

**COMMONWEALTH OF KENTUCKY**  
**JUSTICE & PUBLIC SAFETY CABINET**



**2018 Drug Use  
Prevention Curriculum  
Resource Guide**

**KENTUCKY OFFICE OF DRUG CONTROL POLICY**

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Substance use/ misuse, particularly the diversion and abuse of prescription drugs along with heroin and illicit fentanyl, remains one of the most critical public health and safety issues facing Kentucky. Over the past decade, the number of Kentuckians who die from drug overdoses has steadily climbed to more than 1,500 each year, exacting a devastating toll on families, communities, social services and economic stability and growth.

Children who witness drug abuse are more likely to use drugs as adults, which can prevent them from achieving their full potential.

**Comprehensive prevention education** helps students stay drug-free, make healthy choices and succeed academically.

There is no single “right” way to provide prevention education. Accordingly, prevention education may look different from school to school. For example, some school districts may contract with a community agency to conduct prevention education during a recess period, while others have health-based curricula presented by teachers.

What is critical, however, is that every student receives effective, evidence-based, age-appropriate prevention education every year, from kindergarten through 12th grade. What we know is that the more often students are presented with this information, the more likely to take it in and actually implement these guidelines in their lives.

To assist schools in developing comprehensive prevention services, the Kentucky Office of Drug Control Policy is offering this resource guide, which walks school leaders and teachers through a list of recommendations for prevention education.

## **Kentucky State Law Requirements:**

During the 2018 Legislative Session, the General Assembly passed two bills focusing on drug abuse prevention education.

[HB 55 \(BR 312\) - J. Tipton, D. Bentley, A. Gentry, M. Prunty, J. Richards, J. Sims Jr, R. Webber](#)

AN ACT relating to drug education.

Amend KRS 156.160 to require the Kentucky Board of Education to promulgate administrative regulations to require physical and health education instruction in drug abuse prevention and the connection between abuse and addiction to other drugs; require the Office of Drug Control Policy to develop recommendations for the instruction in drug abuse prevention to be published on the Web site of the Department of Education.

[HB 3 \(BR 820\) - J. Shell, J. Sims Jr, J. Carney, J. Greer, M. Hart, R. Heath, M. Marzian, D. Osborne, P. Pratt, J. Richards, B. Rowland, S. Santoro, D. Schamore, J. Tipton](#)

AN ACT relating to school curriculum.

Create a new section of KRS Chapter 158 to require, beginning with the 2019-2020 school year, each school to provide an essential skills curriculum to students; amend KRS 158.645 to conform; create a new section of KRS Chapter 158 to create the Council on Essential Skills; amend KRS 158.6453 to require the Council on Essential Skills to serve as a review committee for career studies; require the department to include the essential skills program on the school profile report; amend KRS 158.6457 to include work ethics certification in the definition of nonacademic factors; create a new section of KRS Chapter 158 requiring the Kentucky Department of Education to develop an age-appropriate drug awareness and prevention program; require local school boards to ensure that students receive annual instruction in drug awareness and prevention.

**Section 3.** No later than December 31, 2018 the Office of Drug Control Policy shall develop recommendations for the instruction in drug abuse prevention that is required for practical living skills education under subsection (18)(b) of Section 2 of this Act, and submit them to the Department of Education. Upon receiving the recommendations, the department shall publish them in a prominent location on the department's Web site for use by schools in developing their practical living skills curriculum.

**Section 4.** Whereas instruction on drug abuse prevention is essential to the lifetime health of Kentucky students, an emergency is declared to exist, and Section 2 of this Act takes effect upon its passage and approval by the Governor or upon it otherwise becoming a law.

**New Section of KRS Chapter 158:**

Beginning with the 2019-2020 school year, each school district shall implement essential workplace ethics programs that promote characteristics that are critical to success in the workplace. Each student in elementary, middle, and high school shall receive essential workplace ethics instruction that shall include but not be limited to:

- (a) **Adaptability**, including an openness to learning and problem solving, an ability to embrace new ways of doing things, and a capability for critical thinking;
- (b) **Diligence**, including seeing a task through to completion;
- (c) **Initiative**, including taking appropriate action when needed without waiting for direct instruction;
- (d) **Knowledge**, including exhibiting an understanding of work-related information, the ability to apply that understanding to a job, and effectively explain the concepts to colleagues in reading, writing, mathematics, science, and technology as required by the job;
- (e) **Reliability**, including showing up on time, wearing appropriate attire, self-control, motivation, and ethical behavior;
- (f) **Remaining drug free**; and
- (g) **Working well with others**, including effective communication skills, respect for different points of view and diversity of coworkers, the ability to cooperate and collaborate, enthusiasm, and the ability to provide appropriate leadership to or support for colleagues.

Each local school board shall design and adopt a diploma seal, certificate, card, or other identifiable symbol to award students deemed as having minimally demonstrated attainment of the local board's essential workplace ethics indicators.

**Amendment to KRS 158.6453:**

The academic standards in practical living skills for elementary, middle, and high school levels shall include a focus on drug abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin and synthetic drugs.

Kentucky law requires schools to provide instruction on substance use and its associated risks. For more detailed information on drug awareness and prevention program requirements, visit the [Kentucky Legislative Research Commission page](#).

## **What is Prevention Education:**

According to the Substance Abuse and Mental Health Services Administration (SAMHSA), primary prevention education is “delivered prior to the onset of a (mental-health or substance-use) disorder, to prevent or reduce the risk of developing a behavioral health problem, such as underage alcohol use, prescription drug misuse and abuse, and illicit drug use.”<sup>1</sup>

Research has shown that certain prevention programs are proven to reduce the likelihood of a student’s future substance use and improve mental health and educational outcomes. Prevention programs accomplish this by increasing protective factors, which are environmental, biological, or relational factors that help children deal with stressful and risky events in an effective way.<sup>2</sup> When present, protective factors can help improve a child’s health and well-being. Examples of protective factors include social and emotional competence and positive social connections.

Prevention programs should be age and developmentally appropriate for children. For example, it would not be effective to use a program for teens in an elementary classroom.

When selecting a prevention program, the committee recommends that schools use evidence-based, effective, and promising programs. Evidence-based, according to the National Institute of Health (NIH), means that a program has been “rationally designed based on current scientific evidence, rigorously tested, and shown to produce positive results.”<sup>3</sup> Evidence-based drug prevention programs and curricula can be found on the following:

- **SAMHSA’s Evidence-Based Practices Resource Center:**

This new Evidence-Based Practices Resource Center aims to provide communities, clinicians, policy-makers and others in the field with the information and tools they need to incorporate evidence-based practices into their communities or clinical settings. The Resource Center contains a collection of scientifically-based resources for a broad range of audiences, including Treatment Improvement Protocols, toolkits, resource guides, clinical practice guidelines, and other science-based resources.

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<sup>1</sup> Prevention of Substance Abuse and Mental Illness, SAMHSA, [www.samhsa.gov/prevention](http://www.samhsa.gov/prevention). Last updated, 5/15/2018. Accessed 5/17/2018 at 8:13 a.m.

<sup>2</sup> Protective Factors to Promote Well-Being, Child Welfare Information Gateway, HHS, [www.childwelfare.gov/topics/preventing/promoting/protectfactors/](http://www.childwelfare.gov/topics/preventing/promoting/protectfactors/), accessed 5/17/18 at 8:33 a.m.

<sup>3</sup> Preventing Drug Abuse: The Best Strategy, NIH, [www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/preventing-drug-abuse-best-strategy](http://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/preventing-drug-abuse-best-strategy). Last updated July 2014, accessed 5/17/2018 at 8:00 a.m.

- [Blueprint Programs = Positive Youth Development:](#)  
Identifies youth violence, delinquency, and drug prevention and intervention programs that meet a strict scientific standard of program effectiveness.
- [What Works Clearinghouse:](#)  
Presents findings of a systematic review process designed to identify scientific evidence of what works in education. Findings are presented to the public through a variety of products including practice guides, online reports and reviews, and a studies database.
- [Office of Juvenile Justice and Delinquency Prevention:](#)  
A searchable database of more than 200 evidence-based programs that address the entire continuum of youth services, from prevention through sanctions to reentry. Programs are categorized into exemplary, effective, and promising, based on a set of methodological criteria and strength of the findings.

Comprehensive prevention education is not the responsibility of a single person or institution. Successful prevention education requires school and community support. Even within a school, every person has an important role in supporting prevention education.

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## **Sampling of Prevention Programs Implemented in Kentucky Schools<sup>4</sup>**

Schools throughout Kentucky implement varying programs designed to reduce the prevalence of alcohol, tobacco and other drug use and misuse. KY-ASAP Local Boards, often serving as a catalyst, partners with Family Resource and Youth Service Officers (FRYSC), Regional Prevention Centers, and School Resource Officers (SRO) to provide technical and financial resources as well as facilitate a large array of ATOD programming.

Furthermore, FRYSCs must fulfill a required component which calls for Drug/Alcohol Abuse Prevention. Each FRYSC meets the requirements of this component in differing ways including ATOD guest speakers, HOT/YES Clubs, Red Ribbon Week, and family treatment referrals.

Some of the programs implemented in Kentucky include:

### **Evidence-Based Curriculum** (currently used in Kentucky)

[formerly on SAMSHA's National Registry of Evidence Based Programs & Practices (NREPP) and [Appendix B of the 2018 Surgeon General's Report on Addiction](#)]

### **All Stars**

All Stars is a continuum of prevention programs, for grades 4-12, designed to delay the onset of risky behaviors with adolescents. Designed for both school classroom and community-based settings, All Stars is one of the most adaptable prevention programs available. All Stars also aligns with the National Health Education Standards allowing for easy integration into any health or wellness curriculum. Its highly engaging, student-centered and fun approach, coupled with its highly effective parent/adult component, makes it a highly respected, well-liked and enjoyable program by community-based organizations, schools, parents and kids!

### **Class Action**

Class Action is the second phase of the Project Northland alcohol-use prevention curriculum series. Class Action (for grades 11-12) and Project Northland (for grades 6-8) are designed to delay the onset of alcohol use, reduce use among youths who have already tried alcohol, and limit the number of alcohol-related problems experienced by young drinkers. Class Action draws upon the social

influence theory of behavior change, using interactive, peer-led sessions to explore the real-world legal and social consequences of substance abuse. The curriculum consists of 8-10 group sessions in which students divide into teams to research, prepare, and present mock civil cases involving hypothetical persons harmed as a result of underage drinking. Using a casebook along with audiotaped affidavits and depositions, teens review relevant statutes and case law to build legal cases they then present to a jury of their peers. Case topics include drinking and driving, fetal alcohol syndrome, drinking and violence, date rape, drinking and vandalism, and school alcohol policies. Students also research community issues around alcohol use and become involved in local events to support community awareness of the problem of underage drinking. Class Action can be used as a booster session for the Project Northland series or as a stand-alone program.

## **Halo**

Healthy Alternatives for Little Ones, known as HALO, is a 12-unit, evidence-based, hands-on, health education and prevention program for 3-6 year old children.

The HALO program is unique because it offers comprehensive prevention and healthy choices to preschoolers, about alcohol, tobacco, drugs that address a prevention gap with this age group. The best news is this outcome-based program is a complete package with curriculum that involves both children and their families teaching a non-judgmental, child-centered focus on the child's healthy choices.

Even better, HALO is a one of a kind, outcome-based, copyrighted, health education and prevention program that is:

- Offered in a complete [HALO Curriculum & Training Kit](#)
- Available in English and Spanish

All components of the HALO program are developmentally appropriate for children in any early childcare environment and designed to facilitate skill-building, social and emotional skill development in a fun way to help children become — **Bigger, Stronger and Better Able to Think!**

## **Keep a Clear Mind**

A parent-child, take-home program in drug education. It has been field-tested and rigorously evaluated with students in grades 4, 5, & 6. Keep A Clear Mind has won the Center for Substance Abuse Prevention's (CSAP) Exemplary Program Award, has been promoted as a Model Program by CSAP, the Substance Abuse and Mental Health Services Administration, and the Office of Juvenile Justice and Delinquency Prevention. Keep A Clear Mind is listed on the National Registry of

**Evidence-Based Programs and Practices.** Evaluation papers concerned with Keep A Clear Mind have been presented at the meetings of a number of different scholarly/professional groups, and evaluation articles have been published in the Journal of School Health, the Journal of Drug Education, and the Journal of Alcohol and Drug Education. Keep A Clear Mind is also available in Spanish.

### **Lifeskills**

A school-based program that aims to prevent alcohol, tobacco, and marijuana use and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. LST is based on both the social influence and competence enhancement models of prevention. Consistent with this theoretical framework, LST addresses multiple risk and protective factors and teaches personal and social skills that build resilience and help youth navigate developmental tasks, including the skills necessary to understand and resist prodrug influences. LST is designed to provide information relevant to the important life transitions that adolescents and young teens face, using culturally sensitive and developmentally and age-appropriate language and content. Facilitated discussion, structured small group activities, and role-playing scenarios are used to stimulate participation and promote the acquisition of skills. Separate LST programs are offered for elementary school (grades 3-6), middle school (grades 6-9), and high school (grades 9-12); the research studies and outcomes reviewed for this summary involved middle school students.

### **PRIME for Life**

A motivational intervention used in group settings to prevent alcohol and drug problems or provide early intervention. PFL has been used primarily among court-referred impaired driving offenders, as in the two studies reviewed for this summary. It also has been adapted for use with military personnel, college students, middle and high school students, and parents. Different versions of the program, ranging from 4.5 to 20 hours in duration, and optional activities are available to guide use with various populations.

### **Project Alert**

A school-based prevention program for middle or junior high school students that focuses on alcohol, tobacco, and marijuana use. It seeks to prevent adolescent nonusers from experimenting with these drugs, and to prevent youths who are already experimenting from becoming more regular users or abusers. Based on the social influence model of prevention, the program is designed to help motivate young people to avoid using drugs and to teach them the skills they need to understand and resist prodrug social influences. The curriculum is comprised of 11 lessons in the first year and 3 lessons in the second year.

Lessons involve small-group activities, question-and-answer sessions, role-playing, and the rehearsal of new skills to stimulate students' interest and participation. The content focuses on helping students understand the consequences of drug use, recognize the benefits of nonuse, build norms against use, and identify and resist prodrug pressures.

### **Project Northland**

A multilevel intervention involving students, peers, parents, and community in programs designed to delay the age at which adolescents begin drinking, reduce alcohol use among those already drinking, and limit the number of alcohol-related problems among young drinkers. Administered to adolescents in grades 6-8 on a weekly basis, the program has a specific theme within each grade level that is incorporated into the parent, peer, and community components. The 6th-grade home-based program targets communication about adolescent alcohol use utilizing student-parent homework assignments, in-class group discussions, and a communitywide task force. The 7th-grade peer- and teacher-led curriculum focuses on resistance skills and normative expectations regarding teen alcohol use, and is implemented through discussions, games, problem-solving tasks, and role-plays. During the first half of the 8th-grade Powerlines peer-led program, students learn about community dynamics related to alcohol use prevention through small group and classroom interactive activities. During the second half, they work on community-based projects and hold a mock town meeting to make community policy recommendations to prevent teen alcohol use.

### **Project Toward No Tobacco Use (TNT)**

Project Toward No Tobacco Use (Project TNT) is a comprehensive, classroom-based curriculum designed to prevent or reduce tobacco use. It is devised to counteract several different risk factors for tobacco use simultaneously, because the behavior is associated with multiple risk factors. Project TNT teaches awareness of misleading social information, develops skills that counteract social pressure to use tobacco, and provides information about the physical consequences of tobacco use, such as addiction. Project TNT targets a wide variety of youths who may have different risk factors influencing their tobacco use. It is designed for fifth through ninth grade youths (ages 10-14).

### **Second Step - Elementary**

Newly reviewed program - rated as "program with promising outcomes". A universal, classroom-based program for children in kindergarten through fifth grade, which is designed to increase school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. The Second Step program consists of a skills-focused, social-emotional learning (SEL) curriculum that emphasizes skills that strengthen students' ability to learn, have

empathy, manage emotions, and solve problems. There are separate curricula for each grade to enable teachers to deliver instruction that is developmentally appropriate and relevant for their students. Each grade level curriculum includes a total of 22 lessons (23 in Kindergarten) that are organized across four units: 1) Skills for Learning, 2) Empathy, 3) Emotion Management, and 4) Problem Solving. The four units cover a range of skills and behaviors such as being respectful learners, planning to learn, identifying others' feelings, showing compassion, making friends, and managing disappointment. Teachers implement the lessons as part of their normal classroom activities once per week, and each lesson takes roughly 20–40 minutes, depending on grade level. The Second Step-Elementary program consists of these classroom lessons, as well as skills review, brief daily practice activities, reinforcement, and home links. Implementation of the Second Step-Elementary program includes scripted lesson cards; posters that outline learned skills; DVDs that illustrate particular skills; brain-builder games designed to increase executive function skills; and a teacher's binder that includes additional content for teaching and reinforcing skills, skills for learning cards, and home links for families.

## **Second Step – Middle School**

A universal, classroom-based intervention for children in grades six through eight, which is designed to increase school success and decrease problem behaviors by promoting social-emotional competence. The Second Step program consists of a skills-focused, social-emotional learning (SEL) curriculum that emphasizes directly teaching students how to strengthen their ability to learn, have empathy, manage emotions, and solve problems. Through skill building and skill practice, the program aims to target risk and protective factors thought to be linked to aggression, violence, and substance use. The program targets the following risk factors: inappropriate classroom behavior, such as aggression and impulsivity; favorable attitudes toward problem behavior (e.g., violence, substance abuse); friends who engage in the problem behavior; early initiation of the problem behavior; peer rewards for antisocial behavior; and peer rejection. In addition, the program targets the following protective factors: social skills, empathy, school connectedness, and adoption of conventional norms about drug use. There are separate curricula for each grade (six through eight) to enable teachers to deliver instruction that is developmentally appropriate and relevant for their students. The program comprises 15 lessons for sixth-grade students, and 13 lessons for students in grades seven and eight. All curricula include units on empathy and communication, bullying prevention, emotion management, and substance abuse prevention. The sixth-grade curriculum also includes a unit on problem solving, and the eighth-grade curriculum includes a unit on goal setting. Teachers deliver the lessons in one, 50-minute session, or over two, 25-minute sessions taught weekly or semi-weekly throughout the school year. Lessons include direct instruction, group discussions, and hands-on activities, such as reflection opportunities, role playing, and individual work. Lessons are delivered

through a DVD that includes interviews with middle school youths and video demonstrations of skills. Students receive cueing, coaching, and suggestions for improvement on their performance. Homework assignments, extension activities, academic integration lessons, and videos are aimed at reinforcing each skill and promoting skill acquisition. The program includes suggestions for teachers in connecting lessons to current events and revisiting the skills as conflicts occur in the classroom, in the hallway, or in the cafeteria.

### **Sources of Strength**

A universal suicide prevention program designed to build socio-ecological protective influences among youth to reduce the likelihood that vulnerable high school students will become suicidal. The program trains students as peer leaders and connects them with adult advisors at school and in the community. With support from the advisors, the peer leaders conduct well-defined messaging activities intended to change peer group norms influencing coping practices and problem behaviors (e.g., self-harm, drug use, unhealthy sexual practices). Specifically, these activities are designed to reduce the acceptability of suicide as a response to distress, increase the acceptability of seeking help, improve communication between youth and adults, and develop healthy coping attitudes among youth. Sources of Strength is also designed to positively modify the knowledge, attitudes, and behaviors of the peer leaders themselves. Depending on the size of the high school, 10-50 students are recruited through staff and student nominations to form a team of peer leaders, who are mentored by 2-5 adult advisors. Certified Sources of Strength trainers provide the peer leaders with an initial 4-hour interactive training, which the adult advisors also must attend. Adult advisors facilitate peer leader meetings over 3-4 months to plan, design, and practice tailored messaging activities, including individual messaging, classroom presentations, and media messaging, that reflect local cultural adaptations. The peer leaders have one-on-one conversations within their network of friends; develop posters and public service announcements with local faces and voices; give peer-to-peer presentations; and develop messages to be delivered via video, the Internet, or text messages. The program is often initiated as a 3- to 6-month project, but it is designed as a multiyear project with ongoing peer messaging and contacts growing over time. Adult advisors receive monthly teleconference support meetings with Sources of Strength staff.

### **Too Good FOR DRUGS**

A school-based prevention program for kindergarten through 12th grade that builds on students' resiliency by teaching them how to be socially competent and autonomous problem solvers. The program is designed to benefit everyone in the school by providing needed education in social and emotional competencies and by reducing risk factors and building protective factors that affect students

in these age groups. TGFD focuses on developing personal and interpersonal skills to resist peer pressures, goal setting, decision making, bonding with others, having respect for self and others, managing emotions, effective communication, and social interactions. The program also provides information about the negative consequences of drug use and the benefits of a nonviolent, drug-free lifestyle. TGFD has developmentally appropriate curricula for each grade level through 8th grade, with a separate high school curriculum for students in grades 9 through 12. The K-8 curricula each include 10 weekly, 30- to 60-minute lessons, and the high school curriculum includes 14 weekly, 1-hour lessons plus 12 optional, 1-hour "infusion" lessons designed to incorporate and reinforce skills taught in the core curriculum through academic infusion in subject areas such as English, social studies, and science/health. Ideally, implementation begins with all school personnel (e.g., teachers, secretaries, janitors) participating in a 10-hour staff development program, which can be implemented either as a series of 1-hour sessions or as a 1- or 2-day workshop.

### **Too Good for Violence**

A school-based violence prevention and character education program for students in kindergarten through 12th grade. It is designed to enhance prosocial behaviors and skills and improve protective factors related to conflict and violence. TGFV has a developmentally appropriate curriculum for each grade level through 8th grade, with a separate high school curriculum for students in grades 9 through 12. The K-5 curricula each include seven weekly, 30- to 60-minute lessons, and the curricula for grades 6-8 each include nine weekly, 30- to 45-minute lessons. The high school curriculum includes 14 weekly, 1-hour lessons, plus 12 optional, 1-hour "infusion" lessons designed to incorporate and reinforce skills taught in the core curriculum through academic infusion in various subject areas. Trained teachers, counselors, and prevention specialists deliver the program. The research presented in this review involved only students in the 3rd grade. Too Good for Violence is a companion program to Too Good for Drugs (TGFD). At the high school level, the programs are combined in one volume under the name Too Good for Drugs & Violence High School. Outcomes for TGFD and the combined high school version have been reviewed by NREPP in another summary.

## **Additional Evidence-Based Curriculum**

Identified in Appendix B of the 2018 Surgeon General Report on Addiction

### **ATLAS**

Athletes Training and Learning to Avoid Steroids (ATLAS) is a school-based, alcohol- and drug-prevention program for male high school athletes. The program is designed to reduce or stop adolescent male athletes' use of anabolic steroids, sport supplements, alcohol, and illegal drugs, while improving nutrition and exercise practices. Participants learn how to achieve their athletic goals by using state-of-the-art sports nutrition and strength training and how to avoid using harmful substances that will impair their physical and athletic abilities. ATLAS is delivered in a classroom to an entire school sports team at once. The curriculum consists of 10, 45-minute interactive classroom sessions and 3 exercise-training sessions facilitated by peer educators, coaches, and strength trainers. Program content includes 1) discussion of sports nutrition; 2) exercise alternatives to anabolic steroids and sports supplements; and 3) the effects of substance use in sports, drug-refusal role playing, and the creation of health-promotion messages. Team workbooks, sports menus, and training guides complement the instructional materials.

### **Bicultural Competence Skills Program (BCSP)**

The Bicultural Competence Skills Program (BCSP) is a substance abuse prevention program that uses skills training to promote "bicultural fluency." In addition to problem-solving, coping, and communication skills, the program teaches discrimination (skills related to avoiding temptation, and exploring healthy alternatives to substance use) through culturally-relevant examples that help the participants predict situations that would place them at high risk for substance abuse.

### **Coping Power**

The Coping Power Program (CPP) is a multifaceted prevention and intervention program designed to target children with aggression problems. The program operates on the theory that children with aggression are at risk for developing subsequent risky behaviors, such as substance use. In an effort to disrupt this potential trajectory, CPP targets four key areas of children's development that are considered to be predictive of later risk behaviors. The CPP consists of separate parent and child skill-building sessions that help promote social competence, self-regulation, school bonding, and parental involvement. The Coping Power Program has been the subject of multiple evaluations. In general, results indicate that CPP helps reduce rates of substance use and delinquent behavior while also improving children's social competence, behavior, attention, and mood.

## Keepin' It REAL

Keepin' it REAL is a multicultural, school-based substance use prevention program for students 12-14 years old. Keepin' it REAL uses a 10-lesson curriculum taught by trained classroom teachers in 45-minute sessions over 10 weeks, with booster sessions delivered in the following school year. The curriculum is designed to help students assess the risks associated with substance abuse, enhance decision making and resistance strategies, improve antidrug normative beliefs and attitudes, and reduce substance use. The narrative and performance-based curriculum draws from communication competence theory and a culturally grounded resiliency model to incorporate traditional ethnic values and practices that protect against substance use. The curriculum places special emphasis on resistance strategies represented in the acronym REAL: Refuse offers to use substances, Explain why you do not want to use substances, Avoid situations in which substances are used, and Leave situations in which substances are used.

## PreVenture/Adventure

The PreVenture Program: Personality-Targeted Interventions for Adolescent Substance Misuse is a school-based program designed to prevent alcohol and drug misuse among 13- to 15-year-old students. Tailored interventions are provided based on screening results for four personality dimensions that have been linked to increased risk for maladaptive alcohol and drug use: anxiety-sensitivity, hopelessness, impulsivity, and sensation seeking. Students who score one standard deviation above the school mean on any of these dimensions are invited to participate in two 90-minute group workshops focusing on developing adaptive coping skills for their personality profile

## Project Toward No Drug Use (TND)

Project Toward No Drug Abuse (Project TND) is a drug use prevention program for high school youth. The current version of the curriculum is designed to help students develop self-control and communication skills, acquire resources that help them resist drug use, improve decision making strategies, and develop the motivation to not use drugs. It is packaged in 12 40-minute interactive sessions to be taught by teachers or health educators. The TND curriculum was developed for high-risk students in continuation or alternative high schools. It has also been tested among traditional high school students.

## **School Health and Alcohol Harm Reduction Project (SHAHRP)**

SHAHRP is school-based curriculum program that aims to reduce the alcohol-related harm that young people experience in alcohol use situations. The SHAHRP longitudinal study assessed the behavioural impact of the program which resulted in statistically significant impact on alcohol use, risky alcohol use, and exposure to alcohol-related harms

### **Unplugged**

The program has been positively evaluated following its initial development, implementation, and evaluation in seven European countries over the past 5 years. It is a program involving training and resource material to be delivered to 12- to 14-year-olds based on a life skills education and social influences approach to promote positive health behavior generally and substance abuse prevention specifically. It has shown effective outcomes in the delay of the onset of drug use and a reduction in the use of alcohol, tobacco, and cannabis among the age groups involved. The Mentor Foundation is a nonprofit, nongovernmental organization with a mission to prevent drug abuse and promote the health and well-being of children and young people

## **Enhancing Projects/Activities**

The following represents activities and projects which can be used in addition to evidence-based curriculum. They should not be delivered on a stand-alone basis, but as part of a comprehensive prevention plan.

**Enhancing projects and activities, such as those listed below, are not evidence-based and used alone, have not been shown to produce outcomes in the reduction of substance misuse among youth. The committee recommends that these activities be used ONLY when necessary to build capacity of the local community in connection with a broader, comprehensive prevention plan developed as a result of a thorough needs assessment that considers the consequence and consumption data, the risk and protective factors that are contextual to a specific community, and the readiness of the community to implement these efforts to address substance use among youth.**

### **Brain Pop & Brain Pop Jr.**

BrainPOP engages students through animated movies, learning games, interactive quizzes, primary source activities, concept mapping, and more. Our award-winning resources include [BrainPOP Jr. \(K-3\)](#), [BrainPOP](#), [BrainPOP Español](#), and, for English language learners, [BrainPOP ESL](#). They cover topics within Science, Math, Social Studies, English Language Arts, Technology, Engineering, Arts, Music, Health, Reading, and Writing. Our content is carefully mapped to the Common Core, aligned to academic standards, and searchable with our online [Standards Tool](#).

### **Character Counts**

Character Counts is a framework, not a scope and sequence program nor a curriculum. It provides practical strategies and tools to braid CC strategies with other programs such as PBIS to foster positive climate change to produce exceptional results in the academic, social, emotional and character development domains by infusing six core ethical and performance values and traits into the DNA of your organization.

## Champions Club

A prevention program designed to empower teens and young adults to make the right decisions regarding drug, alcohol and tobacco abuse, and become influencers to their family, friends, and community.

## Choosing the Best

Serves school systems and community groups. A recent published study indicated that students who received Choosing the Best were nearly 1.5 times more likely to delay the onset of sexual behavior than students who did not receive the program. Choosing the Best utilizes five keys to effective abstinence-centered, sexual avoidance and relationship education: Motivational Learning Environment, Medical Learning Model, Relationship Education and Refusal Skills, Parent Involvement, and Character Education. Middle & High School Programs.

## Generation RX

The mission of Generation Rx is to educate people of all ages about the potential dangers of misusing prescription medications. The program strives to enhance medication safety among youth, college students, other adults in our communities, and seniors. Prescription medications can help us live longer and healthier lives, but any medication has the potential to do harm – especially when misused.

## Green Dot Strategy

A comprehensive approach to the primary prevention of violence that capitalizes on the power of peer and cultural influence across all levels of the socio-ecological model. Informed by social change theory, the model targets all community members as potential agents of social change. It seeks to engage them, through awareness, education and skills-practice, in proactive behaviors that establish intolerance of violence as the norm as well as reactive interventions in high-risk situations, resulting in the ultimate reduction of violence. Specifically, the program proposes to target socially influential individuals from across community subgroups. The goal is for these groups to engage in a basic education program that will equip them to integrate moments of prevention within existing relationships and daily activities.

## Health Rocks

A fun, interactive curriculum developed by National 4-H Council and participating land grant universities throughout the country for ages 8-14. Health Rocks supports the goals developed by the National Health Education Standards and teaches young people the life skills needed to make healthy choices and to resist tobacco, alcohol and drugs.

## Here's Looking at You

A creative prevention curriculum designed to cultivate a commitment among young people to deal in responsible ways with alcohol in their environment. The model, developed as a demonstration project for the National Institute on Alcohol Abuse and alcoholism, consists of self-contained teaching units for grades K-12. This non-technical report, directed to non-research professionals, describes an extensive 3-year evaluation conducted to measure the effectiveness of the program in grades 4-12. Three Seattle school districts and two Portland school districts participated. Some schools were assigned to the experimental condition, and comparable schools were assigned to a control condition. The test instruments were administered to some students both before and after exposure to the HLAY curriculum; many students were followed for 3 years. Immediate results showed a definite curriculum impact for all students in the area of knowledge about alcohol and alcoholism. In addition, self-esteem was favorably affected for those in grades 5, 6, and 7. Decision making skills were improved for students in grades 6-12. Attitudes were least affected, although there was evidence that students in grade 8 and younger students changed somewhat toward favoring moderate drinking as opposed to excessive drinking. The program appeared most effective in intermediate grades, arguing for early intervention. Other influences, particularly parents, peers, and religion appeared to have a greater impact. The report contains a number of graphs illustrating the evaluation process and the results of the study.

## Help Overcome Tobacco (HOT)

Each year a youth tobacco conference is held in Eastern Kentucky. Several community groups and coalitions partner to provide youth with tobacco facts and health statistics. The youth are given tools to take back to their community to educate their county on tobacco facts. Additionally, youth trained at the annual conference participate in HOT Clubs at their schools and provide tobacco education to their peers.

## Hope for Life Day Toolkit

This toolkit is geared towards professionals and grass-roots organizers working in AI/AN communities to implement a community-wide Hope for Life Day on September 10 of each year. The National American Indian/Alaska Native Hope for Life Day coincides with World Suicide Prevention Day on September 10 of each year. This toolkit will help community organizers take specific steps to change the conversation around suicide, initiate action for awareness, and foster hope in the effort to reduce or eliminate suicide in their community. Organizers are encouraged to host culturally tailored events in their community to promote hope, life, cultural resiliency, and community transformation.

## Kick Butts Day

Kick Butts Day is officially one day each year, to the next generation tobacco-free.

## Leader in Me

*The Leader in Me* is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. The Leader in Me is aligned with best-in-class content and concepts practiced by global education thought leaders. It provides a logical, sequential and balanced process to help schools proactively design the culture that reflects their vision of the ideal school. Content from *The 7 Habits of Highly Effective People* is a key component of the process. *The Leader in Me* is also aligned to many national and state academic standards. The process teaches students the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups.

## Peer-To-Peer

The Peer-to-Peer Prevention Program (PPPP), aims to decrease student use of alcohol, tobacco and other drugs (ATOD). It begins by identifying and selecting socially-influential student leaders from grades 9-12. These young people are then trained in communication skills and techniques, so they can effectively communicate with their peers about the use, misuse and abuse of ATOD's. The program utilizes many of the elements of the evidenced-based NREPP-listed Safe School Ambassadors® Program (SSA), which has resulted in decreased bullying and suspensions related to school violence. In the PPPP model, student leaders are equipped with the knowledge, motivation and skills to speak up regarding the peer pressure they often face to participate in AOD use. In the training

sessions, the students learn safe and effective intervention techniques that allow them to retain status and credibility while speaking up and promoting healthier decisions. They gain a deeper understanding of the costs and consequences of using substances as adolescents; and understanding why it is important to support friends and peers in making healthy and positive choices. Over time, their interventions create a shift in the school norms such that substance use will no longer be supported in the culture.

### **Project Grad**

A program offered by many high schools which provides adult-supervised and alcohol-free activities as part of a post-graduation party, as an alternative to student-run events involving alcoholic beverages or other drugs.

### **Prom Promise**

A positive-peer pressure program for high school students. The goal of Prom Promise is to help combat drunken driving and is endorsed by the National Association of State Boards of Education, the National Commission Against Drunk Driving and the National Sheriff's Association.

### **Rachel's Challenge Clubs**

An evidence-based framework for positive climate and culture change in the school. Fully, implemented, partner schools achieve statistically significant gains in community engagement, faculty/student relationships, leadership potential, and school climate; along with reductions in bullying, alcohol, tobacco and other drug use.

### **Reb Ribbon Week**

Since its beginning in 1985, the Red Ribbon has touched the lives of millions of people around the world. In response to the murder of DEA Agent Enrique Camarena, angered parents and youth in communities across the country began wearing Red Ribbons as a symbol of their commitment to raise awareness of the killing and destruction cause by drugs in America. In 1988, NFP sponsored the first National Red Ribbon Celebration. Today, the Red Ribbon serves as a catalyst to mobilize communities to educate youth and encourage participation in drug prevention activities.

## **SADD Clubs (Students Against Destructive Decisions)**

Teen substance abuse is neither healthy nor legal. The number and type of dangerous mind and body-altering substances that are easily available in our schools, communities, and in our own homes is growing. From alcohol and tobacco products, prescription and illegal drugs, to products found in the home that are used to get high, SADD focuses on education, awareness, prevention by providing information on alcohol and several of the most commonly found drugs and provide prevention programming to help teens become role models in their schools and communities to help others stand strong against the destructive decision to use these substances. SADD also equips students and parents with information on how to recognize signs and symptoms of substance abuse and how to seek help for themselves or encourage others seek help. SADD chapters have access many underage drinking prevention programs to engage the school, the community, and parents. SADD strives to spread awareness about tobacco, the leading preventable cause of disease, disability, and death in the US. SADD empowers students to stand strong against the decision to engage in drug use.

## **Saving Our Students (SOS)**

Research based & uses drug use data collected from local law enforcement agencies, medical professionals, legal entities & interviews with drug users, recovering drug addicts & their families.

## **Smart Mouth Smokeless Tobacco**

A smokeless tobacco/other tobacco products curriculum developed by the Kentucky Tobacco Prevention Enhancement Site. The Smart Mouth curriculum includes facilitator resources, learning objectives (including a pre-post test), six interactive sessions, take-home fact sheets, posters for each session, a DVD and a resource CD, and additional resources to supplement the sessions.

## **Stanford Tobacco Prevention Toolkit**

The Tobacco Prevention Toolkit is a new, theory-based and evidence-informed educational resource created by educators and researchers aimed at preventing middle and high school students' use of cigarettes, cigars/cigarillos, chew, hookah, and electronic cigarettes. This Toolkit contains a set of modules focused on e-cigarettes and vapes, messages on nicotine addiction, information and

resources concerning positive youth development, and school policies that provide information about school tobacco policies and tobacco control efforts. Developing this Toolkit was accomplished by partnering with key stakeholders (educators, parents, and students), others involved in tobacco or health education, and scientists. We also conducted formative research to inform our curriculum, including holding a series of focus groups with students, health educators, tobacco prevention researchers, leaders within the California Department of Education's Tobacco Control Branch, and basic scientists focusing on tobacco, e-cigarettes, and addiction, to identify the most important content areas that need to be included, delivery strategies that are engaging for youth, and to obtain the latest evidence known about each tobacco product to ensure that the information presented in our curriculum is accurate. Educators are encouraged to pick and choose which lessons will be most useful for their students and adapt activities to suit their needs. You will find that the PowerPoints, worksheets, and activities can all be altered as desired. Please also review the Crash Courses included in certain modules for more information for educators and parents, and please see the Resources section that provides additional information and websites that are relevant to educators, parents, youth, and others who are interested.

## Taking Down Tobacco

This resource from the Campaign for tobacco-free kids (<http://takingdowntobacco.org/>) is a free online course to get the knowledge, skills and tools needed to fight tobacco in your community.

## Teens Against Tobacco Use (TATU)

Teens Against Tobacco Use (TATU) is a program that allows students ages 14-17 to mentor youngsters about the dangers of smoking. Research indicates that **teens** enjoy opportunities to positively influence their younger counterparts.

## The Truth About Drugs

A booklet/course from a Foundation for a Drug-Free World (<https://www.drugfreeworld.org>). This booklet and course provides facts to avoid becoming hooked on drugs and to help others to stay off them.

## Truth & Consequences

An enrichment activity designed to show students the impact of getting involved with illicit and legal substances. Students role-play scenarios including: possession of prescription drugs; driving under the influence; sniffing; possession of alcohol, drug paraphernalia, or illegal drugs; trafficking; and stealing drugs; etc. Depending on the scenario, students visit appropriate officials and/or agencies to experience the consequences of their behavior.

## Reducing the Risk

A 16-session curriculum designed to help high school students delay the initiation of sex or increase the use of protection against pregnancy and STD/HIV if they choose to have sex. This research-proven approach addresses skills such as risk assessment, communication, decision making, planning, refusal strategies and delay tactics.

## UNITE Clubs

Unite Clubs help youth develop healthy attitudes and behaviors by learning and practicing life skills, enhancing academic performance, connecting peers, adults, communities and learning through service. Youth are involved in developing and conducting activities designed to help make their schools and communities healthy and drug free as well as mentoring younger students.

## Why Try

The WhyTry Program is a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success. The idea is straightforward: Teach social and emotional principles to youth in a way they can understand and remember. Why Try is based on sound empirical principles, including solution-focused brief therapy, social and emotional intelligence, and multisensory learning. The WhyTry curriculum utilizes a series of ten visual analogies that teach important life skills (e.g., decisions have consequences; dealing with peer pressure; obeying laws and rules; plugging in to support systems). The visual analogies are reinforced through the creative use of customized hip-hop music, video, over 150 learning activities, journal activities that help students reflect on program concepts, and other multimedia. The WhyTry curriculum engages all major learning styles (visual, auditory, and body-kinesthetic). WhyTry is often used for RTI and PBIS.

## **Parent & Family Led Programs**

### **Familias Unidas**

The Familias Unidas Preventive Intervention is a family-based program for Hispanic families with children ages 12-17. It is designed to prevent conduct disorders; use of illicit drugs, alcohol, and cigarettes; and risky sexual behaviors by improving family functioning. The Familias Unidas Preventive Intervention is guided by ecodevelopmental theory, which proposes that adolescent behavior is affected by a multiplicity of risk and protective processes operating at different levels (i.e., within family, within peer network, and beyond), often with compounding effects. The program is also influenced by culturally specific models developed for Hispanic populations in the United States. The intervention is delivered primarily through multiparent groups, which aim to develop effective parenting skills, and family visits, during which parents are encouraged to apply those skills while interacting with their adolescent. The multiparent groups, led by a trained facilitator, meet in weekly 2-hour sessions for the duration of the intervention. Each group has 10 to 12 parents, with at least 1 parent from each participating family. Sessions include problem posing and participatory exercises. Group discussions aim to increase parents' understanding of their role in protecting their adolescent from harm and to facilitate parental investment.

### **Guiding Good Choices**

Guiding Good Choices (GGC) is a drug use prevention program that provides parents of children in grades 4 through 8 (9 to 14 years old) with the knowledge and skills needed to guide their children through early adolescence. It seeks to strengthen and clarify family expectations for behavior, enhance the conditions that promote bonding within the family, and teach skills that allow children to resist drug use successfully. GGC is based on research that shows that consistent, positive parental involvement is important to helping children resist substance use and other antisocial behaviors. Formerly known as Preparing for the Drug Free Years, this program was revised in 2003 with more family activities and exercises. The current intervention is a five-session curriculum that addresses preventing substance abuse in the family, setting clear family expectations regarding drugs and alcohol, avoiding trouble, managing family conflict, and strengthening family bonds. Sessions are interactive and skill based, with opportunities for parents to practice new skills and receive feedback, and use video-based vignettes to demonstrate parenting skills. Families also receive a family guide containing family activities, discussion topics, skill-building exercises, and information on positive parenting.

## **Positive Family Support (Family Check-Up)**

The Family Check-Up (FCU) model is a strengths-based, family-centered intervention that promotes family management and addresses child and adolescent adjustment problems. The intervention has two phases: 1) the FCU, which involves an initial assessment and feedback; 2) parent management training, which focuses on positive behavior support, healthy limit setting, and relationship building. The intervention model is adaptive and tailored to address the specific needs of each child and family and can be integrated into a variety of service settings, including public schools, WIC, primary health care, and community mental health.

## **SODAS City**

SODAS City is a self-guided software program designed to prevent alcohol and substance use among preadolescents and adolescents. The program includes components for youths and their parents. Youth components are based on social learning theory and problem behavior theory. The program is delivered to youths through 10 initial sessions (45 minutes each), followed by five optional annual booster sessions (20 to 30 minutes each). The program is provided on CD-ROM; this enables the participant's parent, teacher, or counselor to implement the program on a computer at home, in school, or in a community center. The reference to "City" in the program name reflects the urban context for the problem situations featured in the CD-ROM program. These situations are simulated through a series of adventures, games, and puzzles, which cover goal setting, coping, peer pressure, refusal skills, norm correcting, self-efficacy, problem solving, decision making, effective communication, and time management. Youths maneuver through each situation by applying a five-step, problem-solving sequence according to the SODAS acronym:

Stop—stop and think about the problem you are facing

Options—generate options for solving the problem

Decide—decide on the best option

Act—act in accordance with your decision

Self-praise—give self-praise for acting correctly

Booster sessions review previously delivered material and introduce new, developmentally indexed material on dating situations, increased amounts of discretionary time, and the alcohol use risks associated with college attendance, military service, and independent living. The SODAS City parent component is based on family interaction theory and is aimed at engaging parents in the program objectives and strategies while also enhancing youths' attachment to parents. .

## **Strengthening Families Program**

The Strengthening Families Program (SFP) is a family skills training program designed to increase resilience and reduce risk factors for behavioral, emotional, academic, and social problems in children 3-16 years old. SFP comprises three life-skills courses delivered in 14 weekly, 2-hour sessions. The Parenting Skills sessions are designed to help parents learn to increase desired behaviors in children by using attention and rewards, clear communication, effective discipline, substance use education, problem solving, and limit setting. The Children's Life Skills sessions are designed to help children learn effective communication, understand their feelings, improve social and problem-solving skills, resist peer pressure, understand the consequences of substance use, and comply with parental rules. In the Family Life Skills sessions, families engage in structured family activities, practice therapeutic child play, conduct family meetings, learn communication skills, practice effective discipline, reinforce positive behaviors in each other, and plan family activities together. Participation in ongoing family support groups and booster sessions is encouraged to increase generalization and the use of skills learned.

## **Strong African American Families**

Strong African American Families (SAAF) is a culturally tailored, family-centered intervention for 10- to 14-year-old African American youths and their primary caregivers. The goal of SAAF is to prevent substance use and behavior problems among youth by strengthening positive family interactions, preparing youths for their teen years, and enhancing primary caregivers' efforts to help youths reach positive goals. Facilitators administer SAAF through seven 2-hour sessions using separate skill-building curricula for youths and primary caregivers. Sessions can be implemented at any time during the week, including weekends. During the first hour of each session, youths and primary caregivers meet separately with facilitators. Topics addressed in the youth sessions include the importance of following house rules; adaptive ways of responding to racism; the formation of goals for the future and plans to attain them; and skills for resisting early sexual involvement, substance use, and other risk behaviors. The primary caregiver sessions address ways in which the caregivers can monitor their children's behavior; encourage adaptive strategies for their children to respond to racism; and develop adaptive communication skills for discussing sex, substance use, and other risk behaviors. During the second hour of each session, youths and primary caregivers meet as a family with the facilitator and build on what was learned in the separate sessions. In the family sessions, facilitators work with families to build family-based strengths for supporting the youth's goals, enhancing racial pride, and improving communication and support. SAAF is usually offered at schools and community facilities, and it should be implemented by trained facilitators who have experience working with families and youths.

## Kentucky Prevention Resources

### Kentucky Office of Drug Control Policy

The Office of Drug Control Policy is tasked to coordinate Kentucky's response to substance abuse. Our goal is to change the way substance abuse is handled in Kentucky, reducing the problem, and making the Commonwealth a model for other states. We have joined prevention/education, treatment, and law enforcement in a united effort to confront this epidemic and have made great strides. As we plan for the future, we know the success of our initiatives depends on the involvement and support of grassroots coalitions, local and state agencies, as well as community and faith-based organizations throughout Kentucky.

Justice and Public Safety Cabinet  
Office of Drug Control Policy  
125 Holmes Street  
Frankfort, KY 40601  
[www.odcp.ky.gov](http://www.odcp.ky.gov)  
502-564-9564

### Kentucky Agency for Substance Abuse Policy

The Kentucky Agency for Substance Abuse Policy (KY-ASAP) was created in 2000 to develop a strategic plan to reduce the prevalence of alcohol, tobacco and other drug use among youth and adult populations in Kentucky and coordinate efforts among state and local agencies in the area of substance abuse prevention. A key concept of KY-ASAP is policy change. Local Boards have evolved, as envisioned, as policy makers within their communities. Many have developed initiatives for smoke-free environments and worked with school systems to provide programs to teach our youth about the dangers of alcohol, tobacco and other drugs. There are now 79 KY-ASAP Local Boards located in 118 Kentucky counties. The Kentucky Agency for Substance Abuse Policy is unique in that local boards determine their own needs for their service area. Through a strategic plan and needs assessment, the local boards identify the issues that they need to direct their dollars toward concerning tobacco, alcohol, and other drugs as related to abuse.

Justice and Public Safety Cabinet  
Office of Drug Control Policy – KY-ASAP  
125 Holmes Street  
Frankfort, KY 40601  
<https://odcp.ky.gov/Pages/Agency-for-Substance-Abuse-Policy.aspx>  
502-564-8293

Local KY-ASAP Board Chairpersons

<https://odcp.ky.gov/Documents/2018%20KY-ASAP%20Chairpersons.pdf>

Local KY-ASAP Board Coordinators

<https://odcp.ky.gov/Documents/2018%20KY-ASAP%20Coordinators.pdf>

**KY ASAP State Boards  
(79 boards in 118 counties)**

1	Adair County Local KY-ASAP Board
2	Allen County Local KY-ASAP Board
3	Anderson County Local KY-ASAP Board
4	Ballard County Local KY-ASAP Board
5	Barren-Hart-Metcalfe Local KY-ASAP Board (BHM)
6	Bath County Local KY-ASAP Board
7	Bell-Knox-Whitley Local KY-ASAP Board (BKW)
8	Black Patch Council Local KY-ASAP Board (Livingston, Lyon, Caldwell, Trigg)
9	Bourbon/Harrison Local KY-ASAP Board
10	Boyle County Local KY-ASAP Board
11	Breathitt County Local KY-ASAP Board
12	Breckinridge County Local KY-ASAP Board
13	Buffalo Trace Local KY-ASAP Board
14	Butler-Logan-Simpson Local KY-ASAP Board (BLS)
15	Calloway County Local KY-ASAP Board
16	Carlisle County Local KY-ASAP Board
17	Casey County Local KY-ASAP Board
18	Central KY Local KY-ASAP Board
19	Clark County Local KY-ASAP Board
20	Clay-Jackson Local KY-ASAP Board
21	Clinton County Local KY-ASAP Board
22	Crittenden County Local KY-ASAP Board
23	Cumberland County Local KY-ASAP Board
24	Daviess County Local KY-ASAP Board
25	Edmonson County Local KY-ASAP Board
26	Estill-Powell Local KY-ASAP Board
27	Fayette County Local KY-ASAP Board
28	Floyd-Pike Local KY-ASAP Board
29	Franklin County Local KY-ASAP Board

30	Fulton-Hickman County Local KY-ASAP Board
31	Garrard County Local KY-ASAP Board
32	Graves County Local KY-ASAP Board
33	Grayson-Meade-Hardin Local KY-ASAP Board
34	Green County Local KY-ASAP Board
35	Hancock County Local KY-ASAP Board
36	Heartland Trail Local KY-ASAP Board
37	Henderson County Local KY-ASAP Board
38	Henry County Local KY-ASAP Board
39	Hopkins County Local KY-ASAP Board
40	Jessamine County Local KY-ASAP Board
41	Johnson-Martin Local KY-ASAP Board
42	Knott County Local KY-ASAP Board
43	LaRue County Local KY-ASAP Board
44	Laurel County Local KY-ASAP Board
45	Lawrence County Local KY-ASAP Board
46	Lee County Local KY-ASAP Board
47	Leslie County Local KY-ASAP Board
48	Letcher County Local KY-ASAP Board
49	Lincoln County Local KY-ASAP Board
50	Madison County Local KY-ASAP Board
51	Magoffin County Local KY-ASAP Board
52	Marshall County Local KY-ASAP Board
53	McCracken County Local KY-ASAP Board
54	McCreary County Local KY-ASAP Board
55	McLean County Local KY-ASAP Board
56	Menifee County Local KY-ASAP Board
57	Mercer County Local KY-ASAP Board
58	Monroe County Local KY-ASAP Board
59	Montgomery County Local KY-ASAP Board
60	Morgan County Local KY-ASAP Board
61	Nicholas County Local KY-ASAP Board
62	Northern KY Local KY-ASAP Board (Carroll, Gallatin, Boone, Kenton, Campbell, Pendleton, Grant, Owen)
63	Ohio County Local KY-ASAP Board
64	Owsley County Local KY-ASAP Board

65	Pennyrile Local KY-ASAP Board (Todd, Christian, Muhlenberg)
66	Perry County Local KY-ASAP Board
67	Pulaski County Local KY-ASAP Board
68	Region 6 Local KY-ASAP Board (Trimble, Oldham, Jefferson, Bullitt, Spencer, Shelby)
69	Rockcastle County Local KY-ASAP Board
70	Rowan County Local KY-ASAP Board
71	Russell County Local KY-ASAP Board
72	Scott County Local KY-ASAP Board
73	Tri-County Local KY-ASAP Board (Carter, Greenup, Boyd)
74	Union County Local KY-ASAP Board
75	Warren County Local KY-ASAP Board
76	Wayne County Local KY-ASAP Board
77	Webster County Local KY-ASAP Board
78	Wolfe County Local KY-ASAP Board
79	Woodford County Local KY-ASAP Board

# Kentucky Agency for Substance Abuse Policy

79 Local Boards in 118 Counties  
(17 multi-county & 62 single county)

- Barren, Hart, Metcalfe
- Bell, Knox, Whitley
- Bourbon, Harrison
- Buffalo Trace
- Butler, Logan, Simpson
- BlackPatch Council
- Grayson, Hardin, Meade
- Northern Kentucky
- Pennyridge
- Tri-County
- Estill, Powell
- Region 6
- Heartland Trail
- Clay, Jackson
- Floyd, Pike
- Johnson, Martin
- Fulton-Hickman
- Single County Boards
- No Designation



Updated: 03-11-2015

## **Kentucky Regional Prevention Centers (RPC)**

Kentucky's Regional Prevention Centers (RPCs) can help individuals and groups develop prevention programs that will encourage healthy choices about alcohol, tobacco and other drugs. Fifteen centers are set up to serve all counties in the state. Prevention specialists at each center provide education and training programs, information and consultation services.

### **Cabinet for Health and Family Services**

#### **Department of Behavioral Health, Developmental and Intellectual Disabilities**

275 E. Main Street 4WG

Frankfort, KY 40621

<http://dbhdid.ky.gov/dbh/sa-rpc.aspx>

502-564-4456

Patti M. Clark, NPN, MBA, CPS

Prevention and Promotion Branch Manager

[Patti.clark@ky.gov](mailto:Patti.clark@ky.gov)

502-782-2474

### **Four Rivers Regional Prevention Center**

(Ballard, Calloway, Carlisle, Fulton, Graves, Hickman, Marshall, McCracken)

425 Broadway, Suite 202

Paducah, KY 42001

Contact: Ellen Walsh

[ewalsh@4rbh.org](mailto:ewalsh@4rbh.org)

270-442-8039

### **Pennyroyal Regional Prevention Center**

(Caldwell, Christian, Crittenden, Hopkins, Lyon, Muhlenberg, Todd, Trigg)

607 Hammond Plaza

Hopkinsville, KY 42240

Contact: Paula Brown

[pbrown@pennyroyalcenter.org](mailto:pbrown@pennyroyalcenter.org)

270-886-0486

### **RiverValley Regional Prevention Center**

(Daviess, Hancock, Henderson, McLean, Ohio, Union, Webster)

1100 Walnut Street

Cigar Factory Complex

Owensboro, KY 42302

Contact: Dianne McFarling

[mcfarling-dianne@rvbh.com](mailto:mcfarling-dianne@rvbh.com)

270-689-6592

### **LifeSkills Regional Prevention Center**

(Allen, Barren, Butler, Edmonson, Hart, Logan, Metcalfe, Monroe, Simpson, Warren)

380 Suwannee Trail  
Bowling Green, KY 42103  
Contact: Joy Graham  
[jgraham@lifeskills.com](mailto:jgraham@lifeskills.com)  
270-901-5000

### **Communicare Regional Prevention Center**

(Breckinridge, Hardin, Grayson, LaRue, Marion, Meade, Nelson, Washington)

1311 N. Dixie Avenue, Bldg. A  
Elizabethtown, KY 42701  
Contact: Tara Smith  
[tcsmith@communicare.org](mailto:tcsmith@communicare.org)  
270-765-2605

### **Centerstone Kentucky Regional Prevention Center**

(Bullitt, Henry, Jefferson, Oldham, Shelby, Spencer, Trimble)

10101 Linn Station Road  
Louisville, KY 40241  
Contact: Patty Gregory  
[Patty.gregory@centerstone.org](mailto:Patty.gregory@centerstone.org)  
502-589-8600

### **NorthKey Regional Prevention Center**

(Boone, Campbell, Carroll, Gallatin, Grant, Kenton, Owen, Pendleton)

503 Farrell Drive  
Covington, KY 41011  
Contact: Heidi Bohman  
[Heidi.bohman@northkey.org](mailto:Heidi.bohman@northkey.org)  
859-283-0952

### **Comprehend Regional Prevention Center**

(Bracken, Fleming, Lewis, Mason, Robertson)

731 Kenton Station Road  
Maysville, KY 41056  
Contact: Sarah Teegarden  
[steegarden@comprehendinc.org](mailto:steegarden@comprehendinc.org)  
606-759-7799

### **Pathways Regional Prevention Center**

(Bath, Boyd, Carter, Elliott, Greenup, Lawrence, Menifee, Montgomery, Morgan, Rowan)

1212 Bath Avenue, 9<sup>th</sup> Floor

Ashland, KY 41105-0790

Contact: Amy Jeffers

[Amy.jeffers@pathways-ky.org](mailto:Amy.jeffers@pathways-ky.org)

606-329-8588

### **Mountain Comprehensive Regional Prevention Center**

(Floyd, Johnson, Magoffin, Martin, Pike)

173 N. Lake Drive

Prestonsburg, KY 41653

Contact: Mashawna Jacobs

[Mashawna.jacobs@mtcomp.org](mailto:Mashawna.jacobs@mtcomp.org)

606-889-0328

### **Kentucky River Comprehensive Care Regional Prevention Center**

(Breathitt, Knott, Lee, Leslie, Letcher, Owsley, Perry, Wolfe)

79 Little Grapevine Creek Road

Hazard, KY 41701

Contact: Ginger Shouse

[Giner.shouse@krccnet.com](mailto:Giner.shouse@krccnet.com)

606-436-4124

### **Cumberland River Regional Prevention Center**

(Bell, Clay, Harlan, Jackson, Laurel, Knox, Rockcastle, Whitley)

223 S. Cherry Street

Pineville, KY 40977

Contact: Jill Owens

[Jill.owens@crccc.org](mailto:Jill.owens@crccc.org)

606-337-2070

### **Adanta Regional Prevention Center**

(Adair, Casey, Clinton, Cumberland, Green, Lincoln, McCreary, Pulaski, Russell, Taylor, Wayne)

130 Southern School Road

Somerset, KY 42501

Contact: Sherri Estes

[Sestes1@adanta.org](mailto:Sestes1@adanta.org)

606-679-9425

## **Bluegrass Regional Prevention Center**

(Anderson, Bourbon, Boyle, Clark, Estill, Fayette, Franklin, Garrard, Harrison, Jessamine, Madison, Mercer, Nicholas, Powell, Scott, Woodford)

1351 Newtown Pike, Building 3

Lexington, KY 40511

Contact: DaShawn Freeman

[dfreeman@bluegrass.org](mailto:dfreeman@bluegrass.org)

859-225-3296

## **Prevention Enhancement Sites (PES)**

The Prevention Enhancement Site (PES) system was created in 1998 through a State Incentive Grant from the Center for Substance Abuse Prevention (CSAP), to do research and provide technical assistance and training to Regional Prevention Centers and local coalitions on best practices in Alcohol, Tobacco and Other Drug (ATOD) abuse prevention. The system currently consists of four sites, each with a particular area of expertise: alcohol, marijuana, substance-exposed infants disorder and faith-based collaborations. The PES system serves Regional Prevention Centers, local prevention planning boards, faith-based groups and other local stakeholders. PES services are provided to prevention groups in Kentucky free of charge. Working within the Strategic Prevention Framework process, the Prevention Enhancement Sites are instrumental in increasing the effectiveness of local community efforts to decrease the availability of alcohol, tobacco and other drugs. A key focus of the PES sites is helping communities implement local policies such as clean indoor air ordinances, mandatory responsible beverage service and keg registration ordinances.

### **Alcohol PES**

The Alcohol Prevention Enhancement Site (PES) disseminates the latest national research on alcohol environmental strategies, and provides technical assistance and training on implementing and evaluating effective environmental strategies to reduce alcohol availability to underage youth. The primary objective of the Alcohol PES is to empower Regional Prevention Centers and community coalitions statewide to implement policies at the local level that will have a positive and lasting effect on the community environment, thereby reducing the harmful consequences of illegal use and abuse of alcohol.

Bluegrass Regional Prevention Center

Tara McGuire

859-225-3296, ext. 652

[tkmcguire@bluegrass.org](mailto:tkmcguire@bluegrass.org)

## **Faith-Based Initiatives PES**

The Faith-Based Initiatives Prevention Enhancement Site is managed through Communicare Regional Prevention Center. The goal of the Faith-Based PES is to combine resources with faith-based groups in order to have a greater impact on youth and adults when promoting messages for the prevention of alcohol and drug use. Faith leaders can play a critical role in how prevention messages are received, so having the support of the faith-based community strengthens the comprehensive and long-term initiatives of substance abuse prevention.

### **Communicare, Inc.**

Samantha Clark  
270-765-5992  
[srclark@communicare.org](mailto:srclark@communicare.org)

## **Marijuana PES**

The Marijuana Prevention Enhancement Site (MPES) is hosted by River Valley Behavioral Health Regional Prevention Center. With the recent inception of this PES, expect many updates to this Web page. The MPES utilizes the Strategic Prevention Framework to mobilize communities in assessing, building capacity for, planning, implementing, and evaluating marijuana prevention initiatives.

### **River Valley Behavioral Health**

Dianne McFarling  
270-689-6563  
[dian nemcfarling@rvbh.com](mailto:dian nemcfarling@rvbh.com)

## **Substance Exposed Infant PES**

Alcohol is more damaging to a developing fetus than tobacco, marijuana, heroin and crack/cocaine. Besides tobacco, alcohol is the most commonly used drug among young people. Seventy percent of Kentucky residents surveyed believe that Fetal Alcohol Syndrome means that a baby is "born drunk," and will therefore "sober up." Fetal Alcohol Spectrum Disorders (FASD) are 100 percent preventable. If a woman is pregnant or could become pregnant, providing accurate information about the risks and dangers of alcohol use is a necessary first step for prevention.

### **Bluegrass Regional Prevention Center**

Elizabeth Shultz  
859-684-2240  
[elshultz@bluegrass.org](mailto:elshultz@bluegrass.org)

## Kentucky Department of Public Health

275 E. Main Street  
Frankfort, KY 40621  
502-564-5497  
800-372-2973

### Local Health Department Listing

<https://chfs.ky.gov/agencies/dph/dafm/Local%20Health%20Department%20Information/AlphaLHDListing.pdf>

Links to Local Health Departments - below are links to the local health departments that have websites currently available.

- [Allen County Health Department](#)
- [Anderson County Health Department](#)
- [Ashland-Boyd County Health Department](#)
- [Barren River District Health Department](#) (serving Barren, Butler, Edmonson, Hart, Logan, Metcalfe, Simpson and Warren counties)
- [Bell County Health Department](#)
- [Bourbon County Health Department](#)
- [Boyle County Health Department](#)
- [Bracken County Health Department](#)
- [Breathitt County Health Department](#)
- [Breckinridge County Health Department](#)
- [Buffalo Trace District](#) (serving Mason and Robertson counties)
- [Bullitt County Health Department](#)
- [Calloway County Health Department](#)
- [Christian County Health Department](#)
- [Clark County Health Department](#)
- [Estill County Health Department](#)
- [Floyd County Health Department](#)
- [Fleming County Health Department](#)
- [Franklin County Health Department](#)
- [Garrard County Health Department](#)
- [Gateway District Health Department](#) (serving Bath, Menifee, Morgan and Rowan counties)
- [Graves County Health Department](#)
- [Green River District Health Department](#) (serving Daviess, Henderson, Hancock, McLean, Ohio, Webster and Union Counties)
- [Greenup County Health Department](#)
- [Hopkins County Health Department](#)
- [Jefferson County Health Department](#)
- [Jessamine County Health Department](#)
- [Johnson County Health Department](#)

- [Kentucky River District Health Department](#) (serving Knott, Lee, Leslie, Letcher, Owsley, Perry and Wolfe counties)
- [Knox County Health Department](#)
- [Lake Cumberland District Health Department](#) (serving Adair, Casey, Clinton, Cumberland, Green, McCreary, Pulaski, Russell, Taylor and Wayne counties)
- [Laurel County Health Department](#)
- [Lawrence County Health Department](#)
- [Lewis County Health Department](#)
- [Lexington-Fayette County Health Department](#)
- [Lincoln Trail District Health Department](#) (serving Hardin, Larue, Marion, Meade, Nelson and Washington counties)
- [Madison County Health Department](#)
- [Magoffin County Health Department](#)
- [Marshall County Health Department](#)
- [Martin County Health Department](#)
- [Mercer County Health Department](#)
- [Monroe County Health Department](#)
- [Montgomery County Health Department](#)
- [Muhlenberg County Health Department](#)
- [North Central Health Department](#) (serving Henry, Shelby, Spencer and Trimble counties)
- [Northern Kentucky Independent Health Department](#) (serving Boone, Campbell, Grant and Kenton counties)
- [Oldham County Health Department](#)
- [Pennyrile District Health Department](#)
- [Pike County Health Department](#)
- [Powell County Health Department](#)
- [Purchase District Health Department](#) (serving Ballard, Carlisle, Fulton, Hickman and McCracken counties)
- [Three Rivers District Health Department](#) (serving Carroll, Gallatin, Owen and Pendleton counties)
- [Todd County Health Department](#)
- [Wedco District Health Department](#) (serving Harrison, Nicholas and Scott counties)
- [Whitley County Health Department](#)
- [Woodford County Health Department](#)

## Kentucky Drug Free Communities Grantees

The Drug-Free Communities (DFC) Support Program, created by the Drug-Free Communities Act of 1997, is the Nation's leading effort to mobilize communities to prevent youth substance use. Directed by the White House Office of National Drug Control Policy (ONDCP) in partnership with the Substance Abuse and Mental Health Services Administration (SAMHSA), the DFC Program provides grants to community coalitions to strengthen the infrastructure among local partners to create and sustain a reduction in local youth substance use. Recognizing that

local problems need local solutions, DFC-funded coalitions engage multiple sectors of the community and employ a variety of environmental strategies to address local substance use problems. DFCs involve local communities in finding solutions and helps youth at risk for substance use recognize the majority of our Nation's youth choose not to use substances.

### **Kentucky Drug Free Communities:**

#### **7<sup>th</sup> Street Corridor PAL Coalition**

<https://www.familyandchildrensplace.org/our-services/pal-coalition/>  
[tmolloy@famchildplace.org](mailto:tmolloy@famchildplace.org)

#### **Boone County Alliance for Healthy Youth**

<https://boonecountyalliance.com/>  
[Abigail.beausir@nkyhealth.org](mailto:Abigail.beausir@nkyhealth.org)

#### **Bullitt County Partners in Prevention**

<https://www.facebook.com/bullittcountypip/>

#### **Butler County Drug Free Coalition**

<https://www.facebook.com/BC-Drug-Free-Community-Coalition-907796002670788/>  
270-999-4517

#### **Campbell County Drug Free Alliance**

<https://ccdrugfreealliance.org/>  
[campbellcountdfa@gmail.com](mailto:campbellcountdfa@gmail.com)

#### **Casey County KY-ASAP**

<https://www.facebook.com/caseycokyasap/>  
[cathy.williams@casey.kyschools.us](mailto:cathy.williams@casey.kyschools.us)

#### **Champions for a Drug-Free Lyon County**

<http://www.lyon.kyschools.us/Administration2/4>  
[nancye.daniel@lyon.kyschools.us](mailto:nancye.daniel@lyon.kyschools.us)

#### **Champions for a Drug Free Gallatin County**

<http://drugfreenky.org/connections/gallatin-county-champions/>

#### **Champions for a Drug-Free Grant County**

<https://gcchampions.org/>  
[grantcountychampions@gmail.com](mailto:grantcountychampions@gmail.com)

**Coalition for a Healthy Oldham County**  
<http://www.coalitionforahealthyc.com/substance-abuse-prevention.html>  
[annay.hobbs@ky.gov](mailto:annay.hobbs@ky.gov)

**Drug Free Warren County – The Save Our Kids Coalition**  
<http://www.saveourkids.org/index.htm>

**Hopes Hands, Inc.**  
[https://www.facebook.com/pg/Owen-County-Drug-Prevention-Coalition-Hopes-Hands-652517384779161/about/?ref=page\\_internal](https://www.facebook.com/pg/Owen-County-Drug-Prevention-Coalition-Hopes-Hands-652517384779161/about/?ref=page_internal)  
502-484-5454

**Knox County UNITE Coalition**  
<http://operationunite.org/coalitions/knox/>

**Louisville Metro Alliance for Youth**  
[Dodie.huff-fletcher@centerstone.org](mailto:Dodie.huff-fletcher@centerstone.org)

**Madison County Youth Impact Team**  
Robyn Moreland  
859-622-6686

**Pendleton County Champions**  
<https://www.facebook.com/PendletonCountyChampionsCoalition/>  
859-654-3395

**Scott Countians Against Drugs, Inc.**  
<https://www.facebook.com/SCAD-Scott-Countians-Against-Drugs-321733491204202/>  
859-317-3324

**Scottsville Allen County Faith Coalition, Inc.**  
<http://scottsvillefaith.org/>  
[scottsvillefaith@yahoo.com](mailto:scottsvillefaith@yahoo.com)

**Shawnee Transformation Youth Coalition**  
<https://www.facebook.com/snastudent.advocates.7/>  
502-713-7819

**Shelby County Drug and Alcohol Advisory Council, Inc.**  
<http://shelbyprevention.com/>  
[sayloraylmer.shelbyprevention@gmail.com](mailto:sayloraylmer.shelbyprevention@gmail.com)

**Trimble CARES Coalition**  
<http://www.trimblecares.com/>  
[denise.hall@trimble.kyschools.us](mailto:denise.hall@trimble.kyschools.us)

**Webster County KY-ASAP Coalition**  
<https://www.facebook.com/WCTrueBlue/>  
[donna.bumpus@webster.kyschools.us](mailto:donna.bumpus@webster.kyschools.us)

**Wolfe County Coalition UNITED Against Drugs**  
<https://operationunite.org/coalitions/wolfe/>

## Operation UNITE

“UNITE” is an acronym meaning Unlawful Narcotics Investigation, Treatment and Education. It reflects the three-pronged, comprehensive approach deemed necessary to combating substance abuse in Kentucky. Operation UNITE is a collaborative model striving to prevent abuse of drugs and facilitate recovery. We create strategic partnerships. We provide leadership. We promote education. We coordinate treatment. We support law enforcement. Operation UNITE serves 32 counties in southern and eastern Kentucky, including all counties comprising the Fifth Congressional District: Bell, Boyd, Breathitt, Carter, Clay, Elliott, Floyd, Harlan, Jackson, Johnson, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lincoln, Magoffin, Martin, McCreary, Menifee, Morgan, Owsley, Perry, Pike, Pulaski, Rockcastle, Rowan, Wayne, Whitley and Wolfe.

350 CAP Drive  
London, KY 40744  
606-330-1400  
1-866-OP-UNITE (1-866-678-6483)  
[unite@centertech.com](mailto:unite@centertech.com)

## Kentucky Department of Education

Each and every student is empowered and equipped with the knowledge, skills and dispositions to pursue a successful future. KDE partners with districts, schools, and education shareholders to provide service, support and leadership to ensure success for each and every student. The department's core values are equity, achievement and integrity.

Kentucky Department of Education  
300 Sower Blvd., 5<sup>th</sup> Floor  
Frankfort, KY 40601  
502-564-3141  
[doug.roberts@education.ky.gov](mailto:doug.roberts@education.ky.gov)

## Kentucky Educational Cooperatives

Central Kentucky Educational Cooperative  
Kathy Dikes, Interim Director  
2331 Fortune Drive  
Suite 110  
Lexington, KY 40509  
Phone (859) 402-8610  
Fax (859) 842-0714

**Green River Regional Educational Cooperative**

Kelly Davis, Director

230 Technology Way

Bowling Green 42101

George Wilson, Executive Director

Phone: (270) 563-2113

Fax: (270) 563-2208

**Jefferson County Exceptional Child Education Services**

Latricia Bronger

P.O. Box 34020

Louisville 40232-4020

Phone: (502) 482-7804

Fax: (502) 485-3776

**Kentucky Educational Development Corporation**

Stephanie Little, Director

904 West Rose Road

Ashland, KY 41102

Phone (606) 929-2209

Fax (606) 929-2109

**Kentucky Valley Educational Cooperative**

Eddy Wilder, Director

J. Marvin Jolly Classroom Bldg.

One Community College Drive

Suite 107

Hazard, KY 41701

Phone (606) 439-1119

Fax (606) 439-1322

**Northern Kentucky Cooperative for Educational Services**

Kim Weber

5516 East Alexandria Pike

Cold Springs, KY 41076-3540

Phone (859) 442-8600

Fax (859) 442-7015

**Ohio Valley Educational Cooperative**

**Christel Bogar, Director**

P.O. Box 1249

Shelbyville, KY 40066

Phone (502) 647-3533, ext. 218

Fax (502) 647-3581

**Southeast/Southcentral Education Cooperative**

**Melissa Reynolds, Regional DoSE**

PO Box 1777

Richmond, KY 40476-1777

Phone (859) 575-1617

London Training Room Phone (606) 657-5210

Fax (859) 575-1618

**West Kentucky Educational Cooperative**

**Patty Grable, Director**

201 General Services Building

Murray State University

Murray, KY 42071

Phone (270) 809-6980

Fax (270) 809-2485

**Kentucky Safe Schools**

The Safe Schools Team at the Kentucky Department of Education provides various resources for schools, parents and districts, such as bullying prevention training, suicide prevention training, and assistance with children experiencing bullying, and guidance on Missing Children in Kentucky and Safe Schools data collection in schools.

Kentucky Department of Education

Office of Continuous Improvement and Support

Division of Student Success

300 Sower Blvd., 5<sup>th</sup> Floor

Frankfort, KY 40601

502-564-4772

[Victoria.fields@education.ky.gov](mailto:Victoria.fields@education.ky.gov)

**Wanda Absher**  
Pulaski County Schools  
Safe Schools Coordinator  
606-679-1123  
[wanda.absher@pulaski.kyschools.us](mailto:wanda.absher@pulaski.kyschools.us)

### **Kentucky Center for School Safety**

Kentucky Schools focus on providing a warm culture and climate for both students and staff conductive to high levels of productivity and outstanding academic performance. In today's society, school safety is a daily issue that ranges from classroom management to school incident command for crisis situations. The Kentucky Center for School Safety staff is committed to providing training, resources, information and research.

Kentucky Center for School Safety  
Eastern Kentucky University  
111 Stratton Building  
521 Lancaster Avenue  
Richmond, KY 40475  
859-622-2898  
[jon.akers@eku.edu](mailto:jon.akers@eku.edu)  
[Tiffany.Hardin@eku.edu](mailto:Tiffany.Hardin@eku.edu)

## Family and Youth Services Centers

The division provides administrative support, technical assistance and training to local school-based Family Resource and Youth Services Centers (FRYSC). The primary goal of these centers is to remove nonacademic barriers to learning as a means to enhance student academic success. Each center offers a unique blend of programs and services determined by the needs of the population being served, available resources, location and other local characteristics. FRYSCs have established a record of success based on improved student performance in class work, homework and peer relations as reported by teachers. Parents, too, report they experience greater satisfaction and involvement with the schools as a result of assistance through their local FRYSCs.

Cabinet for Health and Family Services  
Division of Family Resource and Youth Services Centers  
275 E. Main Street, 3C-G  
Frankfort, KY 40621  
[melissa.goins@ky.gov](mailto:melissa.goins@ky.gov)

## FRYSC Regional Managers

### **Region 1**

Ballard, Caldwell, Calloway, Carlisle, Christian, Crittenden, Fulton, Graves, Hickman, Hopkins, Livingston, Lyon, Marshall, McCracken, Muhlenberg, Todd, Trigg

[Teresa.Dixon@ky.gov](mailto:Teresa.Dixon@ky.gov)

### **Region 2**

Butler, Daviess, Hancock, Henderson, Logan, McLean, Ohio, Simpson, Union, Warren, Webster

[diannem.arnett@ky.gov](mailto:diannem.arnett@ky.gov)

### **Region 3**

Jefferson

[naela.imanyara@ky.gov](mailto:naela.imanyara@ky.gov)

### **Region 4**

Boone, Campbell, Carroll, Gallatin, Grant, Henry, Kenton, Oldham, Owen, Pendleton, Trimble

[betty.pennington@ky.gov](mailto:betty.pennington@ky.gov)

**Region 5**

Anderson, Bourbon, Franklin, Harrison, Jessamine, Marion, Mercer, Nelson, Nicholas, Scott, Shelby, Spencer, Washington, Woodford  
[paul.cookendorfer@ky.gov](mailto:paul.cookendorfer@ky.gov)

**Region 6**

Boyle, Casey, Clark, Clinton, Cumberland, Garrard, Lincoln, Madison, McCreary, Pulaski, Russell, Taylor, Wayne  
[barbara.pettus@ky.gov](mailto:barbara.pettus@ky.gov)

**Region 7**

Bath, Bracken, Carter, Elliott, Fleming, Greenup, Johnson, Lawrence, Lewis, Martin, Mason, Menifee, Montgomery, Morgan, Robertson, Rowan  
[wdouglas.jones@ky.gov](mailto:wdouglas.jones@ky.gov)

**Region 8**

Breathitt, Estill, Knott, Lee, Leslie, Letcher, Magoffin, Owsley, Perry, Powell, Wolfe  
[Teresa.Combs@ky.gov](mailto:Teresa.Combs@ky.gov)

**Region 9**

Bell, Clay, Harlan, Jackson, Knox, Laurel, Rockcastle, Whitley  
[russell.jones@ky.gov](mailto:russell.jones@ky.gov)

**Region 10**

Fayette, Floyd, Pike  
[mary.jennings@ky.gov](mailto:mary.jennings@ky.gov)

**Region 11**

Adair, Allen, Barren, Breckinridge, Bullitt, Edmonson, Grayson, Green, Hardin, Hart, LaRue, Meade, Metcalfe, Monroe  
[sherrie.martin@ky.gov](mailto:sherrie.martin@ky.gov)

## Family and Youth Services Coalition of Kentucky

The Family Resource and Youth Services Coalition of Kentucky (FRYSCky) is a non-profit organization of professionals (including educators and human services providers) who come together to provide legislative advocacy, training and support for Family Resource and Youth Services Centers Coordinators and their staff in Kentucky. The goal of the Coalition is to promote a network that strives to remove barriers to success in school through learning from each other, sharing resources and collaborating more effectively on behalf of children, youth and families. The FRYSCky Coalition promotes a network, including educators, family support practitioners and other human service providers, who strive to remove educational barriers to learning, in order to learn from each other, share resources and collaborate more effectively on behalf of families, children and youth. The Kentucky Family Resource and Youth Services Centers were established as a component of the historic Kentucky Education Reform Act (KERA) of 1990. The mission of these school-based Centers is to help academically at-risk students succeed in school by helping to minimize or eliminate non-cognitive barriers to learning. FRYSCs are strengthened by community partnerships in their ability to provide vital programs, services and referrals to students and their families. These partnerships are critical in efforts on behalf of students to promote:

- \* early learning and successful transition to school;
- \* academic achievement and well-being; and
- \* graduation and transition into adult life

Each Center offers a unique blend of programs and services to serve the special needs of their student and family client populations. The goal of the FRYSCs is to meet the needs of all children and their families served by the Centers as a means to enhance student academic success.

Family Resource and Youth Services Coalition of Kentucky (FRSCKY)  
2220 Nicholasville Road, Suite 110-333  
Lexington, KY 40503  
859-333-4209  
<http://www.fryscky.org>

### **PRESIDENT**

T.C. Johnson  
Winburn YSC  
1060 Winburn Drive  
Lexington, KY 40511  
[t.c.johnson@fayette.kyschools.us](mailto:t.c.johnson@fayette.kyschools.us)

## **FRYSCKY Executive Board Members**

**Region 1:** [michelle.hansen@calloway.kyschools.us](mailto:michelle.hansen@calloway.kyschools.us)

**Region 2 – Barren River:** [linda.krutza@bgreen.kyschools.us](mailto:linda.krutza@bgreen.kyschools.us)

**Region 2 – Green River:** [lynn.story2@ohio.kyschools.us](mailto:lynn.story2@ohio.kyschools.us)

**Region 3:** [krista.campisano@jefferson.kyschools.us](mailto:krista.campisano@jefferson.kyschools.us)

**Region 4:** [krista.campisano@jefferson.kyschools.us](mailto:krista.campisano@jefferson.kyschools.us)

**Region 5:** [krista.campisano@jefferson.kyschools.us](mailto:krista.campisano@jefferson.kyschools.us)

**Region 6:** [van.gadberry@marion.kyschools.us](mailto:van.gadberry@marion.kyschools.us)

**Region 7:** [rose.stafford@ashland.kyschools.us](mailto:rose.stafford@ashland.kyschools.us)

**Region 8:** [sharon.collins@floyd.kyschools.us](mailto:sharon.collins@floyd.kyschools.us)

**Region 9:** [tammy.stephens@wburg.kyschools.us](mailto:tammy.stephens@wburg.kyschools.us)

**Region 10:** [amy.carmichael@madison.kyschools.us](mailto:amy.carmichael@madison.kyschools.us)

**Region 11 – North:** [machelle.durham@larue.kyschools.us](mailto:machelle.durham@larue.kyschools.us)

**Region 11 – South:** [tina.cook@glasgow.kyschools.us](mailto:tina.cook@glasgow.kyschools.us)

## **Youth Empowerment System (YES)**

The Youth Empowerment System strives to be an umbrella for all eligible youth groups dedicated to work in the area of substance abuse prevention efforts. YES groups must:

- be youth led & have an adult sponsor
- consist of high school age (9<sup>th</sup> – 12<sup>th</sup>) grade; however, programs featuring high school mentors of younger aged children are acceptable
- collaborate with their RPC (regional prevention center)

The mission of YES is to promote the prevention of the use of alcohol, tobacco and other drugs, as well as violence. Each year prevention specialists from across Kentucky recognize the efforts and creativity of Kentucky's young people by

honoring an outstanding group of the year. Recognition occurs locally, regionally, and at state prevention programs.

Youth Prevention Program Administrator  
Kate Wagoner  
502-782-6236  
[kate.wagoner@ky.gov](mailto:kate.wagoner@ky.gov)

### **Kentucky State Police – Public Affairs Branch**

Kentucky State Police is not getting soft on crime, we are being smart on crime. The addiction epidemic has affected families across the state. We know that law enforcement cannot arrest its way out of this. Since its inception in 1948, KSP has worked to help the people of Kentucky and this is one more way it's doing just that. By creating the Angel Initiative, we now have a predetermined response with a focused mission that will help addicts when they need it most. KSP will continue with enforcement efforts aimed at the individuals who are trafficking opioids. We have strengthened our statewide opioid/heroin educational program that is being offered in all 16 post areas and we are in the process of developing a new mobile drug education unit that will travel across the state to schools, community events and other venues.

Commander Joshua Lawson  
Kentucky State Police  
919 Versailles Road  
Frankfort, KY 40601  
[Joshua.Lawson@ky.gov](mailto:Joshua.Lawson@ky.gov)  
502-782-1780

### **Kentucky Division of Protection and Permanency**

The Division of Protection and Permanency coordinates the state's child welfare and violence prevention efforts. The division coordinates more than 180 contracts with vendors that provide a variety of services statewide and for specific regions to enhance family violence prevention and intervention services.

Cabinet of Health and Family Services  
Division of Protection and Permanency  
275 E. Main Street, 3E-A  
Frankfort, KY 40621  
[Christa.bell@ky.gov](mailto:Christa.bell@ky.gov)  
502-564-6852  
[Find your local Protection and Permanency Office:](#)

## Kentucky Association of School Superintendents

KASS is a statewide, non-profit organization exclusively dedicated to responding to the unique needs of Kentucky's 173 superintendents in their pursuit of successful schools and academic excellence for the children of Kentucky.

2331 Fortune Drive, Suite 285  
Lexington, KY 40509

859-568-2140

[KASS@kysupts.org](mailto:KASS@kysupts.org)

## Kentucky Association for School Administrators

KASA's objectives are to study and make members aware of issues relating to education and to establish and make public the positions of the organization as to these issues; to establish close and continuous communication and cooperation in matters of mutual concern to all groups of school administrators; to unify the professional efforts of the school leadership team; to provide appropriate services for the members; and to cooperate with other organizations in the promotion of effective education.

87C Michael Davenport Blvd.

Frankfort, KY 40601

800-928-5272

[rhonda@kasa.org](mailto:rhonda@kasa.org)

## Kentucky Incentives for Prevention (KIP) Survey

Kentucky Incentives for Prevention Student Survey. Every other year, this survey is administered to 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup> & 12<sup>th</sup> graders, and all student responses are completely anonymous. The survey assesses the extent of alcohol, drug and tobacco (ATOD) use among 11 to 18 year olds throughout Kentucky, and to evaluate the impact of prevention efforts aimed at reducing substance use. Participation in the KIP survey is optional, and at the discretion of each school district. The KIP survey provides information about student self-reported use of substances (e.g., within the last 30 days, last year), student perceptions about substance use (e.g., level of risk, peer and parent disapproval), and perceived accessibility of substances in the community. The 2016 survey includes the addition of several new questions related to heroin use, bullying, dating violence, and suicidal ideation. Once the survey data are gathered and analyzed, each participating school district receives a report outlining district-specific results, and depicting comparisons to the region, state and (when available) the rest of country. The KIP survey is Kentucky's largest source of data related to student use of alcohol, tobacco, and other drugs (ATOD), as well as a number of factors

related to potential substance abuse. In 2016, over 110,000 students representing 149 school districts completed the survey, and the information gathered provided an invaluable substance abuse prevention tool for those communities. Districts utilize their KIP results extensively for grant-writing purposes, prevention activities, and various other needs related to program planning.

### **2016 KIP State and Regional Data Report**

<https://reacheval.com/wp-content/uploads/2017/07/KIP-State-Regional-Trend-2016-final3July2016.pdf>

### **2016 KIP Statewide Trends Report**

<https://reacheval.com/wp-content/uploads/2017/04/State-Trends-2016-Kentucky.pdf>

#### **Evaluator**

Reach Evaluation  
501 Park Avenue  
Louisville, KY 40208  
502-585-1911  
[www.reachevaluation.com](http://www.reachevaluation.com)

### **Community Norms Toolbox**

The Substance Abuse Prevention Program has developed a survey tool to help prevention groups across the state collect data on community attitudes and perceptions regarding substance abuse. Data on adult attitudes and perceptions emerged as a significant gap in the Statewide Drug Assessment Report. The Community Norms Toolbox will help fill this gap by enabling substance abuse prevention groups to assess readiness for alcohol, tobacco and other drug policies that can be implemented on the community level. The survey is called the "Community Norms Toolbox" and was developed by a task force of Regional Prevention Center Directors, Expert Panel members, environmental strategy specialists, and state Substance Abuse Prevention Program staff. Community norms are commonly held beliefs or attitudes concerning the acceptability or specific behaviors for a specific community or community group. For example, in most communities it is unacceptable for anyone to use illicit drugs; however, it is acceptable for adults (21 and over) to drink alcohol in low risk quantities. Community norms are an important part of the substance abuse prevention picture because they can support or undermine our prevention strategies. The Community Norms Toolbox is composed of a series of question banks that address a variety of categories such as "adult perception of youth use of tobacco" and "adult attitudes about availability of alcohol to youth." A survey manual which provides guidelines and tips for effective survey implementation is also available. Prevention groups will be able to construct their own surveys by choosing questions from question banks that correspond to specific substance prevention issues that they are working on in their communities. As other community priorities surface, the question banks will be expanded. Question banks are currently under construction.

## Citations

### **Appendix B of the 2018 Surgeon General's Report on Addiction**

<https://addiction.surgeongeneral.gov/sites/default/files/appendices.pdf>

### **ALL STARS**

<http://www.allstarsprevention.com>

Price: <https://allstarsprevention.com/store/>

### **Class Action**

<https://www.hazelden.org/web/go/projectnorthland>

Price: \$795.00

[https://www.hazelden.org/OA\\_HTML/ibeCCpltmDspRte.jsp?item=142118&site\\_x=10020:22372:US](https://www.hazelden.org/OA_HTML/ibeCCpltmDspRte.jsp?item=142118&site_x=10020:22372:US)

### **Halo**

<http://haloforkids.org/>

Price: HALO Curriculum & Training Kit

Price: \$429.00

### **Additional HALO Kits (*No Training DVD*)**

Price: \$350

### **Keep a Clear Mind**

[http://www.keepaclearmind.com/our\\_products.php](http://www.keepaclearmind.com/our_products.php)

### **Lifeskills**

<https://www.lifeskillstraining.com/>

Price: <https://www.lifeskillstraining.com/wp-content/uploads/2018/05/2018-19-price-list.pdf>

### **PRIME for Life**

<https://www.primeforlife.org/Programs/Overview>

Price: Must be taught by PFL Instructors

<https://www.primeforlife.org/Help/Workbookorders>

**Project Alert**

<https://www.projectalert.com/>

Price: Toll Free: 1-800-ALERT-10 (1-800-253-7810)  
[projectalert@rand.org](mailto:projectalert@rand.org)

**Project Northland**

[https://www.hazelden.org/OA\\_HTML/ibeCCpltmDspRte.jsp?item=15546&sitex=10020:22372:US](https://www.hazelden.org/OA_HTML/ibeCCpltmDspRte.jsp?item=15546&sitex=10020:22372:US)

Price: \$625.00

**Project Toward No Tobacco Use (TNT)**

<http://tnt.usc.edu/>

Price: Contact Project TNT

**Second Step – Elementary**

<http://www.secondstep.org/elementary-school-curriculum>

Price: [https://www.secondstep.org/purchase/products/all-products/?filter\\_grades=elementary-k-5&query\\_type\\_grades=or](https://www.secondstep.org/purchase/products/all-products/?filter_grades=elementary-k-5&query_type_grades=or)

**Second Step – Middle School**

<http://www.secondstep.org/middle-school-curriculum>

Price: [https://www.secondstep.org/purchase/products/all-products/?filter\\_digital-products=new-middle-school-program&query\\_type\\_digital-products=or](https://www.secondstep.org/purchase/products/all-products/?filter_digital-products=new-middle-school-program&query_type_digital-products=or)

**Seven Challenges**

<http://www.sevenchallenges.com/>

Price: Contact Sharon Conner, Director of Program Services 520-405-4559  
[sconner@sevenchallenges.com](mailto:sconner@sevenchallenges.com)

**Sources of Strength**

<https://sourcesofstrength.org/>

Price: <https://store.sourcesofstrength.org/>

**Too Good for Drugs**

<https://toogoodprograms.org/>

Price: <https://toogoodprograms.org/collections/products>

**Too Good for Violence**

<https://toogoodprograms.org/>

Price: <https://toogoodprograms.org/collections/products>

**ATLAS**

<https://www.childtrends.org/programs/adolescent-training-and-learning-to-avoid-steroids-program-atlas>

Price: Center for Health Promotion Research

3181 SW Sam Jackson Park Road, CR110

Portland, OR 97239-3098

503-418-4166

503-494-1310 (fax)

**Bicultural Competence Skills Program (BCSP)**

<https://www.childtrends.org/programs/bicultural-competence-skills-program-bcsp>

Price: Steven. P. Schinke

Columbia University School of Social Work

1255 Amsterdam Avenue

New York, NY 10027

**Phone:** (212)-851-2276

**Email:** [schinke@columbia.edu](mailto:schinke@columbia.edu)

**Coping Power**

<http://www.copingpower.com/>

Price: <http://www.copingpower.com/store.html>

**Familias Uniadas**

<http://familias-unidas.info/>

Price: Contact via website

**Guiding Good Choices**

<https://shop.channing-bete.com/onlinestore/search.html?newQS=1&gsa=n&key=Guiding+Good+Choices>

Price: See website

**Keepin' It Real**

<https://real-prevention.com/keepin-it-real/>

Price: Contact <https://real-prevention.com/contact-us/>

**Positive Family Support (Family Check-Up)**

<https://reachinstitute.asu.edu/programs/family-check-up>

Price: Contact <https://reachinstitute.asu.edu/contact>

**PreVenture/Adventure**

<https://positivechoices.org.au/teachers/prevention>

Price: Contact website

**Project Toward No Drug Use (TND)**

<https://nrepp.samhsa.gov/Legacy/ViewIntervention.aspx?id=216>

<http://tnd.usc.edu/>

[http://tnd.usc.edu/to\\_purchase.php](http://tnd.usc.edu/to_purchase.php)

**School Health and Alcohol Harm Reduction Project (SHAHRP)**

<http://ndri.curtin.edu.au/research/research-specific-sites/school-health-and-alcohol-harm-reduction-project>

**SODAS City**

<https://nrepp.samhsa.gov/ProgramProfile.aspx?id=1262>

**Strengthening Families Program**

<https://nrepp.samhsa.gov/Legacy/ViewIntervention.aspx?id=44>

**Strong African American Families**

<https://nrepp.samhsa.gov/Legacy/ViewIntervention.aspx?id=216>

**Unplugged**

<https://www.drugabuse.gov/international/abstracts/unplugged>

**Brain Pop & Brain Pop, Jr.**

<https://www.brainpop.com/>

**Character Counts**

<https://charactercounts.org/>

**Choosing the Best**

<http://www.choosingthebest.com/>

**Generation RX**

<https://www.generationrx.org/>

**Green Dot Strategy**

<https://www.uky.edu/vipcenter/content/green-dot>

**Health Rocks**

<https://4-h.org/parents/healthy-living/health-rocks/>

**Hope for Life Day Toolkit**

<https://www.sprc.org/resources-programs/hope-life-day-toolkit>

**Kick Butts Day**

<https://www.kickbuttsday.org/>

**Leader in Me**

<https://www.leaderinme.org/>

**Peer-To-Peer**

<http://community-matters.org/programs-and-services/atod-peer-to-peer-prevention-program>

**Rachel's Challenge**

<https://rachelschallenge.org/>

**Red Ribbon Week**

<http://redribbon.org/>

**SADD Clubs**

<https://www.sadd.org/>

**Smart Mouth Smokeless Tobacco**

<http://dbhdid.ky.gov/dbh/sa-pes-tobacco.aspx>

**Stanford Tobacco Prevention Toolkit**

<https://med.stanford.edu/tobaccopreventiontoolkit.html>

**Taking Down Tobacco**

<http://takingdowntobacco.org/>

**Teens Against Tobacco Use (TATU)**

[http://www.lung.org/local-content/\\_content-items/our-initiatives/current-initiatives/teens-against-tobaccouse.html](http://www.lung.org/local-content/_content-items/our-initiatives/current-initiatives/teens-against-tobaccouse.html)

**The Truth About Drugs**

<https://www.drugfreeworld.org/drugfacts/the-truth-about-drugs.html>

**Truth & Consequences**

<http://www2.ca.uky.edu/hes/fcs/heel/tac/tandcbrochure.pdf>

**Reducing the Risk**

<https://www.etr.org/ebi/programs/reducing-the-risk/>

**UNITE Clubs**

<http://operationunite.org/youth-initiatives/unite-clubs/>

**Why Try**

<https://www.whytry.org/>

**Kentucky Office of Drug Control Policy**

[www.odcp.ky.gov](http://www.odcp.ky.gov)

**Kentucky Agency for Substance Abuse Policy**

<https://odcp.ky.gov/Pages/Agency-for-Substance-Abuse-Policy.aspx>

**KY-ASAP Local Board Chairpersons**

<https://odcp.ky.gov/Documents/2018%20KY-ASAP%20Chairpersons.pdf>

**KY-ASAP Local Board Coordinators**

<https://odcp.ky.gov/Documents/2018%20KY-ASAP%20Coordinators.pdf>

**Kentucky Regional Prevention Centers**

<http://dbhdid.ky.gov/dbh/sa-rpc.aspx>

**Four Rivers Regional Prevention Center**

<https://4rbh.org/regional-prevention-center/>

**Pennyroyal Regional Prevention Center**

<http://seethesignsky.com/where-to-get-help-in-kentucky/pennyroyal/>

**RiverValley Regional Prevention Center**

<https://www.facebook.com/pages/River-Valley-Regional-Prevention-Center/182972918552215>

**LifeSkills Regional Prevention Center**

<https://www.lifeskills.com/prevention/>

**Communicare Regional Prevention Center**  
<https://communicare.org/service-hardin>

**Centerstone Kentucky Regional Prevention Center**  
<https://centerstoneky.org/prevention/>

**NorthKey Regional Prevention Center**  
<http://www.northkey.org/services/prevention-services/>

**Comprehend Regional Prevention Center**  
<http://www.comprehendinc.org/regional-prevention-center.php>

**Pathways Regional Prevention Center**  
<http://www.pathways-ky.org/regional-prevention-center.html>

**Mountain Comprehensive Regional Prevention Center**  
<https://www.mtcomp.org/regional-prevention-center>

**Kentucky River Comprehensive Care Regional Prevention Center**  
<http://www.krccnet.com/services/substance-use-services/regional-prevention-center/>

**Cumberland River Regional Prevention Center**  
[http://www.crbhky.org/?page\\_id=12](http://www.crbhky.org/?page_id=12)

**Adanta Regional Prevention Center**  
<https://www.adanta.org/>

**Bluegrass Regional Prevention Center**  
<http://bluegrass.org/>

**Prevention Enhancement Sites (PES)**  
<http://dbhdid.ky.gov/dbh/sa-pes.aspx>

**Alcohol PES**  
<http://dbhdid.ky.gov/dbh/sa-pes-alcohol.aspx>

**Faith-Based Initiatives PES**  
<http://dbhdid.ky.gov/dbh/sa-pes-faith.aspx>

**Marijuana PES**  
<http://dbhdid.ky.gov/dbh/sa-pes-mj.aspx>

**Substance Exposed Infant PES**  
<http://dbhdid.ky.gov/dbh/sa-pes-fasd.aspx>

**Kentucky Department of Public Health**  
<https://chfs.ky.gov/agencies/dph/dafm/Pages/lhd.aspx>

**Operation UNITE**  
<http://operationunite.org/about/>

**Kentucky Department of Education**  
<https://education.ky.gov/Pages/default.aspx>

**Kentucky Safe Schools**  
<https://education.ky.gov/school/sdfs/Pages/default.aspx>

**Kentucky Center for School Safety**  
<https://kycss.org/drugabuse.php>

**Family and Youth Services Center**  
<https://chfs.ky.gov/agencies/dfrcvs/dfrysc/Pages/default.aspx>

**Family and Youth Services Coalition of Kentucky**  
<http://www.fryscky.org/>

**Youth Empowerment System (YES)**  
<http://dbhdid.ky.gov/dbh/sa-yes.aspx>

**Kentucky State Police – Public Affairs Branch**  
<http://kentuckystatepolice.org/public-affairs-branch/>

**Kentucky Division of Protection and Permanency**  
<https://chfs.ky.gov/agencies/dcbs/dpp/Pages/default.aspx>

**Kentucky Association of School Superintendents**  
<https://www.kysupts.org/>

**Kentucky Association for School Administrators**

<http://server.kasa.org/kasa/KASAMember/Home/KASAMember/Default.aspx?hkey=4ff9c9d6-511a-4e0d-ba33-db6d83c837b5>

**Kentucky Incentives for Prevention (KIP) Survey**

<https://reacheval.com/projects/kentucky-incentives-for-prevention-kip-survey/>

**Community Norms Toolbox**

<http://dbhdid.ky.gov/dbh/sa-norms.aspx>