

# AT-A-GLANCE

In 2019, Healthcare Foundation of La Porte (HFL) launched Partners in Prevention (PiP), a three-year grant initiative to help La Porte County schools identify, implement, and sustain proven substance use prevention programs. All schools in La Porte County (accredited, K-12 public, parochial, and private schools) were invited to apply for grant funding to develop a sustainable framework for school-based prevention of substance use. HFL invested \$2.6 million for planning, implementation, technical assistance to the schools, and an evaluation of outcomes. 2023 marks the release of the full evaluation report, key findings, outcomes, and recommendations for sustainability.



HEALTHY MINDS  
INITIATIVE

**\$2.6M**  
TOTAL INVESTED

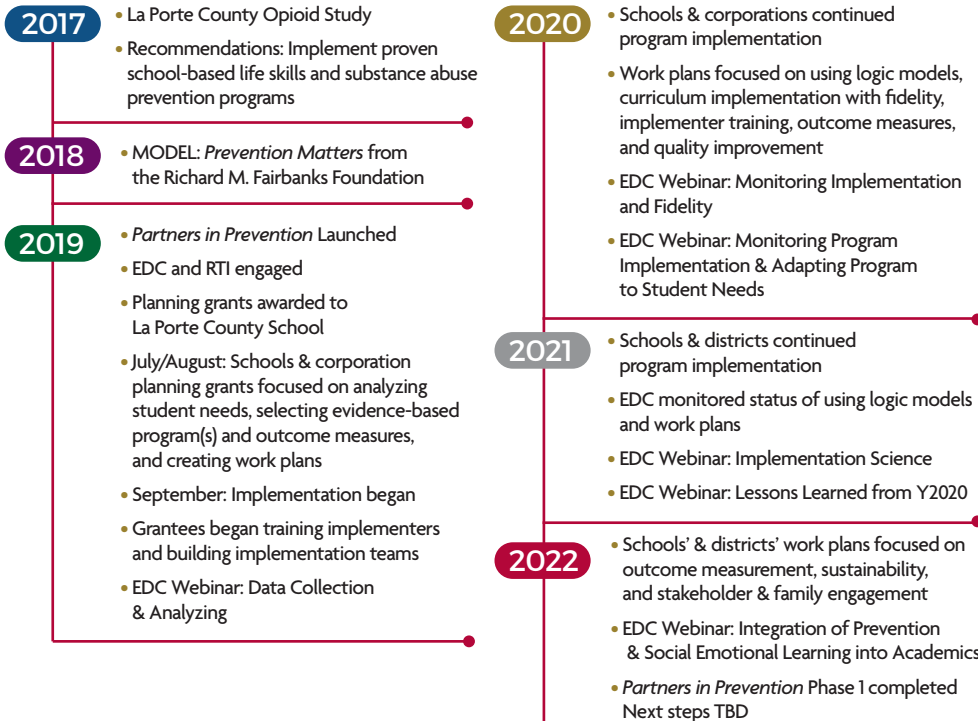


These proven programs equipped La Porte County students with skills that not only help them avoid drugs but also help improve their academic achievement, attendance, classroom behavior, and social and emotional well-being, and reduce bullying.

### Student Outcomes from PiP

- Increased perceived risk of substance use.
- Decreased favorable attitudes toward substance use, intention to use, and susceptibility to peer influence.
- Improved social emotional skills. (Increase in healthy interactions, and decreases in violent and other unhealthy interactions with others including parents, teachers, peers, romantic partners, and employers).
- Reduced initiation of substance use among students.
- Decreased substance use among students already using.
- Improved academic outcomes (grades, graduation rates, standardized test scores).
- Reduced school disciplinary issues (absences, suspensions, expulsions).
- Improved classroom climate.
- Embedded programs in schools and school culture.

## TIMELINE



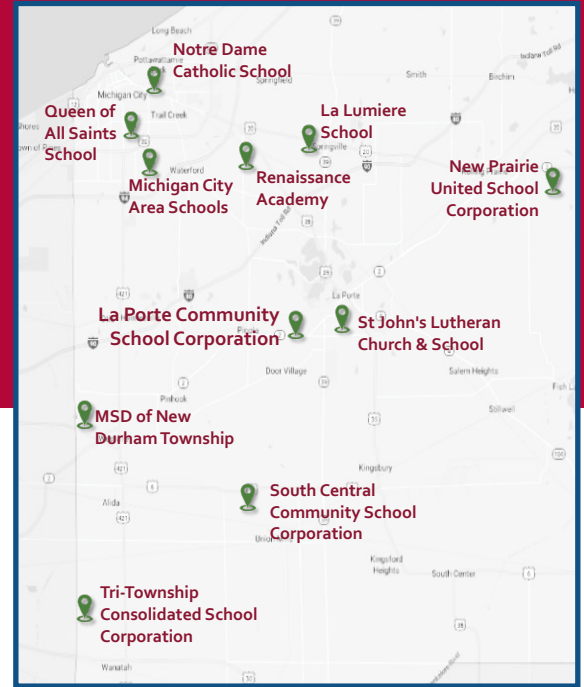
HFL worked with RTI International to examine the nature and quality of program implementation and to evaluate the outcomes of Partners in Prevention programs for students, teachers, and schools. This work aimed to help improve implementation quality, help stakeholders understand trends in outcomes, and inform future initiatives. HFL contracted the Education Development Center (EDC) to provide implementation technical assistance (TA) to Partners in Prevention grantees.

# PROGRAM IMPLEMENTATION

## Programs By School & Grade

The most commonly implemented programs were *Second Step* and *Botvin LifeSkills Training*.

Program	Total Teachers	Number of Elementary Schools	Number of Secondary Schools
Botvin LifeSkills Training	14	1	5
Conscious Discipline	13	1	0
Positive Action	11	1	0
Ripple Effects	1	1	0
Second Step: Elementary & Middle	280	21	4
School Connect	38	0	1
Too Good for Drugs	3	0	2
Too Good for Violence	2	2	0
<b>Totals</b>	<b>363</b>	<b>27</b>	<b>12</b>



## Quality of Implementation

**68%** Grant directors reported that teachers followed the curriculum guide "very closely" for 16 of the 19 programs.

**42%** 42% of teachers reported following the curriculum guide "very closely".

**50%** 50% of teachers reported following the curriculum guide "somewhat closely" and adapting materials as appropriate.

**6%** 6% of teachers reported not following the curriculum guide closely and frequently changed the material.

**2%** 2% of teachers reported not using the curriculum guide.

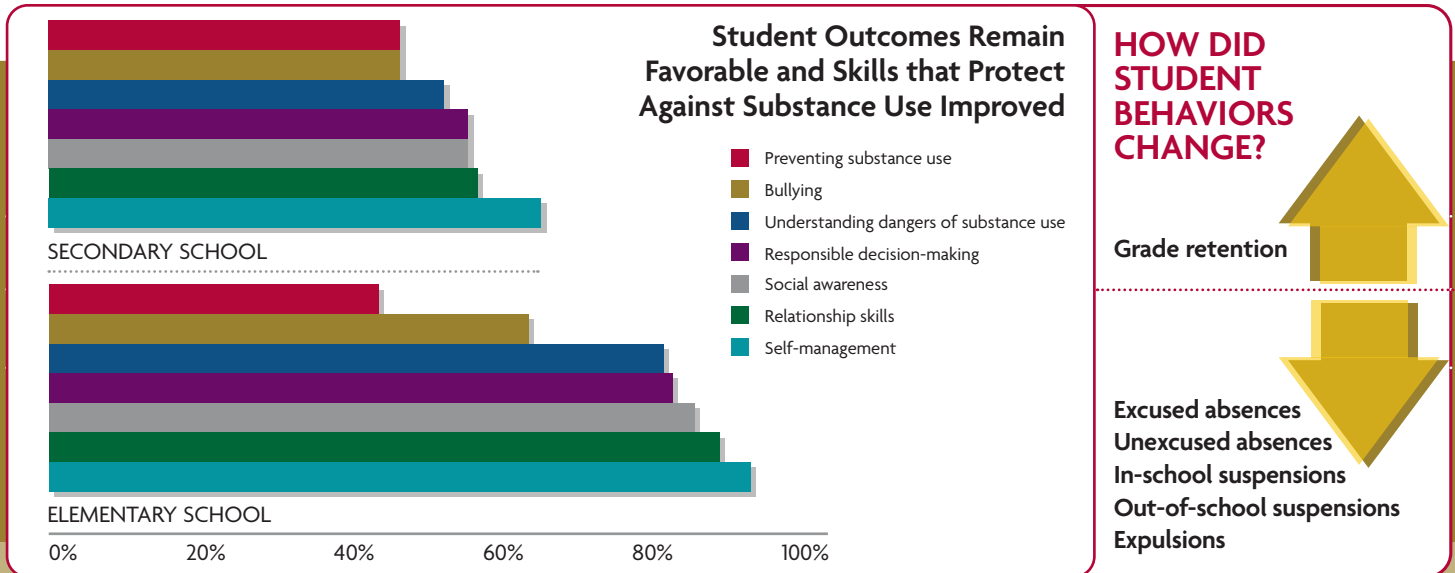


**92% Year 3**  
**89% Year 2**

In total, 92% of teachers "overly closely" or "somewhat closely" followed the curriculum guide in Year 3, compared with 89% in Year 2.

# IMPACT

Evidence-based prevention programs delivered through the PiP initiative have resulted in building skills that have proven to prevent substance use.



On average, teachers rated the benefit of Social Emotional Learning (SEL) Programming to students at 85% and any substance use prevention program at 75%, each 3% higher than the year prior.



DURING OUR BOTVIN LESSONS, STUDENTS OPENED UP AND JOINED THE DISCUSSIONS AND SHARED SOME OF THEIR OWN PERSONAL STORIES. SOME STUDENTS WHO TENDED TO BE MORE ON THE SHY OR RESERVED SIDE BECAME MORE ANIMATED DURING LIVELY TOPICS OF DISCUSSION.”

— Teacher, Tri-Township Consolidated School Corporation



## Improved Student Peer Relations

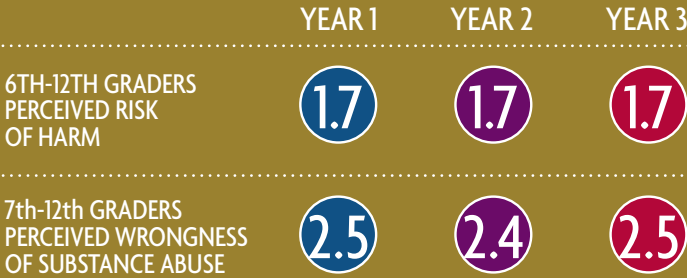
Classroom Climate Dimension (subscale)	Sample Item	Mean Score			YEAR 1 VS. YEAR 3 Difference
		YEAR 1	YEAR 2	YEAR 3	
Student satisfaction	Students are happy with the class	3.80	3.86	3.91	↑
Peer relations	All students in the class get along well with each other	3.01	3.38	3.33	↑
Classroom difficulty	Only the brightest students can do all the work	2.33	2.30	2.16	↓

1 = strongly disagree; 2 = disagree; 3 = neither agree or disagree; 4 = agree; 5 = strongly agree

# IMPACT

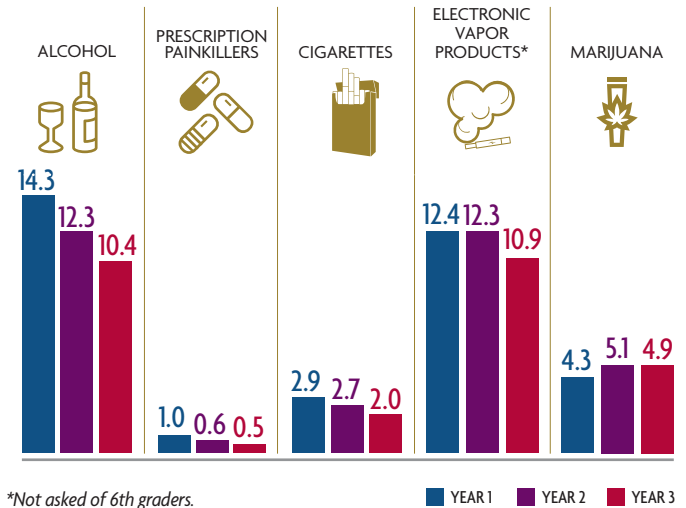
## Perceived Level of Harm and Wrongness of Substance Abuse

0 = Not at all wrong, 3 = Very wrong



Note: Sixth-graders did not report on favorable attitudes toward substance abuse. Findings from the 2022 Indiana Youth Survey La Porte County Youth

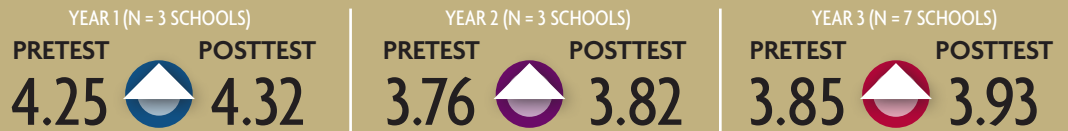
## Percentage of Students in Grades 6-12 Reporting Past 30-Day Substance Use



\*Not asked of 6th graders.

Findings from the 2022 Indiana Youth Survey La Porte County Youth

## Changes in Student Disapproval of Substance Use from Pretest to Posttest Scores



Findings from the 2022 Indiana Youth Survey La Porte County Youth

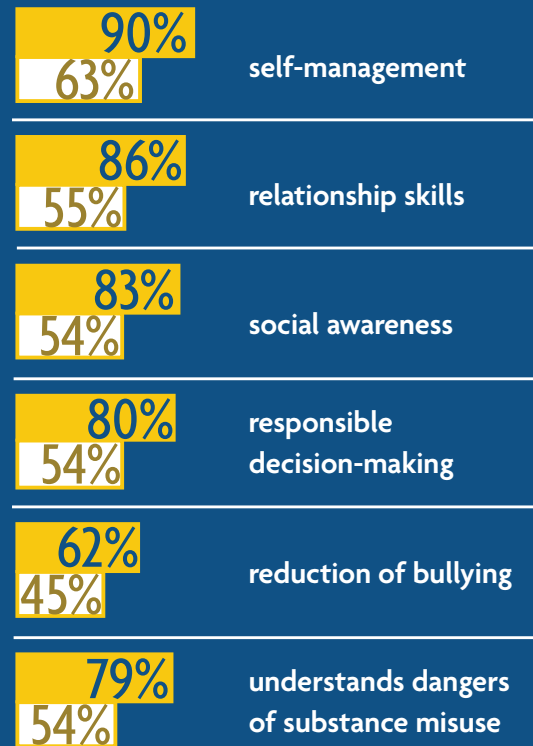
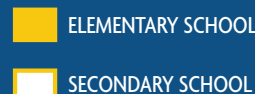


I LOVE THE 6TH GRADERS' HONESTY, QUESTIONS, AND SHARING DURING OUR BOTVIN LIFESKILLS TIME. THEY WERE VERY ENGAGED DURING THE SMOKING INFORMATION AND ADVERTISING LESSON. STUDENTS SEEM AWARE OF THE DANGERS OF SMOKING AND SHARED HOW CONCERNED THEY ARE FOR RELATIVES WHO SMOKE. WE HAD A LIVELY DISCUSSION ON WHERE THEY SEE ADVERTISING AND WHAT THE ADVERTISING IS TRYING TO DO."

— Teacher, Michigan City Area Schools

## Partners in Prevention helped students develop needed life skills to protect against substance use and misuse.

The most significant impact of PiP programming since the project's inception as identified by teachers included the program's positive impact on empathy, self-regulation, and problem-solving. Also, a number of teachers commented that the program created time for reflection and helped students to learn about themselves and gain awareness of their emotions.





# LESSONS LEARNED & RECOMMENDATIONS



## Recommendations from RTI International (PiP Evaluator)

- ✓ Establish structures to train and coach new and current teachers.
- ✓ Build time into annual calendars for training, planning, and implementation.
- ✓ Protect time for lesson planning and delivery.
- ✓ Provide teachers with student engagement strategies.
- ✓ Offer forums for teachers to share lessons learned and successes.
- ✓ Integrate the prevention/SEL program into schools' multi-tiered systems of support (MTSS).
- ✓ Use data to direct focused interventions for students who may need additional SEL support.
- ✓ Continuously examine implementation and outcome data to refine approaches.
- ✓ Share results and success stories with key stakeholders internal and external to the school system.
- ✓ Create stable long-term budget supports.
- ✓ Dedicate a role in the school to ongoing program monitoring and evaluation to maintain accountability and fidelity.

## Key Recommendations from Grant Directors

- 1 Guarantee a significant planning phase for success of implementation.
- 2 Involve key staff in initial decision-making in the planning phase.
- 3 Identify staff and teachers who are committed to the programs.
- 4 Secure buy-in from school leadership, teachers, and other stakeholders.



I HAVE HEARD MANY STUDENTS NAMING THEIR EMOTIONS IN OUR SCHOOL, AND I THINK *SECOND STEP* IS REALLY CONTRIBUTING TO THAT. WE REALLY LOVE THE PROGRAM!"

— Teacher, St. John's Lutheran School

# FINDINGS FROM THE 2022 INDIANA YOUTH SURVEY (INYS)

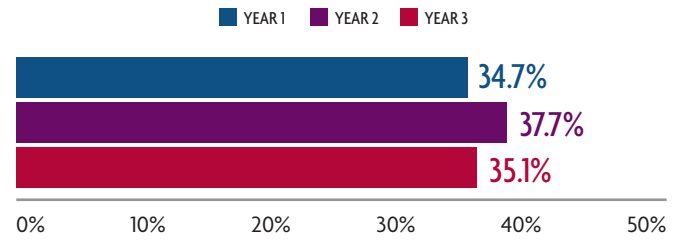
**Q** During the past 12 months did you ever feel so sad and hopeless almost every day for two weeks or more in a row? Rates of depression were largely unchanged across all three years.

**CRAFFT:** A substance use screening that indicates the percentage of students in our community who are at greater risk of developing alcohol- or drug-related disorders.

CRAFFT	AGE IN YEARS						
	12	13	14	15	16	17	18
0 - 1 Positive responses	95.4%	94.7%	93.1%	88.3%	87.3%	83.4%	77.6%
2+ Positive responses*	4.6%	5.3%	6.9%	11.7%	12.7%	16.6%	22.4%

\*2+ Positive responses indicates high risk.

## Depressive Symptoms, Students in Grades 6-12



## Average Age of First-Time Use

CIGARETTES



12.23

VAPING



13.22

ALCOHOL



12.45

MARIJUANA



13.11

INHALANTS



12.61

Rx NOT PRESCRIBED



12.42



OUR PROGRAM, *TOO GOOD FOR DRUGS*, WAS VERY ENGAGING AND WELL ROUNDED. IT COVERED A WIDE RANGE OF SITUATIONS AND SKILLS THAT WILL PREPARE THE STUDENTS FOR REAL LIFE ISSUES LIKE SUBSTANCE ABUSE.”

— Teacher, South Central Community School Corporation

## SUSTAINABILITY



of grantees continued delivering PiP in 2023

### Key Elements of Sustainability

- Acquire financial commitment from school administration and apply for state/federal grants.
- Embed programs into school culture and academics.
- Purchase multi-year curriculum licenses and materials when extra funding is available.
- Prepare to train new teachers to deliver programming as staff changes.
- Secure and maintain buy-in from students, teachers, staff, and other stakeholders.
- Use common program language through the school/system.

Nineteen programs were implemented across all grantees in Year 3. In January, grant directors reported plans to continue 12 of the programs (63%), and five (26%) reported ‘maybe’ will continue same program. Two (11%) reported that they would not continue same program but planned to deliver another evidence-based prevention program.

## CELEBRATE!

The need for prevention and social-emotional programming for elementary through high school is great! School-based prevention programs play a pivotal role in reducing substance use. This timely Partners in Prevention initiative



enabled 11 grantees to establish vital, evidence-based programs for current and future students in La Porte County, Indiana.



A SIBLING GROUP OF BROTHERS HAVE ALL BENEFITED THROUGH NOT ONLY *SECOND STEP LESSONS* BUT CLASSROOM COUNSELING, ALLOWING THEM TO DEVELOP STRONGER RELATIONSHIPS WITH EACH OTHER AND THEIR FAMILY.”

— Teacher, La Porte Community School Corporation