


Strategic Planning: Session #2

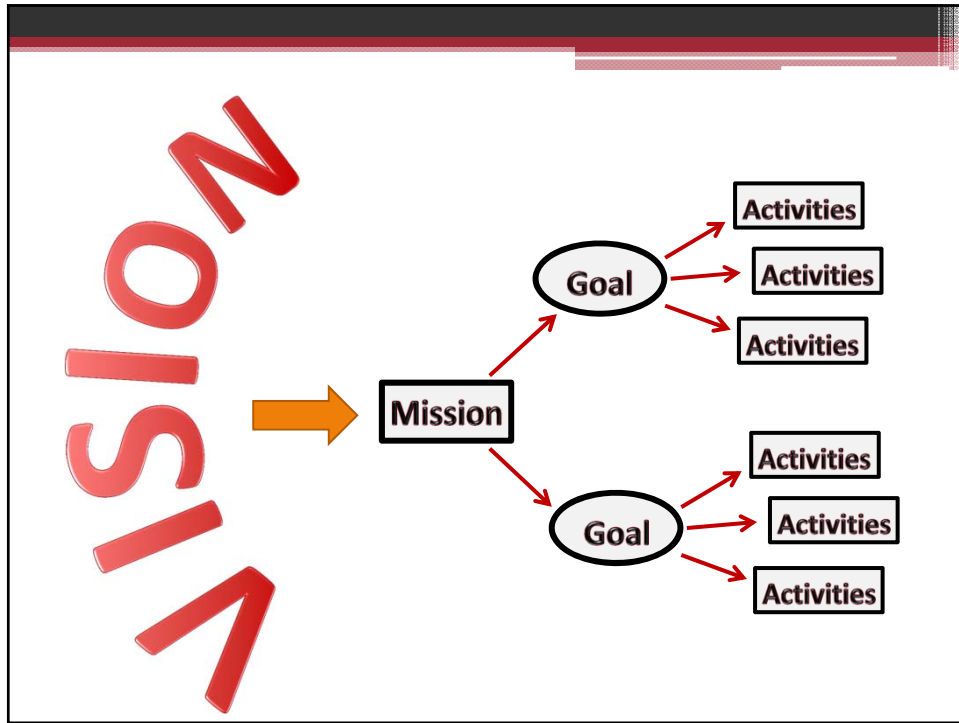
for Out of the Dark School Chapters

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Agenda for Today

- Develop vision statement
- Modify mission (if needed)
- Identify drug use at different schools
- Identify primary goals
- Get results of SWOT homework
- Develop activities to match the goals
- Develop timeline for activities
- Identify leadership for activities
- Identify needed funds and resources for activities



VISION

Vision

- Key components from last session:
 - In a perfect world...
 - Low levels of alcohol and drug use
 - Understand the dangers of drugs
 - Youth feel empowered
 - Youth have a voice about drugs
 - Understanding and education

Sample Vision Statement

- The vision of the Craighead County Out of the Dark School Chapters is
 - a community of students who are educated and empowered to live in a world free of substance abuse.
 - a drug-free environment in which students provide a united voice about the consequences of drug abuse.
 - ????????????????

MISSION

From the DFC Grant RFP...

Coalition Mission Statement

“...the principal mission of the coalition must be the **reduction and/or prevention of youth substance use.**”

Mission

The mission of the Craighead County Out of the Dark School Chapters is to educate and empower youth to develop a healthy lifestyle free of substance abuse for our... (*pick one or combine*)

- school community
- students and their families.

GOALS

How Do They Look Nationally?

School Chapter Goal: *[your goal here]*

Objective: *[Provide measurable objective]*

Strategy: *[Provide specific strategy]*

Activity	Who is responsible?	By when?

~adapted from 2013 DFC Grant RFA

Goals from last session (Set 1)

- Eliminate factors that contribute to drug addiction
- Prevent substance use
- More involvement from the schools, especially teachers (not just teaching)
- Show students the benefits of staying drug free—that you can still have fun without drugs

Goals from last session (Set 2)

- Increase protective factors of students in schools
- Increased understanding of factors that lead to (or trigger) drug addiction
- To combine with the coalition to educate policy makers
- Increase education in schools—make it part of the curriculum
- Increase parent/family involvement and understanding

Goals from last session (Set 3)

- Develop (increase) funding
- Develop resources for activities (community involvement)
- Reduce the appeal of drugs and alcohol (make it less 'cool')
- People need to know that there are resources available for them to help them deal with problems—they don't have to turn to using drugs.

Drug Use in Schools

- Identify the primary drugs used in schools from homework
- Identify (verify) primary drugs on which to focus
 - SAMHSA cares most about ...
 - Alcohol, tobacco, marijuana, & prescription drugs

Drug Use in Craighead County

8th Grade Drug Use in Craighead County (2010-2011)

	Alcohol	Marijuana	Inhalant	Prescription Drugs	Any Drug
Total Number of Students in Grade 8	973	973	973	973	973
Percent Using	27.6%	6.4%	8.1%	6.1%	17.8%
Number of Students Using	269	62	79	59	173

-Source: APNA

10th Grade Drug Use in Craighead County (2010-2011)

	Alcohol	Marijuana	Inhalants	Prescription Drugs	Any Drug
Total Number of Students in Grade 10	1186	1186	1186	1186	1186
Percent Using	54%	24%	13.9%	17%	36.8%
Number of Students Using	640	285	165	202	436

-Source: APNA

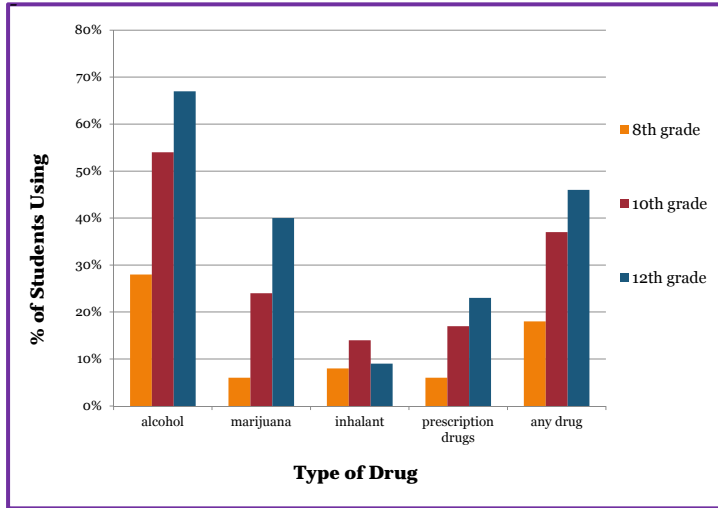
12th Grade Drug Use in Craighead County (2010-2011)					
	Alcohol	Marijuana	Inhalants	Prescription Drugs	Any Drug
Total Number of Students in Grade 12	946	946	946	946	946
Percent Using	67%	39.8%	8.8%	23.1%	46.4%
Number of Students Using	634	377	83	219	439

-Source: APNA

8th, 10th, and 12th Grade Drug Use in Craighead County (2010-2011)					
	Alcohol	Marijuana	Inhalant	Prescription Drugs	Any Drug
Total Number of Students	3105	3105	3105	3105	3105
Percent Using	50%	15%	11%	15%	34%
Number of Students Using	1543	464	327	480	1048

-Source: APNA

Drug Use Among Craighead County Students in 8th, 10th, and 12th Grades (2010-2011 APNA)



Estimated 8th - 12th Grade Drug Use in Craighead County (2010-2011)

	Alcohol	Marijuana	Inhalant	Prescription Drugs	Any Drug
Total Number of Students in Grades 8 - 12	5208	5208	5208	5208	5208
Estimated Percent Using	50%	15%	11%	15%	34%
Estimated Number of Students Using	2604	781	573	781	1770

-Source for total number of students: APNA

SWOT RESULTS

SWOT Results

- **Strengths**
 - Teacher support
 - ???????????

SWOT Results

- **Weaknesses**

- Student apathy
- Money
- Not being taken seriously
- Schools don't interact with each other
- Students in need lack involvement
- ??????????

SWOT Results

- **Opportunities**

- So many people to influence
- OTD will provide support
- More activities will generate more involvement
- ??????????

SWOT Results

- **Threats**

- Competing demands in schools
 - Common Core
 - Funding
 - Other interests & obligations (e.g., ball practice)
 - Bus ridership
- ???????

Development of Activities

Using Key Principles of Prevention:

- Know what the problem is and who you are trying to reach
- Find out what works
- Understand when and where drug use begins
- Stay on top of your program

Principles of Prevention:

Know What The Problem Is and Who You Are Trying To Reach

Address Appropriate Risk and Protective Factors for Substance Abuse in a Defined Population

- **Define a population.**
 - A population can be defined by age, gender, race, geography (neighborhood, town, or region), and institution (school or workplace).

Principles of Prevention:

Know What The Problem Is and Who You Are Trying To Reach (cont.)

- **Assess levels of risk, protection, and substance abuse for that population.**
 - The risk factors increase the risk of substance abuse, and protective factors inhibit the risk of substance abuse in the presence of risk.
 - Risk and protective factors can be grouped in domains ... and characterized as to their relevance to individuals, the family, peers, school, workplace, and community.

Principles of Prevention:

Know What The Problem Is and Who You Are Trying To Reach (cont.)

- **Focus on all levels of risk, with special attention to those exposed to high risk and low protection.**
 - Prevention programs and policies should focus on all levels of risk, but **special attention must be given to ...high risk and low protection** in a defined population.
 - **Population assessment** can help sharpen the focus of prevention.

Principles of Prevention:

Find Out What Works—and Use It

- **Use Approaches that Have Been Shown to be Effective**
 - **Reduce the availability of illicit drugs, and of alcohol and tobacco for the under-aged.** Community-wide laws, policies, and programs can reduce the availability and marketing of illicit drugs [and] the availability and appeal of alcohol and tobacco ...

Principles of Prevention:

Find Out What Works—and Use It (cont.)

- **Strengthen anti-drug-use attitudes and norms.**
 - Strengthen environmental support for anti-drug-use attitudes by sharing accurate information about substance abuse, encouraging drug-free activities, and enforcing laws, and policies related to illicit substances.

- **Strengthen life skills and drug refusal techniques.**
 - Teach life skills and drug refusal skills using interactive techniques that focus on critical thinking, communication, and social competency.

Principles of Prevention:

Find Out What Works—and Use It (cont.)

- **Reduce risk and enhance protection in families.**
 - Families strengthen these skills by setting rules, clarifying expectations, monitoring behavior, communicating regularly, providing social support, and modeling positive behaviors.

- **Strengthen social bonding.**
 - Strengthen social bonding and caring relationships with people holding strong standards against substance abuse in families, schools, peer groups, mentoring programs, religious and spiritual contexts, and structured recreational activities.

Principles of Prevention:

Find Out What Works—and Use It (cont.)

- **Ensure that interventions are appropriate for the populations being addressed.**
 - Make sure that prevention interventions, including programs and policies, are acceptable to and appropriate for the needs and motivations of the populations and cultures being addressed.

Principles of Prevention:

Understand When And Where Drug Use Begins

Intervene Early

- **Intervene early and at developmental stages and life transitions that predict later substance abuse.**
 - Such developmental stages and life transitions can involve biological, psychological, or social circumstances that can increase the risk of substance abuse.

Principles of Prevention:
Understand When And Where
Drug Use Begins (cont.)

- **Reinforce interventions over time.**
 - Repeated exposure to scientifically accurate and age-appropriate anti-drug-use messages and other interventions can ensure that skills, norms, expectations, and behaviors learned earlier are reinforced over time.

Principles of Prevention:
Understand When And Where
Drug Use Begins (cont.)

- **Intervene in appropriate settings and domains.**
 - Intervene in settings and domains that most affect risk and protection for substance abuse, including homes, social services, **schools, peer groups, workplaces, recreational settings, religious and spiritual settings, and communities.**

Principles of Prevention:

Stay On Top of Your Program

- **Manage Programs Effectively**
- **Ensure consistency and coverage of programs and policies.**
 - Implementation of prevention programs, policies, and messages for different parts of the community should be consistent, compatible, and appropriate.

Principles of Prevention:

Stay On Top of Your Program (cont.)

- **Train staff and volunteers.**
 - To ensure that prevention programs and messages are continually delivered as intended, training should be provided regularly to staff and volunteers.

Principles of Prevention:

Stay On Top of Your Program (cont.)

- **Monitor and evaluate programs.**
 - To verify that goals and objectives are being achieved, program monitoring and evaluation should be a regular part of program implementation.
 - When goals are not reached, adjustments should be made to increase effectiveness.

INTERVENTION PRINCIPLES

Intervention: MIDDLE SCHOOL

- Use a factual approach with junior high school students.
 - They should be told about the legal, physiological, and psychological consequences of substance abuse.
 - The adverse results of alcohol, tobacco, and marijuana use should receive considerable attention at this level.
 - The importance of positive decision making as it relates to the sometimes negative effect of peer pressure should be examined and discussed.
 - Peer pressure can be used to support either type of decision.
 - Roleplaying scenarios would be helpful in reinforcing this information.

Intervention: HIGH SCHOOL

- Research shows that teens rely on peers for accurate information on all important issues, including drugs.
- You have lots to say, and are both questioning and skeptical. So, it's important to tell the real truth, without exaggerating, because if teens sense that one bit of information is untruthful or exaggerated, you will tend not to believe any of it.
- Be prepared to be challenged and ready to back up your information with good sources.
- Don't forget to respect differing opinions, cultures, and experience levels.
- It would also be a good idea to get pointers from a trusted teacher or counselor about persuasive ways to deliver information to your peers.

NEXT STEPS

What Do **YOU** Want To Do?

- Nature of Drug Problem
- Selected Target
- Program
 - Activities from DEA (Handout)
 - Your activities??????????
- What goal do they serve?

Finalizing Plans

- Resources
 - Available
 - Needed
 - Budget
- Timeline--when
- Leadership--who
- Funds and Resources

SAMHSA's Strategic Prevention Framework



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