MODEL PREVENTION PLAN 2

14. ASSESSMENT. Assessment involves the systematic gathering and examination of data related to substance abuse and related problems, as well as related conditions and consequences in the community. Assessing the problems means pinpointing where the problems are in the community, as well as the populations that are affected. It also means examining the conditions within the community that put it at risk for problems, and identifying conditions that now or in the future could protect against the problems. Based on the assessment of need, resources, and readiness, this will help you identify the priority(ies) on which to focus prevention efforts.

List the Supporting Data next to the Data Source that supports Assessment of Need.

AEOW Epidemiological
As of 2012 every county in Region 3 is a "wet county" meaning that they sell alcohol. The leading contributors to Years of Potential Life Lost due to alcohol related premature deaths between the years of 2001 and 2005 were acute causes, specifically motor –vehicle accidents, homicide, and suicide. The percentage of persons 12 years or older in Lee County needing treatment for alcohol abuse or dependence (but did not receive it) between 2006-2008 was 5.9% and the state percentage was 5.7%. The percentage of youth in Lee County that reported driving a car after or while drinking alcohol increased with grade level every year consistently in 2009-2010.

AYP
The state is **no longer using AYP to measure academic achievement for schools. Our local schools provided the following information which is the most current information available**.
West Forrest Intermediate School in Opelika did make AYP for the 2011-2012 school year.
Opelika Middle School did **not** make AYP for the 2011-2012 school year.
Opelika High School did **not** make AYP for the 2011-2012 school year.
Auburn High School, Auburn Junior High School, Drake Middle School, West Forrest Intermediate School and Yarbrough Intermediate School all made AYP for the 2011-2012 school year.

Census Data – include poverty rate, population statistics here?
As of 2011 Lee County has 20.7% of children living in poverty.
As of 2013 Lee County has an estimated population of 150,933.
From April 1, 2010 to July 1, 2013, there has been an increase in population of 7.6%.
As of 2012 Lee County's population of persons under 18 years of age was 21.7%.

Community Mapping
According to the National Collegiate Health Assessment sponsored by the American College Heath Association, Auburn's DUI rate was 36.9% compared to the National Level of 24.4%. This survey was administered in the Spring of 2010.
A box of 645 confiscated fake ID's from one alcohol vendor were counted, and the vendor reported that an unidentified number had already been shredded. It is estimated that no less that 1000 fake ID's have been confiscated across the city of Auburn.

Compliance Data (ABC)
125 compliance checks and 7 sales (September 2013)

Free and Reduced Lunch Data
Opelika City Schools has a 59.02% free lunch rate and a 6.32% reduced lunch rate, for a total of 65.34% free/reduced lunch rate.
Auburn City Schools has a 25.13% free lunch rate and a 4.36% reduced lunch rate, for a total of 29.49% free/reduced lunch rate.

Juvenile Arrests
There were 68 Juvenile Violent Crime Petitions filed in Lee County in 2012.

Kids Count
As of the last publishing (2011) Lee County has 20.7% of children living in poverty.

Local CPC Assessment
As of 2013 the local CPC Needs Assessment identified 3 Priorities:
1. Early Intervention to improve the health of the children and families in Lee County
2. Increased intervention and accountability for drug and alcohol use to create a stable and safe home for the children of Lee County.
3. Available resources for families of special needs children.

Police Incidence Report

PRIDE
This data is not collected in our county anymore. Based on data gathered through 1428 Youth Surveys and 121 Adult Surveys, Auburn, Opelika and Lee County have a significant problem with underage drinking. The youth surveys had the largest response from 8th, 9th, and 10th graders across both towns.
Among Auburn high school students, 43% indicated that they had drank alcohol, with 9% reporting that they drank at least once a month and up to once a day. In Auburn, 32% indicated that they had smoked marijuana, 10% admitting to smoking on a daily to monthly basis. Among Opelika High School youth, 41% indicated that they had drank alcohol, with 7% reporting use daily to monthly Among Opelika High School youth, 34% indicated that they had smoked marijuana, with 13% reporting daily to monthly use.
Notably, there is a 20% increase in use of alcohol and marijuana between junior high school and high school in both Auburn and Opelika.
Among Auburn and Opelika youth in grades 9 through 12, over half report that alcohol and marijuana are easy to get. Over half of those in grades 9 through 12 who report drinking alcohol are most likely to report that they get it from their own homes. Adults were most likely to report that minors got alcohol from a friend's home rather than their own home.
In terms of perception of harm, Auburn and Opelika High School youth are twice to three times as likely to view marijuana as NOT HARMFUL than they are alcohol.
Among Auburn and Opelika High School youth, 23 to 28% of youth report that their parents either approve of them using alcohol or they aren't sure if their parents approve.
In Opelika, 19% of adults surveyed reported that they would rather their child drink at home.
In Lee County, adults report much higher incidence of adults serving alcohol to minors (77%).
In all areas, less than half the adults surveyed indicated that they would report to the police if they knew of an adult hosting a party and serving alcohol to minors.
Over half of the adults surveyed believe that parents can be more effective in preventing underage

drinking than schools, religious institutions or the police. Almost of those surveyed felt that a coalition could be effective in preventing underage drinking.

Almost 1 in 4 adults reported that they believed their child had ridden in a car with someone who had been drinking. Interestingly, the same percentage reported that they themselves had ridden in a car with someone who had been drinking.

Recommendation for further study:

Break surveys out by grade level; Survey parents of youth from the same schools; Ask the same questions of youth and parents.

(SEE ATTACHMENT)

Student Incident Reports

Auburn High School (10th through 12th grades) had 392 incident reports during the 2012-2013 school year.

Auburn Junior High School (8th and 9th grades) had 301 incident reports for the 2012-13 school year.

Auburn Elementary schools reported 79 incident reports for the 2012-13 school year.

Drake Middle School (6th and 7th grades) reported 300 incident reports for the 2012-13 school year.

Opelika High School (9th through 12th grades) reported 1287 incident reports for the 2012-13 school year.

Opelika Middle School (grades 6th through 8th) reported 1105 incident reports for the 2012-13 school year.

Vendor Density (ABC)

From 2011 to September 2013 we have had an increase of 74 new alcohol licenses, bringing our total from 357 to 431.

Other, specify

15. CAPACITY. Communities must have the capacity—that is, the resources and readiness—to support the prevention programs, policies, and strategies they choose to address identified substance abuse problems. Capacity will not only improve the effectiveness of prevention activities in the short term, but also help to ensure the sustainability of prevention efforts. Capacity building involves mobilizing human, organizational, and financial resources to meet project goals.

List the Community Partner/Stakeholder and the Service(s) they provide.

Community Partner/Stakeholder

Drake Middle School Principal: **Sandy Resa; Assistant Principal**: **Duriel Barlow**: Assist with identifying community needs through dissemination of the youth surveys; assist with planning prevention programs; provide space and resources for programs.

Auburn Junior High School Principal: **Shannon Pignato and Assistant Principal**: **Liz Kenemer:** Active coalition partners; participate in needs assessment and prevention planning; provide space and resources for programs.

Yarbrough Elementary Principal: Pete Forster; Counselor: Mary Richburg (she retired last spring): Provides space and resources for prevention programs.

Wrights Mill Road Elementary School Principal: Lynda Tremaine; Counselor: Sheryl Smith: Provide assistance with needs assessment; space and resources for prevention programs

Auburn City Schools Assistant Superintendent of Curriculum and Instruction: Cristen Herring: Assists with needs assessment for community; actively involved in development of

prevention plan; provides space, coordination, and resources for programs.

West Forest Intermediate Principal: Brad Hunter and Counselor: Tasha Crawford: Provide assistance with needs assessment; provides space and resources for prevention programs

Boys and Girls Club of Greater Lee County, Director: Wanda Lewis : Provides assistance with planning prevention programs; space and resources for prevention programs

Opelika Middle School Principal: Keith York: Provides assistance with needs assessment; assists with planning prevention programs; provides space and resources for prevention programs

Opelika High School Principal: Farrell Seymore, and Activities Coordinator: Amber Landers : Provide assistance with needs assessment; assist with planning prevention programs; provide space and resources for prevention programs

Opelika City Schools, Federal Programs Coordinator: Heidi Goertzen: Assists with data collection for needs assessment and collaborates in planning of prevention programs.

Auburn University, Director of Health Promotion and Wellness Services Division of Student Affairs: Eric Smith Member of Lee County CARES coalition; provides assistance with needs assessment and planning for prevention programs; assists with community and environmental initiatives; Panelist for Lee County Town Hall Meeting on the Prevention of Underage Drinking

Lee County Juvenile Court, Chief Probation Officer and Lee County Children's Policy Council Chair: Pam Seidler: Assists in coordination of prevention services; assists with data collection for prevention plan; Member of Lee County CARES coalition; Panelist for Lee County Town Hall Meeting on the Prevention of Underage Drinking

ABC Board Representative: Sergeant Todd Hall and other ABC agents locally: Assists in coordination of prevention services; assists with data collection for prevention plan; Member of Lee County CARES coalition, Panelist for Lee County Town Hall Meeting on the Prevention of Underage Drinking

EDUCATION #1 LIFE SKILLS

1. Focus of efforts for this strategy.

☒ **High-risk youth**

☐ **Youth in tribal communities**

☐ **Military families**

☐ **Other:**

2. Select the priority(ies) of focus for this strategy.

☒ **Reduce and/or prevent underage drinking.**

☒ **Reduce and/or prevent prescription drug misuse, use, and abuse.**

☐ **Address prevention across the lifespan (emphasis on high risk youth and/or baby boomers).**

Prevent suicides and attempted suicides (emphasis on populations at high risk, especially military families, LGBTQ youth, and American Indians and Alaska Natives).

☒ **Build emotional health through utilization of mental health wellness and promotion, preventing or delaying the onset of, and mitigating symptoms and complications from substance abuse and mental illness.**

3. Select the Risk Factor(s) that are applicable to the target priority for this strategy.

☒ **Availability of Drugs**

☒ **Availability of Firearms**

☒ **Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime**

☒ **Media Portrayals of Violence**

☒ **Transitions and Mobility**

☐ **Low Neighborhood Attachment and Community Disorganization**

☐ **Extreme Economic Deprivation**

☒ **Family History of the Problem Behavior**

☒ **Family Management Problems**

☒ **Family Conflict**

☒ **Favorable Parental Attitudes and Involvement in the Problem Behavior**

☒ **Early and Persistent Antisocial Behavior**

☒ **Academic Failure Beginning in Late Elementary School**

☒ **Lack of Commitment to School**

☒ **Alienation and Rebelliousness**

☒ **Friends Who Engage in the Problem Behavior**

☒ **Favorable Attitudes Toward the Problem Behavior**

☒ **Early Initiation of the Problem Behavior**

☐ **Constitutional Factors**

4. PLANNING. Planning is pivotal to prevention success. Planning will increase the effectiveness of prevention efforts—by focusing energy, ensuring that staff and other stakeholders are working toward the same goals, and providing the means for assessing and adjusting programmatic direction, as needed. If done carefully, planning will also make future evaluation tasks much easier. Planning involves the creation of a comprehensive plan with goals, objectives, and strategies aimed at meeting the substance abuse prevention needs of the community.

Select the Target Population(s) that are applicable to the target priority for this strategy.

☒ **Caucasian**

☒ **African American**

☐ **Native Hawaiian/Other Pacific Islander**

☒ **Asian**

☐ **American Indian/Alaska Native**

☒ **More than one race**

☒ **Race not known or other**

5. Identify the most appropriate IOM group identifier for the selected target population. Universal (General Population), Selected (Population with Higher Risk), Indicated (High Risk Individual).

☒ **Universal**

☐ **Selected**

☐ **Indicated**

6. PLANNING. Briefly detail the plan for the target priority for this strategy: (to include the Evidence-Based Program/Practices as applicable). Please note that you will outline your goal(s), objective(s), and activities in questions that follow.

Life Skills
Auburn High School (grades 10 through 12)
Drake Middle School (grades 6 & 7)

LifeSkills is an evidence- based curriculum that helps kids resist drug, alcohol, and tobacco use. The LifeSkills Training program also effectively supports the reduction of violence and other high-risk behaviors. This program is designed to offer "booster" classes for up to 3 grades after middle school.

7. IMPLEMENTATION. Implementation is where the rubber hits the road—it's where you do what you've said you're going to do. The focus in on carrying out the various components of the prevention plan, as well as identifying and overcoming any potential barriers. Identify your goal for the target priority for this strategy.

Goal 1: EAMH will provide up to 28 sessions of Life Skills curriculum to 6th & 7th graders at Drake Middle School, and 10th through 12th grades at Auburn High School.

8. Identify your objective(s) for the target priority for this strategy based on the goal listed above.

Objective 1: EAMH will meet with school personnel to develop the schedule for services by October 22, 2014.

Objective 2: EAMH will provide weekly sessions at Drake Middle School and Auburn High School for a minimum of 18 weeks, beginning October, 2014 and continuing through May, 2015.

Objective 3: EAMH will provide a summary of sessions provided, topics covered, and results of Pre-Post Tests for each school by June 30, 2015.

9. Identify the activities that will address the objective listed previously for the target priority for this strategy.
Activities:

☒ **Community service activities**

☒ **Interactive technologies**

☐ **Community and volunteer workshops**

☐ **Parenting and family management classes**

☒ **Ongoing classroom and/or small group sessions**

☒ **Peer leader/peer helper programs**

☒ **Education programs for youth groups**

☒ **Children of substance abusers groups**

☒ **Life skills**

10. Identify the evidence based curriculum(s) that will be utilized for this strategy.

Life Skills

11. Identify the community size for the target priority for this strategy.
Community Size:

☐ **0 - 5,000**
☐ **5,001 - 10,000**
☐ **10,001 - 20,000**
☐ **20,001 - 30,000**
☐ **30,001 - 40,000**
☐ **40,001 - 50,000**
☒ **50,001 or more**

12. Identify the community type for the target priority for this strategy.
Community Type:

☐ **Rural: of, relating to, or characteristic of the country or country life.**
☒ **Urban: of, pertaining to, or designating a city or town.**
☐ **Suburban: pertaining to, inhabiting, or being in a suburb or the suburbs of a city or town.**

13. Identify the city and county for the target priority for this strategy.
City and County:

Auburn City Lee County

14. EVALUATION. Evaluation is the systematic collection and analysis of information about program activities, characteristics, and outcomes to reduce uncertainty, improve effectiveness, and make decisions. Evaluation helps organizations recognize what they have done well and what areas need improvement.

Identify specific performance indicators in a bulleted format that will be used to determine if the stated goals are achieved.
Examples:
Increase in the number of education programs for UAD for youth in Montgomery county; and Increase in peer education on UAD in city of Pike Road.

Performance Indicator 1: EAMH will document the date, time and location of each session

Performance Indicator 2: EAMH will administer a Pre- and Post- Test to each group

Performance Indicator 3:

15. EVALUATION. Identify how you will collect and measure change(s) in each performance indicator in a bulleted format.

Identify how you will collect and measure change(s) in each performance indicator in a bulleted format.
Examples:
Establish a baseline of the number of UAD programs for youth in Montgomery County during FY12;

Increase the number of UAD programs for youth in Montgomery County by 20%.
Establish a baseline of the number of UAD peer education programs for youth in Pike Road
during FY12;
Increase the number of UAD peer education programs for youth in Pike Road during FY12.

Description of Collecting and Measuring Changes in Performance Indicator:

The number of sessions provided and the scores on the pre- and post- tests will serve as the
performance indicators.

EDUCATION #1 B Life Skills (Selected)

1. Focus of efforts for this strategy.

☒ **High-risk youth**

☐ **Youth in tribal communities**

☐ **Military families**

☐ **Other:**

2. Select the priority(ies) of focus for this strategy.

☒ **Reduce and/or prevent underage drinking.**

☒ **Reduce and/or prevent prescription drug misuse, use, and abuse.**

☐ **Address prevention across the lifespan (emphasis on high risk youth and/or baby boomers).**

☐ **Prevent suicides and attempted suicides (emphasis on populations at high risk, especially military families, LGBTQ youth, and American Indians and Alaska Natives).**

☒ **Build emotional health through utilization of mental health wellness and promotion, preventing or delaying the onset of, and mitigating symptoms and complications from substance abuse and mental illness.**

3. Select the Risk Factor(s) that are applicable to the target priority for this strategy.

☒ **Availability of Drugs**

☒ **Availability of Firearms**

☒ **Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime**

☒ **Media Portrayals of Violence**

☐ **Transitions and Mobility**

☐ **Low Neighborhood Attachment and Community Disorganization**

☐ **Extreme Economic Deprivation**

☒ **Family History of the Problem Behavior**

☒ **Family Management Problems**

☒ **Family Conflict**

☒ **Favorable Parental Attitudes and Involvement in the Problem Behavior**

☒ **Early and Persistent Antisocial Behavior**

☒ **Academic Failure Beginning in Late Elementary School**

☒ **Lack of Commitment to School**

☒ **Alienation and Rebelliousness**

☒ **Friends Who Engage in the Problem Behavior**

☒ **Favorable Attitudes Toward the Problem Behavior**

☒ **Early Initiation of the Problem Behavior**

☐ **Constitutional Factors**

4. PLANNING. Planning is pivotal to prevention success. Planning will increase the effectiveness of prevention efforts—by focusing energy, ensuring that staff and other stakeholders are working toward the same goals, and providing the means for assessing and adjusting programmatic direction, as needed. If done carefully, planning will also make future evaluation tasks much easier. Planning involves the creation of a comprehensive plan with goals, objectives, and strategies aimed at meeting the substance abuse prevention needs of the community.

Select the Target Population(s) that are applicable to the target priority for this strategy.

☒ **Caucasian**

☒ **African American**

☐ **Native Hawaiian/Other Pacific Islander**

☐ **Asian**

☐ **American Indian/Alaska Native**

☒ **More than one race**

☒ **Race not known or other**

5. Identify the most appropriate IOM group identifier for the selected target population. Universal (General Population), Selected (Population with Higher Risk), Indicated (High Risk Individual).

☐ **Universal**

☒ **Selected**

☐ **Indicated**

6. PLANNING. Briefly detail the plan for the target priority for this strategy: (to include the Evidence-Based Program/Practices as applicable). Please note that you will outline your goal(s), objective(s), and activities in questions that follow.

The following Evidence Based Curriculum will be utilized in the schools listed below for small group sessions. These students are identified by school personnel as having more

than two incidents (behavior) that require some school (and mental health) Prevention Services within 2 months:
Life Skills
Auburn Jr. High (grades 8 & 9)
Auburn High School (grades 10 through 12)

LifeSkills is an evidence- based curriculum that helps kids resist drug, alcohol, and tobacco use. The LifeSkills Training program also effectively supports the reduction of violence and other high-risk behaviors. This program is designed to offer "booster" classes for up to 3 grades after middle school.

7. IMPLEMENTATION. Implementation is where the rubber hits the road—it's where you do what you've said you're going to do. The focus in on carrying out the various components of the prevention plan, as well as identifying and overcoming any potential barriers. Identify your goal for the target priority for this strategy.

Goal: EAMH will provide up to 28 sessions of Life Skills curriculum to 8th and 9th graders at Auburn Jr. High School and 10th through 12th graders at Auburn High School for small groups.

8. Identify your objective(s) for the target priority for this strategy based on the goal listed above.

Objective: EAMH will meet with school personnel to develop the schedule for services by October 22, 2014.

Objective: EAMH will provide weekly sessions in each Auburn Jr. High and Auburn High, for a minimum of 18 weeks, beginning October, 2014 and continuing through May, 2015.

9. Identify the activities that will address the objective listed previously for the target priority for this strategy.
Activities:

☐ **Community service activities**

☒ **Interactive technologies**

☐ **Community and volunteer workshops**

☐ **Parenting and family management classes**

☒ **Ongoing classroom and/or small group sessions**

☒ **Peer leader/peer helper programs**

☐ **Education programs for youth groups**

☐ **Children of substance abusers groups**

☒ **Life skills**

☐ **Other (please specify)**

10. Identify the evidence based curriculum(s) that will be utilized for this strategy.

 Life Skills

11. Identify the community size for the target priority for this strategy.
Community Size:

☐ **0 - 5,000**
☐ **5,001 - 10,000**
☐ **10,001 - 20,000**
☐ **20,001 - 30,000**
☐ **30,001 - 40,000**
☐ **40,001 - 50,000**
☒ **50,001 or more**

12. Identify the community type for the target priority for this strategy.
Community Type:

☐ **Rural: of, relating to, or characteristic of the country or country life.**
☒ **Urban: of, pertaining to, or designating a city or town.**
☐ **Suburban: pertaining to, inhabiting, or being in a suburb or the suburbs of a city or town.**

13. Identify the city and county for the target priority for this strategy.
City and County:

Auburn Lee County

14. EVALUATION. Evaluation is the systematic collection and analysis of information about program activities, characteristics, and outcomes to reduce uncertainty, improve effectiveness, and make decisions. Evaluation helps organizations recognize what they have done well and what areas need improvement.

Identify specific performance indicators in a bulleted format that will be used to determine if the stated goals are achieved.
Examples:
Increase in the number of education programs for UAD for youth in Montgomery county; and Increase in peer education on UAD in city of Pike Road.

Performance Indicator: EAMH will document the date, time and location of each session

15. EVALUATION. Identify how you will collect and measure change(s) in each performance indicator in a bulleted format.

Identify how you will collect and measure change(s) in each performance indicator in a bulleted format.

Examples:
Establish a baseline of the number of UAD programs for youth in Montgomery County during FY12;
Increase the number of UAD programs for youth in Montgomery County by 20%.
Establish a baseline of the number of UAD peer education programs for youth in Pike Road during FY12;
Increase the number of UAD peer education programs for youth in Pike Road during FY12.

Description of Collecting and Measuring Changes in Performance Indicator:
Increase the number of peer small group sessions for students to Life Skills for youth in Auburn City Schools during FY 2014 from 2 groups a week to 4 groups a week.

EDUCATION #2 Project Alert

1. Focus of efforts for this strategy.

☒ High-risk youth

☐ Youth in tribal communities

☐ Military families

☐ Other:

2. Select the priority(ies) of focus for this strategy.

☒ Reduce and/or prevent underage drinking.

☒ Reduce and/or prevent prescription drug misuse, use, and abuse.

☐ Address prevention across the lifespan (emphasis on high risk youth and/or baby boomers).

☐ Prevent suicides and attempted suicides (emphasis on populations at high risk, especially military families, LGBTQ youth, and American Indians and Alaska Natives).

☒ Build emotional health through utilization of mental health wellness and promotion, preventing or delaying the onset of, and mitigating symptoms and complications from substance abuse and mental illness.

3. Select the Risk Factor(s) that are applicable to the target priority for this strategy.

☒ **Availability of Drugs**

☒ **Availability of Firearms**

☒ **Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime**

☒ **Media Portrayals of Violence**

☒ **Transitions and Mobility**

☒ **Low Neighborhood Attachment and Community Disorganization**

☒ **Extreme Economic Deprivation**

☒ **Family History of the Problem Behavior**

☒ **Family Management Problems**

☒ **Family Conflict**

☒ **Favorable Parental Attitudes and Involvement in the Problem Behavior**

☒ **Early and Persistent Antisocial Behavior**

☒ **Academic Failure Beginning in Late Elementary School**

☒ **Lack of Commitment to School**

☒ **Alienation and Rebelliousness**

☒ **Friends Who Engage in the Problem Behavior**

☒ **Favorable Attitudes Toward the Problem Behavior**

☒ **Early Initiation of the Problem Behavior**

☐ **Constitutional Factors**

4. PLANNING. Planning is pivotal to prevention success. Planning will increase the effectiveness of prevention efforts—by focusing energy, ensuring that staff and other stakeholders are working toward the same goals, and providing the means for assessing and adjusting programmatic direction, as needed. If done carefully, planning will also make future evaluation tasks much easier. Planning involves the creation of a comprehensive plan with goals, objectives, and strategies aimed at meeting the substance abuse prevention needs of the community.

Select the Target Population(s) that are applicable to the target priority for this strategy.

☒ **Caucasian**

☒ **African American**

☐ **Native Hawaiian/Other Pacific Islander**

☐ **Asian**

☐ **American Indian/Alaska Native**

☒ **More than one race**

☐ **Race not known or other**

5. Identify the most appropriate IOM group identifier for the selected target population. Universal (General Population), Selected (Population with Higher Risk), Indicated (High Risk Individual).

☒ **Universal**

☐ **Selected**

☐ **Indicated**

6. PLANNING. Briefly detail the plan for the target priority for this strategy: (to include the Evidence-Based Program/Practices as applicable). Please note that you will outline your goal(s), objective(s), and activities in questions that follow.

Project Alert

Opelika Middle School grades 7 & 8.

Project ALERT is a classroom-based substance abuse Prevention program for 7th and 8th graders that's proven to reduce the experimental and continued use of drugs. Through a series of comprehensive lessons, Project ALERT motivates students against drug use, cultivates new non-use attitudes and beliefs, and equips teens with the skills and strategies they'll use to resist drugs.

7. IMPLEMENTATION. Implementation is where the rubber hits the road—it's where you do what you've said you're going to do. The focus in on carrying out the various components of the prevention plan, as well as identifying and overcoming any potential barriers. Identify your goal for the target priority for this strategy.

Goal 1: EAMH will provide a minimum of 18 sessions of the Project Alert curriculum to 7th & 8th graders in Opelika Middle School.

8. Identify your objective(s) for the target priority for this strategy based on the goal listed above.

Objective 1: EAMH will meet with school personnel to develop the schedule for services before October 22, 2014**.**

Objective 2: EAMH will provide weekly sessions in each 7th & 8th grade classes at Opelika Middle School for a minimum of 18 weeks, beginning October, 2014 and continuing through May, 2015.

Objective 3: EAMH will provide a summary of sessions provided, topics covered, and results of Pre-Post Tests for each school by June 30, 2015.

9. Identify the activities that will address the objective listed previously for the target priority for this strategy.
Activities:

☒ **Community service activities**

☒ **Interactive technologies**

☒ **Community and volunteer workshops**

☐ **Parenting and family management classes**

☒ **Ongoing classroom and/or small group sessions**

☒ **Peer leader/peer helper programs**

☒ **Education programs for youth groups**

☒ **Children of substance abusers groups**

☐ **Life skills**

☐ **Other (please specify)**

10. Identify the evidence based curriculum(s) that will be utilized for this strategy.

Project Alert

11. Identify the community size for the target priority for this strategy.
Community Size:

☐ **0 - 5,000**
☐ **5,001 - 10,000**
☐ **10,001 - 20,000**
☐ **20,001 - 30,000**
☐ **30,001 - 40,000**
☐ **40,001 - 50,000**
☒ **50,001 or more**

12. Identify the community type for the target priority for this strategy.
Community Type:

☐ **Rural: of, relating to, or characteristic of the country or country life.**
☒ **Urban: of, pertaining to, or designating a city or town.**
☐ **Suburban: pertaining to, inhabiting, or being in a suburb or the suburbs of a city or town.**

13. Identify the city and county for the target priority for this strategy.
City and County:

Opelika, Lee County

14. EVALUATION. Evaluation is the systematic collection and analysis of information about program activities, characteristics, and outcomes to reduce uncertainty, improve effectiveness, and make decisions. Evaluation helps organizations recognize what they have done well and what areas need improvement.

Identify specific performance indicators in a bulleted format that will be used to determine if the stated goals are achieved.
Examples:
Increase in the number of education programs for UAD for youth in Montgomery county; and Increase in peer education on UAD in city of Pike Road.

Performance Indicator 1: EAMH will document the date, time and location of each session

Performance Indicator 2: EAMH will administer a Pre- and Post- Test to each group

Performance Indicator 3:

15. EVALUATION. Identify how you will collect and measure change(s) in each performance indicator in a bulleted format.

Identify how you will collect and measure change(s) in each performance indicator in a bulleted format.
Examples:

Establish a baseline of the number of UAD programs for youth in Montgomery county during FY12;
Increase the number of UAD programs for youth in Montgomery county by 20%.
Establish a baseline of the number of UAD peer education programs for youth in Pike Road during FY12;
Increase the number of UAD peer education programs for youth in Pike Road during FY12.

Description of Collecting and Measuring Changes in Performance Indicator:
The number of sessions provided and the scores on the pre- and post- tests will serve as the performance indicators.

EDUCATION #3 Project Towards No Drug Abuse (TND)

1. Focus of efforts for this strategy.

☒ High-risk youth

☐ Youth in tribal communities

☐ Military families

☐ Other:

2. Select the priority(ies) of focus for this strategy.

☒ Reduce and/or prevent underage drinking.

☒ Reduce and/or prevent prescription drug misuse, use, and abuse.

☐ Address prevention across the lifespan (emphasis on high risk youth and/or baby boomers).

☐ Prevent suicides and attempted suicides (emphasis on populations at high risk, especially military families, LGBTQ youth, and American Indians and Alaska Natives).

☒ Build emotional health through utilization of mental health wellness and promotion, preventing or delaying the onset of, and mitigating symptoms and complications from substance abuse and mental illness.

3. Select the Risk Factor(s) that are applicable to the target priority for this strategy.

☒ Availability of Drugs

☒ Availability of Firearms

☒ Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime

☒ Media Portrayals of Violence

☐ Transitions and Mobility

☒ Low Neighborhood Attachment and Community Disorganization

☒ Extreme Economic Deprivation

☒ Family History of the Problem Behavior

☒ Family Management Problems

☒ Family Conflict

☒ Favorable Parental Attitudes and Involvement in the Problem Behavior

☒ Early and Persistent Antisocial Behavior

☐ Academic Failure Beginning in Late Elementary School

☒ Lack of Commitment to School

☒ Alienation and Rebelliousness

☒ Friends Who Engage in the Problem Behavior

☒ Favorable Attitudes Toward the Problem Behavior

☒ Early Initiation of the Problem Behavior

☐ Constitutional Factors

4. PLANNING. Planning is pivotal to prevention success. Planning will increase the effectiveness of prevention efforts—by focusing energy, ensuring that staff and other stakeholders are working toward the same goals, and providing the means for assessing and adjusting programmatic direction, as needed. If done carefully, planning will also make future evaluation tasks much easier. Planning involves the creation of a comprehensive plan with goals, objectives, and strategies aimed at meeting the substance abuse prevention needs of the community.

Select the Target Population(s) that are applicable to the target priority for this strategy.

☒ Caucasian

☒ African American

☐ Native Hawaiian/Other Pacific Islander

☐ Asian

☐ American Indian/Alaska Native

☐ More than one race

☒ Race not known or other

5. Identify the most appropriate IOM group identifier for the selected target population. Universal (General Population), Selected (Population with Higher Risk), Indicated (High Risk Individual).

☒ Universal

☐ Selected

☐ Indicated

6. PLANNING. Briefly detail the plan for the target priority for this strategy: (to include the Evidence-Based Program/Practices as applicable). Please note that you will outline your goal(s), objective(s), and activities in questions that follow.

Project Towards No Drug Abuse

Project TND will be used at Auburn High School (Grades 10th-12th).
Auburn Jr. High School (Grades 8th & 9th).
Opelika Middle School (Grade 8)
Opelika High School (Grades 9th – 12th)
Project TND focuses on three factors that predict tobacco, alcohol, and other drug use, violence-related behaviors, and other problem behaviors among youth, including:
 Motivation factors (i.e., students' attitudes, beliefs, expectations, and desires regarding drug use); Skills (social, self-control, and coping skills); and decision-making (i.e., how to make decisions that lead to health-promoting behaviors).

7. IMPLEMENTATION. Implementation is where the rubber hits the road—it's where you do what you've said you're going to do. The focus in on carrying out the various components of the prevention plan, as well as identifying and overcoming any potential barriers. Identify your goal for the target priority for this strategy.

Goal 1: EAMH will provide a minimum of 18 sessions of the Project TND to Auburn High School, Auburn Jr. High, Opelika Middle School, and Opelika High School.

Goal 2:

Goal 3:

8. Identify your objective(s) for the target priority for this strategy based on the goal listed above.

Objective 1: EAMH will meet with school personnel to develop the schedule for services by October 22, 2014.

Objective 2: EAMH will provide weekly sessions in each class/ school.

Objective 3: EAMH will provide a summary of sessions provided, topics covered, and results of Pre-Post Tests for each school by June 30, 2015

9. Identify the activities that will address the objective listed previously for the target priority for this strategy.
Activities:

☒ Community service activities

☒ Interactive technologies

☐ Community and volunteer workshops

☐ Parenting and family management classes

☒ Ongoing classroom and/or small group sessions

☒ Peer leader/peer helper programs

☒ Education programs for youth groups

☐ Children of substance abusers groups

☐ Life skills

☐ Other (please specify)

10. Identify the evidence based curriculum(s) that will be utilized for this strategy.

Project Towards No Drug Abuse

11. Identify the community size for the target priority for this strategy.
Community Size:

☐ 0 - 5,000
☐ 5,001 - 10,000
☐ 10,001 - 20,000
☐ 20,001 - 30,000
☐ 30,001 - 40,000
☐ 40,001 - 50,000
☒ 50,001 or more

12. Identify the community type for the target priority for this strategy.
Community Type:

☐ Rural: of, relating to, or characteristic of the country or country life.
☒ Urban: of, pertaining to, or designating a city or town.
☐ Suburban: pertaining to, inhabiting, or being in a suburb or the suburbs of a city or town.

13. Identify the city and county for the target priority for this strategy.
City and County:

Auburn and Opelika, Lee County

14. EVALUATION. Evaluation is the systematic collection and analysis of information about program activities, characteristics, and outcomes to reduce uncertainty, improve effectiveness, and make decisions. Evaluation helps organizations recognize what they have done well and what areas need improvement.

Identify specific performance indicators in a bulleted format that will be used to determine if the stated goals are achieved.

Examples:
Increase in the number of education programs for UAD for youth in Montgomery county; and Increase in peer education on UAD in city of Pike Road.

Performance Indicator 1: The number of sessions provided and the scores on the pre- and post- tests will serve as the performance indicators.

Performance Indicator 2:

Performance Indicator 3:

15. EVALUATION. Identify how you will collect and measure change(s) in each

performance indicator in a bulleted format.

Identify how you will collect and measure change(s) in each performance indicator in a bulleted format.
Examples:
Establish a baseline of the number of UAD programs for youth in Montgomery county during FY12;
Increase the number of UAD programs for youth in Montgomery county by 20%.
Establish a baseline of the number of UAD peer education programs for youth in Pike Road during FY12;
Increase the number of UAD peer education programs for youth in Pike Road during FY12.

Description of Collecting and Measuring Changes in Performance Indicator:
The number of sessions provided and the scores on the pre- and post- tests will serve as the performance indicators.

EDUCATION #4 Second Steps

1. Focus of efforts for this strategy.

☒ **High-risk youth**

☐ **Youth in tribal communities**

☐ **Military families**

☐ **Other:**

2. Select the priority(ies) of focus for this strategy.

☒ **Reduce and/or prevent underage drinking.**

☒ **Reduce and/or prevent prescription drug misuse, use, and abuse.**

☐ **Address prevention across the lifespan (emphasis on high risk youth and/or baby boomers).**

☐ **Prevent suicides and attempted suicides (emphasis on populations at high risk, especially military families, LGBTQ youth, and American Indians and Alaska Natives).**

☒ **Build emotional health through utilization of mental health wellness and promotion, preventing or delaying the onset of, and mitigating symptoms and complications from substance abuse and mental illness.**

3. Select the Risk Factor(s) that are applicable to the target priority for this strategy.

☒ **Availability of Drugs**

☒ **Availability of Firearms**

☒ **Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime**

☒ **Media Portrayals of Violence**

☐ **Transitions and Mobility**

☒ **Low Neighborhood Attachment and Community Disorganization**

☐ **Extreme Economic Deprivation**

☒ **Family History of the Problem Behavior**

☒ **Family Management Problems**

☒ **Family Conflict**

☒ **Favorable Parental Attitudes and Involvement in the Problem Behavior**

☒ **Early and Persistent Antisocial Behavior**

☒ **Academic Failure Beginning in Late Elementary School**

☒ **Lack of Commitment to School**

☒ **Alienation and Rebelliousness**

☒ **Friends Who Engage in the Problem Behavior**

☒ **Favorable Attitudes Toward the Problem Behavior**

☒ **Early Initiation of the Problem Behavior**

☐ **Constitutional Factors**

4. PLANNING. Planning is pivotal to prevention success. Planning will increase the effectiveness of prevention efforts—by focusing energy, ensuring that staff and other stakeholders are working toward the same goals, and providing the means for assessing and adjusting programmatic direction, as needed. If done carefully, planning will also make future evaluation tasks much easier. Planning involves the creation of a comprehensive plan with goals, objectives, and strategies aimed at meeting the substance abuse prevention needs of the community.

Select the Target Population(s) that are applicable to the target priority for this strategy.

☒ **Caucasian**

☒ **African American**

☐ **Native Hawaiian/Other Pacific Islander**

☐ **Asian**

☐ **American Indian/Alaska Native**

☒ **More than one race**

☒ **Race not known or other**

5. Identify the most appropriate IOM group identifier for the selected target population. Universal (General Population), Selected (Population with Higher Risk), Indicated (High Risk Individual).

☒ **Universal**

☐ **Selected**

☐ **Indicated**

6. PLANNING. Briefly detail the plan for the target priority for this strategy: (to include the Evidence-Based Program/Practices as applicable). Please note that you will outline your goal(s), objective(s), and activities in questions that follow.

Second Steps

Wrights Mill Rd Elementary (grade 5) Auburn
Yarborough Elementary (grade 5) Auburn
West Forrest Intermediate (grade 5) Opelika
Northside Intermediate (grade 5) Opelika
Morris Ave. Intermediate (grade5) Opelika

Second Steps is an evidence-based program that teaches students social and emotional skills, such as self-control, goal-setting, collaboration, conflict resolution and problem-solving.

7. IMPLEMENTATION. Implementation is where the rubber hits the road—it's where you do what you've said you're going to do. The focus in on carrying out the various components of the prevention plan, as well as identifying and overcoming any potential barriers. Identify your goal for the target priority for this strategy.

Goal 1: EAMH will provide a minimum of 18 sessions of the Second Steps curriculum to 5th graders in Opelika and Auburn.

8. Identify your objective(s) for the target priority for this strategy based on the goal listed above.

Objective 1: EAMH will meet with school personnel to develop the schedule for services by October 22, 2014.

Objective 2: EAMH will provide weekly sessions in each 5th grade class at West Forrest, Morris Ave, Northside, Yarbrough, and Wrights Mill Schools for 28 weeks, beginning October, 2014 and continuing through May, 2015.

Objective 3: EAMH will provide a summary of sessions provided, topics covered, and results of Pre-Post Tests for each school by June 30, 2015.

9. Identify the activities that will address the objective listed previously for the target priority for this strategy.
Activities:

☒ **Community service activities**

☒ **Interactive technologies**

☒ **Community and volunteer workshops**

☐ **Parenting and family management classes**

☒ **Ongoing classroom and/or small group sessions**

☒ **Peer leader/peer helper programs**

☒ **Education programs for youth groups**

☐ **Children of substance abusers groups**

☒ **Life skills**

☐ **Other (please specify)**

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10. Identify the evidence based curriculum(s) that will be utilized for this strategy.

Second Steps

11. Identify the community size for the target priority for this strategy.
Community Size:

☐ 0 - 5,000
☐ 5,001 - 10,000
☐ 10,001 - 20,000
☐ 20,001 - 30,000
☐ 30,001 - 40,000
☐ 40,001 - 50,000
☒ 50,001 or more

12. Identify the community type for the target priority for this strategy.
Community Type:

☐ Rural: of, relating to, or characteristic of the country or country life.
☒ Urban: of, pertaining to, or designating a city or town.
☐ Suburban: pertaining to, inhabiting, or being in a suburb or the suburbs of a city or town.

13. Identify the city and county for the target priority for this strategy.
City and County:

Auburn and Opelika Lee County

14. EVALUATION. Evaluation is the systematic collection and analysis of information about program activities, characteristics, and outcomes to reduce uncertainty, improve effectiveness, and make decisions. Evaluation helps organizations recognize what they have done well and what areas need improvement.

Identify specific performance indicators in a bulleted format that will be used to determine if the stated goals are achieved.
Examples:
Increase in the number of education programs for UAD for youth in Montgomery county; and Increase in peer education on UAD in city of Pike Road.

Performance Indicator 1: EAMH will document the date, time and location of each session

Performance Indicator 2: EAMH will administer a Pre- and Post- Test to each group

Performance Indicator 3:

15. EVALUATION. Identify how you will collect and measure change(s) in each performance indicator in a bulleted format.

Identify how you will collect and measure change(s) in each performance indicator in a bulleted format.

Examples:

Establish a baseline of the number of UAD programs for youth in Montgomery county during FY12;

Increase the number of UAD programs for youth in Montgomery county by 20%.

Establish a baseline of the number of UAD peer education programs for youth in Pike Road during FY12;

Increase the number of UAD peer education programs for youth in Pike Road during FY12.

Description of Collecting and Measuring Changes in Performance Indicator:

The number of sessions provided and the scores on the pre- and post- tests will serve as the performance indicators.

ALTERNATIVE ACTIVITIES

1. Focus of efforts for this strategy.

☒ **High-risk youth**

☐ **Youth in tribal communities**

☐ **Military families**

☐ **Other:**

2. Select the priority(ies) of focus for this strategy.

☒ **Reduce and/or prevent underage drinking.**

☒ **Reduce and/or prevent prescription drug misuse, use, and abuse.**

☒ **Address prevention across the lifespan (emphasis on high risk youth and/or baby boomers).**

☒ **Prevent suicides and attempted suicides (emphasis on populations at high risk, especially military families, LGBTQ youth, and American Indians and Alaska Natives).**

☒ **Build emotional health through utilization of mental health wellness and promotion, preventing or delaying the onset of, and mitigating symptoms and complications from substance abuse and mental illness.**

3. Select the Risk Factor(s) that are applicable to the target priority for this strategy.

☒ **Availability of Drugs**

☒ **Availability of Firearms**

☒ **Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime**

☒ **Media Portrayals of Violence**

☒ **Transitions and Mobility**

☒ **Low Neighborhood Attachment and Community Disorganization**

☒ **Extreme Economic Deprivation**

☒ **Family History of the Problem Behavior**

☒ **Family Management Problems**

☒ **Family Conflict**

☒ **Favorable Parental Attitudes and Involvement in the Problem Behavior**

☒ **Early and Persistent Antisocial Behavior**

☒ **Academic Failure Beginning in Late Elementary School**

☒ **Lack of Commitment to School**

☒ **Alienation and Rebelliousness**

☒ **Friends Who Engage in the Problem Behavior**

☒ **Favorable Attitudes Toward the Problem Behavior**

☒ **Early Initiation of the Problem Behavior**

☒ **Constitutional Factors**

4. PLANNING. Planning is pivotal to prevention success. Planning will increase the effectiveness of prevention efforts—by focusing energy, ensuring that staff and other stakeholders are working toward the same goals, and providing the means for assessing and adjusting programmatic direction, as needed. If done carefully, planning will also make future evaluation tasks much easier. Planning involves the creation of a comprehensive plan with goals, objectives, and strategies aimed at meeting the substance abuse prevention needs of the community.

Select the Target Population(s) that are applicable to the target priority for this strategy.

☒ **Caucasian**

☒ **African American**

☐ **Native Hawaiian/Other Pacific Islander**

☒ **Asian**

☒ **American Indian/Alaska Native**

☒ **More than one race**

☒ **Race not known or other**

5. Identify the most appropriate IOM group identifier for the selected target population. Universal (General Population), Selected (Population with Higher Risk), Indicated (High Risk Individual).

☒ **Universal**

☐ **Selected**

☐ **Indicated**

6. PLANNING. Briefly detail the plan for the target priority for this strategy: (to include the Evidence-Based Program/Practices as applicable). Please note that you will outline your goal(s), objective(s), and activities in questions that follow.

To provide alternative activities that promote a drug- and alcohol- free lifestyle through school clubs that meet during school club times. These clubs will provide student-planned and led activities including community service, a special recognition for

Prevention Week, and special fun activities to highlight Red Ribbon Week and Alcohol Awareness Month.

In the Auburn City schools we participate with some of the students through their Advisory Class in order to host events, activities, and contest that promote overall mental health wellness.

The Boys & Girls Club of Auburn is for any student in the Auburn area grades 5 through 12. The Boys & Girls Club of Opelika is for any student in the Opelika area grades 5 through 12. At both locations of the Boys & Girls Clubs we host teen workshops designed to help our teens become aware of mental health wellness, we host camps during school holidays and summers that encourage the students to come and be a part of our drug and alcohol free events.

During the summer months we partner with Drake Middle School in Auburn to host a "Summer Months Fun Camp" to promote health and mental health awareness, drug and alcohol free events such as field trips, swimming, exercise, speakers, etc. This camp is designed to help students stay out of trouble during the HIGHEST risk of time when they are at home alone while parents work. The staff engage in activities that are fun but also work to show students how to be well adjusted in their communities.

7. IMPLEMENTATION. Implementation is where the rubber hits the road—it's where you do what you've said you're going to do. The focus in on carrying out the various components of the prevention plan, as well as identifying and overcoming any potential barriers. Identify your goal for the target priority for this strategy.

Goal 1: To provide a summer camp 3 to 5 days a week during the summer months of June and July at Drake Middle School.

Goal 2: To provide a summer camp 3 to 5 days a week during the summer months of June and July at The Boys and Girls Clubs of Auburn and Opelika.

Goal 3: : To provide Alternative Activities to Auburn students during their Advisory Periods at least 2 times a month during the 10 month school calendar**.**

8. Identify your objective(s) for the target priority for this strategy based on the goal listed above.

Objective 1: EAMH will meet with school personnel at Drake Middle School to develop the schedule for alternative summer activities before October 17, 2014.

Objective 2: EAMH will meet with Boys and Girls Club administration to develop the schedule for alternative activities before October 17, 2014.

Objective 3: EAMH will meet with school personnel to develop the schedule for alternative activities before October 17, 2012.

9. Identify the activities that will address the objective listed in item 23 for the target priority for this strategy.
Activities:

☒ **Community service activities**

☒ **Culturally-based activities**

☒ **Drug free dances and parties**

☒ **Intergenerational events and celebrations**

☐ **Job shadowing, internships, work place experiences**

☒ **Leadership activities**

☒ **Mentoring programs**

☐ **Outward Bound**

☒ **Recognition events that celebrate individual or group accomplishments**

☒ **Social & recreation activities**

☒ **Youth centers & community drop-in centers**

☐ **Other (please specify)**

10. Identify the community size for the target priority for this strategy. Community Size:

☐ **0 - 5,000**
☐ **5,001 - 10,000**
☐ **10,001 - 20,000**
☐ **20,001 - 30,000**
☐ **30,001 - 40,000**
☐ **40,001 - 50,000**
☒ **50,001 or more**

11. Identify the community type for the target priority for this strategy. Community Type:

☐ **Rural: of, relating to, or characteristic of the country or country life.**
☒ **Urban: of, pertaining to, or designating a city or town.**
☐ **Suburban: pertaining to, inhabiting, or being in a suburb or the suburbs of a city or town.**

12. Identify the city and county for the target priority for this strategy. City and County:

Auburn and Opelika (Lee County)

Examples:
Increase in the number of community service activities to engage community on risks of UAD in Montgomery county;
Increase in the number of intergenerational events in Jefferson County around
prescription drug misuse across the lifespan.

Performance Indicator 1: EAMH will document the date, time, and location of each session (or activity).

Identify how you will collect and measure change(s) in each performance indicator in a bulleted format.
Examples:
Community service activities engaging community on risks of UAD will increase by 40% by the end of FY14.
Intergenerational events in Jefferson County on prescription drug misuse across the lifespan will increase by 30% by the end of FY13.

Description of Collecting and Measuring Changes in Performance Indicator:
10% of the Alternative Activities will include community service projects.
80% of the students enrolled will participate in 100% of the Alternative Activities.
25% of the Alternative Activities will address the dangers of underage drinking.

ENVIRONMENTAL ACTIVITIES

1. Focus of efforts for this strategy.

☒ **High-risk youth**

☐ **Youth in tribal communities**

☐ **Military families**

☐ **Other:**

2. Select the priority(ies) of focus for this strategy.

☒ **Reduce and/or prevent underage drinking.**

☐ **Reduce and/or prevent prescription drug misuse, use, and abuse.**

☐ **Address prevention across the lifespan (emphasis on high risk youth and/or baby boomers).**

☐ **Prevent suicides and attempted suicides (emphasis on populations at high risk, especially military families, LGBTQ youth, and American Indians and Alaska Natives).**

☐ **Build emotional health through utilization of mental health wellness and promotion, preventing or delaying the onset of, and mitigating symptoms and complications from substance abuse and mental illness.**

3. Select the Risk Factor(s) that are applicable to the target priority for this strategy.

☒ **Availability of Drugs**

☐ **Availability of Firearms**

☒ **Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime**

☐ **Media Portrayals of Violence**

☒ **Transitions and Mobility**

☐ **Low Neighborhood Attachment and Community Disorganization**

☐ **Extreme Economic Deprivation**

☒ **Family History of the Problem Behavior**

☒ **Family Management Problems**

☐ **Family Conflict**

☒ **Favorable Parental Attitudes and Involvement in the Problem Behavior**

☐ **Early and Persistent Antisocial Behavior**

☐ **Academic Failure Beginning in Late Elementary School**

☒ **Lack of Commitment to School**

☐ **Alienation and Rebelliousness**

☒ **Friends Who Engage in the Problem Behavior**

☒ **Favorable Attitudes Toward the Problem Behavior**

☐ **Early Initiation of the Problem Behavior**

☐ **Constitutional Factors**

4. PLANNING. Planning is pivotal to prevention success. Planning will increase the effectiveness of prevention efforts—by focusing energy, ensuring that staff and other stakeholders are working toward the same goals, and providing the means for assessing and adjusting programmatic direction, as needed. If done carefully, planning will also make future evaluation tasks much easier. Planning involves the creation of a comprehensive plan with goals, objectives, and strategies aimed at meeting the substance abuse prevention needs of the community.

Select the Target Population(s) that are applicable to the target priority for this strategy.

☒ **Caucasian**

☒ **African American**

☐ **Native Hawaiian/Other Pacific Islander**

☒ **Asian**

☐ **American Indian/Alaska Native**

☒ **More than one race**

☒ **Race not known or other**

5. Identify the most appropriate IOM group identifier for the selected target population. Universal (General Population), Selected (Population with Higher Risk), Indicated (High Risk Individual).

☒ **Universal**

☐ **Selected**

☐ **Indicated**

6. PLANNING. Briefly detail the plan for the target priority for this strategy: (to include the Evidence-Based Program/Practices as applicable). Please note that you will outline your goal(s), objective(s), and activities in questions that follow.

The target priority population for the environmental strategy is underage youth (ages 14-20) in the City's of Auburn and Opelika, and Lee County. The primary focus is to reduce the access and availability of alcohol to minors, through the use of fake IDs. The primary risk factor is community norms (practices and policies; attitudes and beliefs) that perpetuate the use of fake IDs by underage youth to attain alcohol.

Some vendors return fake IDs to the perpetrator upon discovery. Others confiscate the fake IDs; and some shred the fake IDs. Few report notifying law enforcement. It is evident that there is no uniform policy or practice regarding fake IDs among the local alcohol vendors.

Auburn is a "college town". Local high school students participate in festivities on the University campus and intermingle with college students at local events.

As cited in the research findings (Assessment Data), "Fake ID ownership meaningfully relates to heavy drinking…" "It thus presents a significant public health problem, addressable through training for alcohol servers and retailers, punitive measures toward fake ID owners, and other possible interventions." The findings suggest that policies and practices should limit access to alcohol and should incorporate ways to decrease the success of fake IDs as a method for alcohol obtainment in underage students. Server training involving confiscation of fake IDs, and refusal to serve, along with enforcement checks," can be moderately successful in reducing access to alcohol.

The East Alabama prevention activities will be directed toward law enforcement, alcohol vendors, parents and underage youth. The prevention staff will continually solicit the cooperation and participation of local alcohol vendors to adopt/comply with the practice of confiscating all fake IDs and uniform reporting. Coalition members and community partners will assist with canvassing the community to identify vendors; plot sectors; set priorities; and help to develop a plan to increase vendor participation and conformity strategically over time.

Vendor education will be offered to alcohol outlet employees; and incentives for participation will be established with input from the vendors. The prevention staff will also educate Coalition members (youth and adults) and parents about the consequences of underage drinking and the legal penalties for using fake IDs. The prevention staff will collaborate with law enforcement (ABC Board) to increase the number of compliance checks in designated areas (and/or monitor the number of fake IDs confiscated by vendors.)

**This plan was initially developed in September 2013 to use for the next fiscal year. Due to the community involvement and the movement forward there have been some areas in this plan that have been amended and EAMHC would like to follow through with the Environmental Plan that is in place.

7. IMPLEMENTATION. Implementation is where the rubber hits the road—it's where you do what you've said you're going to do. The focus in on carrying out the various components of the prevention plan, as well as identifying and overcoming any potential barriers. Identify your goal for the target priority for this strategy.

Goal 1: By September 30, 2016, there will be at least a 20% increase in the number of fake IDs confiscated or identified by alcohol outlets in Auburn and Lee County as a result of voluntary conformity to practices and policies that will change the community norm of inconsistent enforcement practices relative to fake IDs by underage youth; for the purpose of deterring underage access to alcohol.

Goal 2:

Goal 3:

8. Identify your objective(s) for the target priority for this strategy based on the goal listed above.

Objective 1: By December 2014 at least 10 (total) alcohol vendors/outlets will sign a MOA to participate in vendor training and to uniformly confiscate fake IDs and report to law enforcement.

Objective 2: 3 By March 2015 at least 2 of the focus groups will be held with youth, parents; local schools, community members, and Auburn University administrators to discuss the prevalence and consequences of the use of fake IDs among underage youth.

Objective 3:

9. Identify the activities that will address the objective listed above for the target priority for this strategy.
Activities:

☒ **Changing norms or attitudes about ATOD**

☒ **Changing public perceptions and norms about youth and their capabilities**

☐ **Changing school norms and attitudes to increase a positive school climate**

☒ **Media strategies to assure balanced responsible reporting about you**

☒ **Vendor education or business practices that promote health**

☒ **Promoting the establishments or review of alcohol, tobacco, and drug use policies in schools.**

☐ **Guidance and technical assistance on monitoring enforcement governing availability and distribution of alcohol, tobacco and other drugs.**

☐ **Modifying alcohol and tobacco advertising practices**

☐ **Product pricing strategies**

☐ **Other (please specify)**

10. Identify the community size for the target priority for this strategy.
Community Size:

☐ 0 - 5,000
☐ 5,001 - 10,000
☐ 10,001 - 20,000
☐ 20,001 - 30,000
☐ 30,001 - 40,000
☐ 40,001 - 50,000
☒ 50,001 or more

11. Identify the community type for the target priority for this strategy.
Community Type:

☐ Rural: of, relating to, or characteristic of the country or country life.
☒ Urban: of, pertaining to, or designating a city or town.
☐ Suburban: pertaining to, inhabiting, or being in a suburb or the suburbs of a city or town.

12. Identify the city and county for the target priority for this strategy.
City and County: Auburn, Opelika, and Lee County

13. EVALUATION. Evaluation is the systematic collection and analysis of information about program activities, characteristics, and outcomes to reduce uncertainty, improve effectiveness, and make decisions. Evaluation helps organizations recognize what they have done well and what areas need improvement.

Identify specific performance indicators in a bulleted format that will be used to determine if the stated goals are achieved.
Examples:

Recruitment of female and minority participation in ABC Board minor operative checks.
Performance Indicator:

Performance Indicator 1: At least 2 vendor education classes will be administered by September 30, 2015. (Positive incentives will be provided to participating vendors/outlets)

Performance Indicator 2: PSAs and fact sheets will be developed and distributed.

Performance Indicator 3: 5 vendors will participate (implemented the uniform practices) in the fake ID initiative by September 30, 2015.

14. EVALUATION. Identify how you will collect and measure change(s) in each performance indicator in a bulleted format.

Identify how you will collect and measure change(s) in each performance indicator in a bulleted format.
Examples:

Increase in the number of female and minority participation in ABC Board minor operative checks.

Description of Collecting and Measuring Changes in Performance Indicator:

Schedule of vendor education classes; sign-in sheets; pre/post-tests if applicable
Record of positive incentives for vendor participants
PSAs and fact sheets on file