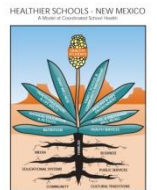


# Building Capacity for Preventing Youth Substance Use and Violence Assessment Results



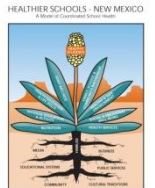
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# PERSONNEL/PROGRAMS

## School responses:

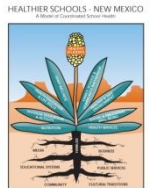
- School staff who support overall curriculum are most valuable resource and program - and **GREATEST NEED**.
- Next most desired is professional staff provided by local and state agencies.



# PERSONNEL/PROGRAMS

## Non-School Responses:

- Many programs are provided to schools
- Community-based organizations (CBOs) want to provide services/personnel in schools
- CBOs do not always feel welcomed by schools.

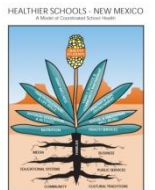


# PROGRAMS

Both schools and non-schools:

- Want to implement evidence-based programs when they show clear effectiveness and cultural competency.
- Want the option to implement practice-based, culturally competent programs that fit with local values

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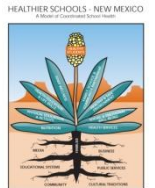


# PROGRAMS

Both:

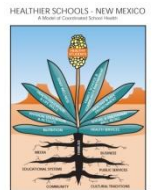
- Agree on the need for program evaluation to determine what works best.
- Want to know what works.
- State a great need for programs in middle schools

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# FUNDING/RESOURCES

- Lack of adequate funds - overarching theme.
- Schools state most program funding is from school operational budgets; includes personnel
- Both agree funding is limited and has negatively impacted ability to provide programs/personnel.

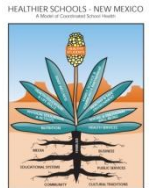


# PROFESSIONAL DEVELOPMENT

Schools like/want:

- Staff wellness and support
- Continuing education support, including Head to Toe - time, funds, substitute teachers.
- Information on signs/symptoms of SA and violence - and strategies.

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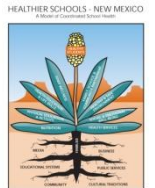


# PROFESSIONAL DEVELOPMENT

Non-schools staff like/want:

- Continuing education
- Mentoring/supervision by other professionals about evidence-based programs/strategies.
- Parent education, empowerment and engagement.

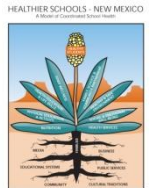
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# TECHNICAL ASSISTANCE

Both agree:

- Schools need technical assistance (support and guidance), information, strategies and referral sources - especially to deal with substance abuse, bullying, and suicide.

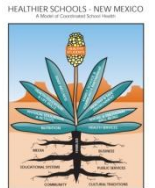


# DATA

Both agree various data, emphasizing YRRS data, are useful.

Needs:

- More data at local and tribal levels.
- Knowledge of how to find, interpret and use data.
- One-stop online location for all data and information, including resources; NMPED website identified by schools.

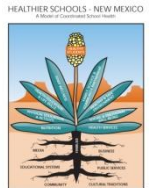


# POLICY ISSUES

Both agree:

- Tobacco, alcohol and drug-free campuses; bullying prevention; school wellness; and compulsory school attendance policies are most helpful.
- Policies need to be enforced.
- Tribal policies need to be updated and enforced.

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# ADVOCACY

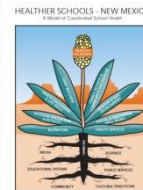
Schools - most effective:

- School health education
- Public awareness campaigns
- Staff continuing education

Needed:

- Information/awareness
- Staff/time
- Leadership/collaboration

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# ADVOCACY

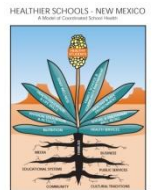
Non-schools -effective and needed:

- Youth engagement in policy initiatives
- School health education programs
- Social marketing
- Public awareness campaigns

Needed:

- Parent/community involvement
- Leadership; collaboration;
- Advocacy Training

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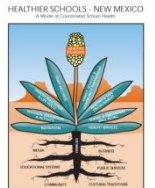
# FAMILY ENGAGEMENT

Both: This is a difficult problem.

Ideas - Schools:

- Funding for parent participation
- Parent liaison and mentoring
- Parent education
- Coordination/leadership

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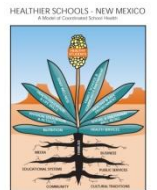


# FAMILY ENGAGEMENT

Non-schools - works and needed:

- School health/wellness councils
- Parent mentoring programs
- Parent/teacher organizations

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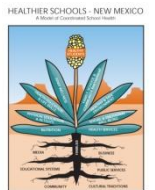


# YOUTH ENGAGEMENT

Both agree - works and needed:

- Peer-to-peer mentoring
- Youth councils - with funds and adult leadership
- Service learning
- Youth employment

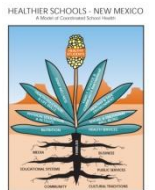
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# COORDINATING INFRASTRUCTURE

Both agree:

- A coordinating infrastructure at the state level is needed.
- A "one-stop" website would help.
- Coordination and collaboration are needed at the local level.
- Time and resources to collaborate are limited.



# QUESTIONS?



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