a favorite memory
- Look out the window
- Take a walk and enjoy the great outdoors
- Surround yourself with colors that lift your spirit
- Close your eyes and picture a peaceful and rejuvenating place

**Sound:**

- Listen to Music
- Turn on a soundtrack of nature - crashing waves or birds singing

**Smell:**

- Take a deep breath of clean, fresh air
- Make a coffee, inhale deeply

**Taste:**

- Chew a piece of gum
- Indulge in a small piece of dark chocolate

**Your Readiness for Change**

Beginning	End
fairly important	importance
fairly confident	confidence
	fairly important
	fairly confident



## Pricing for Courses for Adults

### PAYMENT OPTIONS

INDIVIDUAL COURSES \$75

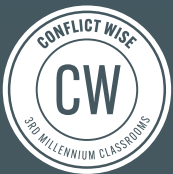


**MOST POPULAR!**

INDIVIDUAL PAYS ONLINE

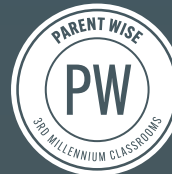
PREPAY

BILLED MONTHLY



#### CONFLICT WISE

Addresses impact of abusive behaviors and anger management.



#### PARENT WISE

Help your teen navigate difficult issues.



#### UNDER THE INFLUENCE

Online intervention for alcohol violations.



#### THC 101

Online intervention course for cannabis violations.



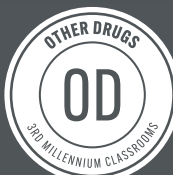
#### RED FLAGS

Training individuals to identify human trafficking victims and safely intervene.



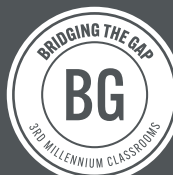
#### STOPLIFTING

Online intervention course for shoplifting violations.



#### OTHER DRUGS

Focuses on the effects, risks, and consequences of illicit drug use and prescription drug misuse.



#### BRIDGING THE GAP

Promoting safe communities through education on essential principles for creating a culture of respect and belonging.

### Staff Training

# Pricing for Courses for Juveniles



## PAYMENT OPTIONS

INDIVIDUAL COURSES \$75

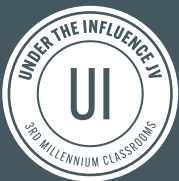


**MOST POPULAR!**

INDIVIDUAL PAYS ONLINE

PREPAY

BILLED MONTHLY



### UNDER THE INFLUENCE JV

Online intervention for alcohol violations.



### NICOTINE 101

Course on impact of smoking, vaping, and other nicotine-containing products.



### THC 101 JV

Online intervention course for cannabis violations.



### OTHER DRUGS

Focuses on the effects, risks, and consequences of illicit drug use and prescription drug misuse.



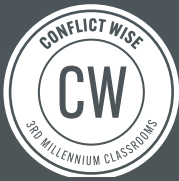
### STOPLIFTING

Online intervention course for shoplifting violations.



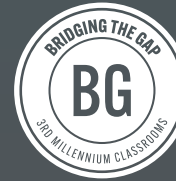
### WELLBEING 101

Course fostering mental health and wellness.



### CONFLICT WISE

Addresses impact of abusive behaviors and anger management.



### BRIDGING THE GAP

Promoting safe communities through education on essential principles for creating a culture of respect.



### RESPECT & RESOLVE

Title IX course that focuses on safe and healthy interpersonal relationships.



### DIGITAL CITIZENSHIP

This course focuses on developing digital literacy and fostering a positive online presence.



### TRUANCY 101

Helps students understand the personal, school, and legal consequences of skipping class.



# DATA REPORTING

*Real-time data analytics and visualizations at your fingertips.*



Reports and raw data can be downloaded easily for sharing or further research.

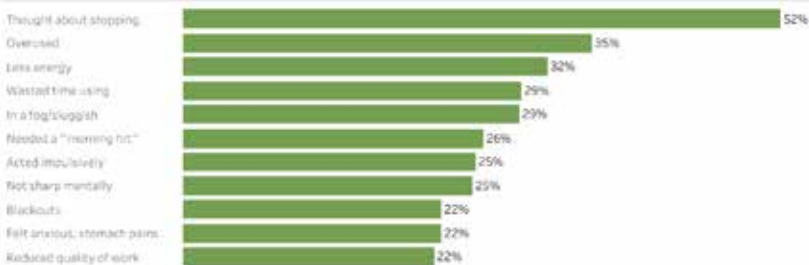


Visualize Likert scale responses

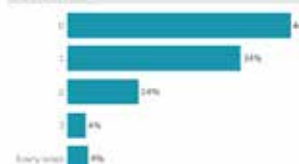
## NEGATIVE CONSEQUENCES

Cannabis User  
All

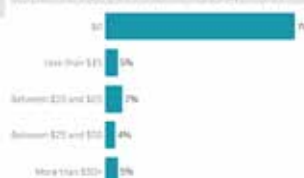
Indicate whether each item describes something that has happened to you in the past 6 months due to cannabis use. Showing 6 of 12 answers



In a typical month, how many weeks do you have an alcoholic drink?\*



How much do you spend on alcohol in a typical week?\*



Easily see main takeaways.

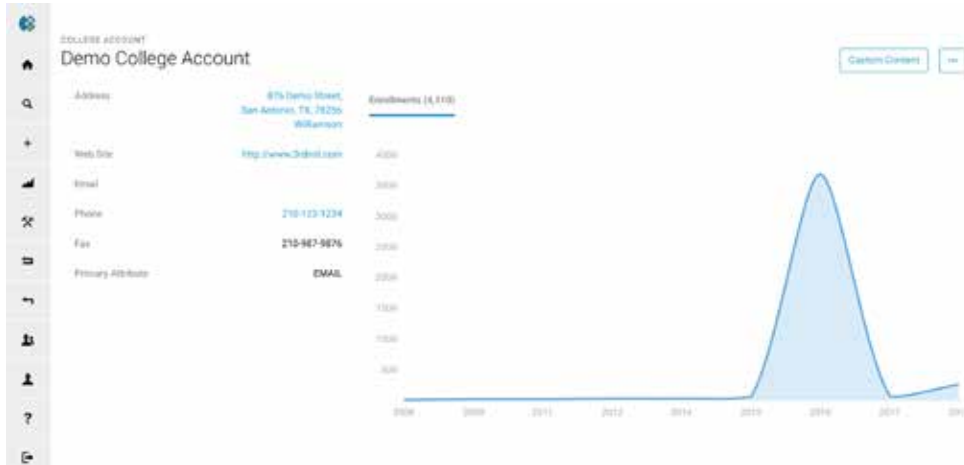


# STUDENT MANAGEMENT SYSTEM



Through the **Student Management System**, administrators can:

- access data reporting
- view student progress activity, and completion reports
- send email reminders in order to boost compliance rates
- add or delete students or administrative contacts
- resend student passwords



View account information, control numbers, and payment information.

## Email Students

The 'Email Students' form includes fields for 'Multiple Contacts Selected', 'Date' (06/01/2018), 'Student', and 'Remember'. It also has a 'To Address: See list below' field with 'demo@demo.net' and a 'BCC' field. A 'Preview Email' button is at the bottom right.

Send reminders to specific student groups with easy-to-use filters.

Internal controls allow for multiple administrators with different levels of access.

## Help Center Support

Welcome! You can raise a support request from the options provided or search for how-to articles using the search field in the top menu.

### Technical support

Need help logging in, continuing in a course, or troubleshooting some issue? Select this to request assistance.

### Reviewer questions

Reviewing a course as an administrator and want more information? Select this and we'll be happy to answer your questions.

The **Student Management System** can also be used to access the Motivational Interviewing training course, Facilitator's Guide, and support materials.



## Research References

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2. Doumas, D., et al. (2011). Decreasing heavy drinking in first-year students: Evaluation of a web-based personalized feedback program administered during orientation. *Journal of College Counseling*, 14(1), 5-20.
3. Krebs, C. P., Lindquist, C. H., Warner, T. D., Fisher, B. S., & Martin, S. L. (2007). The campus sexual assault (CSA) study: Final report. Washington, DC: National Institute of Justice, US Department of Justice.
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8. Perkins, H. W., & Berkowitz, A. D. (1986). Perceiving the community norms of alcohol use among students: some research implications for campus alcohol education programming\*. *International Journal of the Addictions*, 21(9-10), 961-976
9. Strohman, A., et al. (2015). Randomized controlled trial of computerized alcohol intervention for college students: Role of class level. *The American Journal of Drug and Alcohol Abuse: Encompassing All Addictive Disorders*. Retrieved from <http://www.tandfonline.com/eprint/TCf5z4wnD3YxYsv8YxPM/full>

## Our Partners



We are the exclusive provider of



Through our partnership with



Streamline Student Conduct  
Case Management With





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San Antonio, Texas 78256  
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