

In 2019, as a response to the La Porte County Opioid Study recommendations, the Healthcare Foundation of La Porte launched *Partners in Prevention*, a 3-year grant initiative to prevent substance misuse and promote social-emotional learning among students in grades K-12. HFL invited all La Porte County schools to apply for planning and implementation grants, technical assistance, and evaluation for proven substance abuse prevention programs. The grants will help schools identify, implement, and sustain selected evidence-based programs.

**RESULTS FROM THE INDIANA YOUTH SURVEY FOR 2020 CLEARLY SUPPORT A NEED FOR PURPOSEFUL INTERVENTION**



**30%**

of 12th-grade students reported having used alcohol in the past month\*



**36%**

of 6th-grade students were considered to have high risk for academic failure\*



**23%**

of 12th-grade students in Indiana reported having used e-cigarettes in the past month\*\*



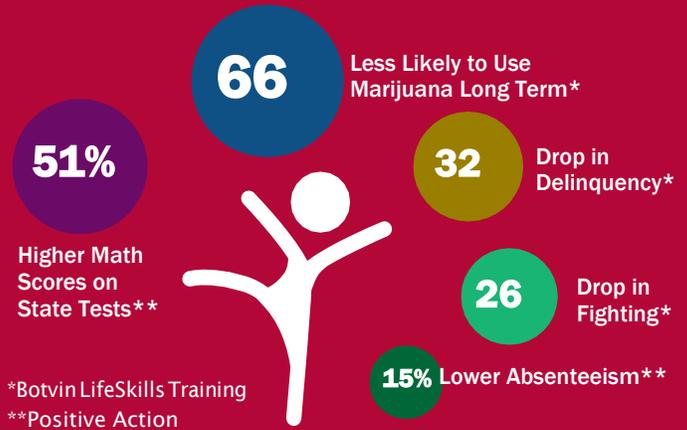
**17%**

of 12th-grade students in Indiana reported having used marijuana in the past month\*\*

\*Region 1: Lake, Porter, & La Porte counties \*\*Indiana

**PROVEN PROGRAMS SET PATH FOR SUCCESS**

Research-based prevention programs are proven to equip students with skills that not only help them avoid drugs but also help improve academic achievement, attendance, and classroom behavior; address bullying and in-school violence; promote social and emotional well-being; and are cost-effective. Recent research shows that each dollar invested in prevention saves up to \$10 in treatment for alcohol or other substance abuse.<sup>1</sup> Incorporating research-based content and delivery into regular classroom curricula is already paying off. In the midst of the COVID-19 pandemic, schools reported that students were using learned social-emotional skills to understand and manage their emotions.



**ACHIEVEMENTS**

In the first year of implementation, schools at Pre-K through grade 12 levels reported positive changes in how students interacted and behaved, both with their peers and with their teachers. Students reported using the program-taught skills and language in solving conflicts and managing their emotions.



NUMBER OF PUBLIC & PRIVATE SCHOOLS SYSTEMS ENGAGED

**11**



TOTAL HFL INVESTMENT

**\$2.8 M**

There are children that have never spoken before in class. They are realizing they're not the only ones going through challenges that this prevention program is bringing up, and [in] the discussions, they're gaining confidence to talk about them.  
*Partners in Prevention grant director*



NUMBER OF EVIDENCE-BASED PROGRAMS IMPLEMENTED

**8**



NUMBER OF STUDENTS REACHED AT SCALE

**13,000**

**CONNECTION TO COLLEGE & CAREER READINESS**

Prevention programs delivered through *Partners in Prevention* integrate evidence-based social-emotional learning curricula. Research shows that social-emotional learning has a positive impact on student achievement along with employability and overall mental well-being.

<p>Forbes reports the 10 skills employers most desire in graduates and ranked 4 at the top<sup>2</sup>.</p>	<p><b>WORK IN A TEAM</b></p> 	<p><b>MAKE DECISIONS</b></p> 
	<p><b>SOLVE PROBLEMS</b></p> 	<p><b>COMMUNICATE</b></p> 

**2016 WORLD ECONOMIC FORUM:**  
Of **16 critical** 21st-century skills, **12** are social-emotional skills.<sup>3</sup>

**KEY TAKEAWAY:**  
For students to be prepared for **future success**, they need **academic achievement AND social-emotional development**.

**TIMELINE**

<p><b>201</b></p> <p><b>THE LA PORTE COUNTY OPIOID STUDY</b></p>	<p><b>201</b></p> <p><b>PREVENTION MATTERS</b></p>	<p><b>201</b></p> <p><b>PARTNERS IN PREVENTION</b></p>
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HFL engages the Center for Health Policy at the Indiana University Fairbanks School of Public Health to conduct a needs assessment. The study addressed the opioid addiction rates in La Porte County. One of the recommendations from the study was to implement prevention strategies that prevent opioid misuse before it occurs.

The Richard M. Fairbanks Foundation (RMFF) launches its *Prevention Matters* initiative to help schools in Marion County implement proven substance use prevention programs in grades K-12. HFL collaborates with the RMFF and adopts the main components. HFL thanks the RMFF for its support and guidance.

HFL launches *Partners in Prevention* and awards planning grants to help schools identify appropriate evidence-based prevention programs for their students, and to develop action plans for effective and sustainable implementation. In the spring, HFL awards grants to help support program implementation beginning in the fall. HFL contracts with two experts assisting with the RMFF initiative. Educational Development Corporation (EDC) provides technical implementation assistance to schools, and RTI International evaluates the impact of *Partners in Prevention* on social-emotional learning, substance use, and academic achievements.

**LESSONS LEARNED**

The data presented by the evaluation of Year 1 yielded several insights that will help guide quality improvement efforts on the part of schools, grantees, technical assistance providers, and HFL moving into Year 2.

1. Achieve the greatest impact by improving implementer training, oversight, and the delivery of curriculum with fidelity.
2. Better embed programs into the school communities, such as among non-implementer staff, bus drivers, cafeteria workers, and parents.
3. Use the expert technical assistance providers contracted by HFL to increase student engagement, comprehension, and modeling of the curriculum concepts outside the classroom.
4. Build buy-in by encouraging grantees to reach out to community stakeholders and share their successful outcomes.
5. Collect meaningful data to demonstrate changes in academic achievement, emotion management, attendance, perceived risk of substance use, and disciplinary events.

<sup>1</sup>National Institute on Drug Abuse. (2014, March). *Drug facts: Lessons from prevention research* [Principle 16]. [https://www.drugabuse.gov/sites/default/files/drugfacts\\_lessonsfromprevention.pdf](https://www.drugabuse.gov/sites/default/files/drugfacts_lessonsfromprevention.pdf)

<sup>2</sup>Adams, S. (2014, November 12). The 10 skills employers most want in 2015 graduates. Forbes. <https://www.forbes.com/sites/susanadams/2014/11/12/the-10-skills-employers-most-want-in-2015-graduates/?sh=72ae41852511>

<sup>3</sup>Soffel, J. (2016, March 10). *What are the 21st-century skills every student needs?* World Economic Forum. <https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/>; see also World Economic Forum. (2016, March). *New vision for education: Fostering social and emotional learning through technology*. [http://www3.weforum.org/docs/WEF\\_New\\_Vision\\_for\\_Education.pdf](http://www3.weforum.org/docs/WEF_New_Vision_for_Education.pdf)