



Kansas Prevention COLLABORATIVE

CONNECTING | Promotion | Education
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Kansas Prevention Collaborative Evidence-Based Strategies Matrix

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The Evidence-Based Strategies (EBS) Matrix has been developed in partnership with Kansas Substance Abuse Prevention Coalitions, the Kansas Prevention Collaborative, and the Kansas Department of Aging and Disability Services.

Introduction:

The Evidence Based Strategies Matrix has been developed by the Kansas Evidence Based Strategies Workgroup (EBSW). The EBSW’s purpose is to support Kansans through promoting the use of evidence-based strategies to better integrate promotion, prevention, treatment, and recovery services. The matrix is offered to the public with community coalitions in mind as a tool to support planning for effective and comprehensive prevention efforts. This matrix offers a blend of environmental strategies and curricula-based prevention education programs. This matrix does not encompass every evidence-based prevention strategy available to communities. Stakeholders may research and select other strategies that align better with identified risk and protective factors. It is important to select strategies that have appropriate fit and approval from designated funding sources. If you have questions about strategies that will be approved for implementation, please contact the appropriate funder for your initiative.

Evidence-Based Strategies:

Evidence-based prevention strategies (programs, practices, and policies) are validated by documented evidence of effectiveness. The Kansas EBSW has adopted the Center for Substance Abuse Prevention’s (CSAP’s)/Substance Abuse Mental Health Services Administration’s (SAMHSA’s) three tiers of criteria for determining if a strategy is evidence-based (https://www.hcpcme.org/pubadmin/health/SPEP/CSAP4p56_Guidance_Jan04_2007.pdf).

- i. Tier 1 – Strategy appears on a national registry of evidence-based strategies
- ii. Tier 2 – Strategy appears in a peer reviewed publication with positive effects
- iii. Tier 3 – Strategy includes documented effectiveness that is supported by other sources of information and the consensus judgment of informed experts

See Page 5 for description of the current process for Request for Consideration as an Evidence-Based Research Strategy.

Other Anticipated Uses of the EBS Matrix:

Other possible uses for this document by the State of Kansas and communities could include those outlined in the PEW Charitable Trusts report “How States Engage in Evidence-Based Policymaking – A national assessment”, such as:

- 1) Distinguishing proven programs from those without evaluated effectiveness
- 2) Inventorying programs to manage resources strategically
- 3) Comparing program costs and benefits to calculate return on investment
- 4) Prioritize funds
- 5) Help implement and expand proven approaches
- 6) Sustain support for evidence-based policymaking

Also provided here as recommended guidance for States is Figure 2: Assessing Evidence-Based Policymaking in the States which outlines six actions of evidence-based policymaking.

Figure 2 Assessing Evidence-Based Policymaking in the States



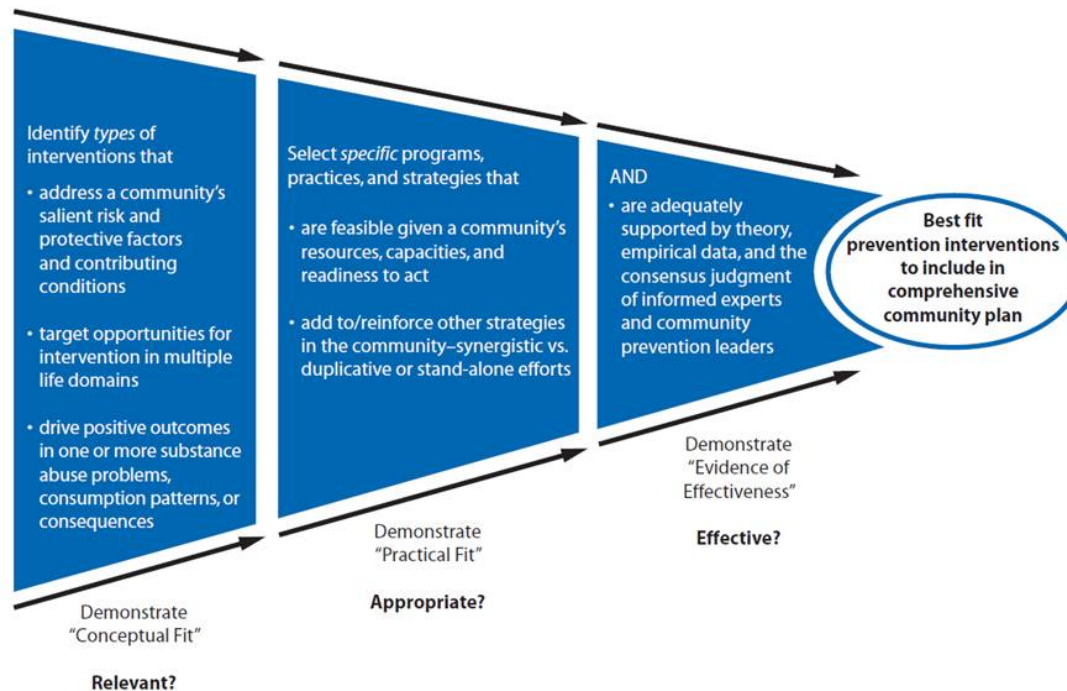
Community Fit, Feasibility, and Sustainability:

Meeting criteria for “evidence-based” does not guarantee effectiveness in all communities. Communities are also expected to select strategies that meet their unique assessed needs, capacity (readiness and resources), community fit, feasibility, cultural fit, and sustainability.

- Strategies meeting “community fit” are anticipated to yield the desired objectives and long-term outcomes, match the population to be served, and address the prioritized risk factors of that specific community.
- Feasibility refers to the process of evaluating a community’s readiness and resources for implementation such that the strategy can be integrated into ongoing operations and at times normalized as standard practice.
- Sustainability is critical in selecting a strategy to implement as a community would be most strategic in selecting interventions that they have the ability to start and continue long-term.

Figure 3 (Process Description: Selecting Best Fit Prevention Interventions) below provides a visual summary of the process coalitions are recommended to complete from demonstrating conceptual fit to practical fit and then to evidence of effectiveness before selecting the strategy of best fit for each community.

Figure 3. Process Description: Selecting Best Fit Prevention Interventions



Source: *Identifying and Selecting Evidence-Based Interventions – Guidance Document for the Strategic Prevention Framework State Incentive Grant Program*. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration; www.samhsa.gov. January, 2007.

Selection of Evidence-Based Strategies:

The Kansas Evidence-Based Strategies Workgroup recommends communities develop comprehensive prevention plans by using the Strategic Prevention Framework (SPF) as guidance, including all components of this effective process. The SPF includes the overarching factors of Cultural Competence and Sustainability, to be considered within each step and the five steps of the SPF: Assessment, Capacity, Planning, Implementation, and Evaluation. Strategies should be selected and implemented based on community level needs assessment data and the development of a logic model and action plans.

Request for Consideration as an Evidence-Based Research Strategy:

Communities are encouraged to innovate and are welcome to select prevention strategies that may not currently be on a national registry or appear in a peer-reviewed journal yet have best community-fit and are feasible and sustainable. Communities are welcome to submit a Request for Consideration as an Evidence-Based Strategy that meets the criteria in Tier 3 – “Strategy includes documented effectiveness that is supported by other sources of information and the consensus judgment of informed experts”. In these cases, the community is encouraged to submit the following completed information to the Kansas Evidence-Based Strategies Workgroup and or their project funder for consideration of their proposed strategy. Approval is not guaranteed. Reviews may take up to 60 days. The Request for Consideration form is in Appendix C.

EVIDENCE-BASED SUBSTANCE ABUSE PREVENTION STRATEGIES*

**Known at the time of the development of this document and presented in tables by SAMHSA Prevention Strategy categories and organized by Domain Addressed then by Target Population.*

The Center for Substance Abuse Prevention identifies six life domains with characteristics and components that can function as risk or protective factors, presenting options for strategic prevention strategies. The six domains are as follows: Individual, Family, Peer, School, Community, and Environment/Society. The Kansas Prevention Collaborative advocates and trains community coalitions to select strategies across multiple domains in development of their comprehensive prevention plans. Strategies are selected to address specific risk factors and outcomes, including prevention programs, policies and practices that evidence suggests will lead to greater success. Federal block grant funds, distributed by the Kansas Department of Aging and Disability Services, focus on universal prevention strategies.

The Substance Abuse and Mental Health Services Administration (SAMHSA) has identified six strategies for effective prevention planning*.

- 1) Information dissemination increases knowledge and changes attitudes through communications. This method of learning is mainly one-way, such as classroom speakers or media campaigns.
- 2) Prevention education is a two-way approach to teaching participants important social skills. These skills can include resisting pressure to use drugs, looking at the intent behind advertising, or developing other skills used in making healthy choices.
- 3) Positive alternatives provide fun, challenging, and structured activities with supervision so people have constructive and healthy ways to enjoy free time and learn skills. These alcohol- and drug-free activities help people—particularly young people— stay away from situations that encourage use of alcohol, tobacco, or illegal drugs.
- 4) Environmental strategies** are aimed at the settings and conditions in which people live, work, and socialize. These strategies call for change in policies— to reduce risk factors and increase protective factors—for example, tighter zoning restrictions on alcohol outlets or stronger enforcement to prevent underage purchases of alcohol and tobacco products. As these changes are carried out at the community level, they can have a sweeping impact.
- 5) Community-based processes strengthen resources such as community coalitions to prevent substance use and misuse. Organizing, planning, and networking are included in this strategy to increase the community's ability to deliver effective prevention and treatment services.
- 6) Identification of problems and referral to services are crucial to the prevention of substance use. This process includes determining when the behavior of people who are at high risk or who are using alcohol, tobacco, and other drugs requires education or other intensive interventions.

**This section is provided by SAMHSA's Focus on Prevention: <https://store.samhsa.gov/system/files/sma10-4120.pdf>, Retrieved May 10, 2019.*

***The Substance Abuse and Mental Health Services Administration's Strategic Prevention Framework breaks environmental strategies into two categories— policy and enforcement.*

Matrix Organization: Unless otherwise noted, the following are all substance abuse prevention strategies with some published documentation of effectiveness specific to substance or influencing risk factor. They are organized in several tables in order of

- SAMHSA Strategy type (See Appendix A)
 - Information Dissemination
 - Education
 - Alternatives
 - Environmental
 - Community-based Processes
- Domains Addressed
 - Individual
 - Family
 - School
 - Community
- Target Population (age group of intended participants)

SAMHSA Prevention Strategy: Information Dissemination

Prevention Strategies	Target Population	Contributing Factors	SAMHSA Prevention Strategy	CADCA Strategy for Community Level Change	Domains Addressed
Work with local healthcare providers and organizations to adopt a policy requiring that screening and brief motivational interventions are part of standard practice	Patients 18 years of age and older	Social Norms, Low Perceived Risk	Information Dissemination, Community based Process, Problem Identification and Referral	Provide Information, Modify/Change Policies	Individual, Community
Reality Tour Designed as a single event to engage parents https://candleinc.org/	Ages 10-17	Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	Family, Community
Educate parents about underage drinking in the community, including access to alcohol and effective measures to reduce it. Educate parents about substance misuse in the community, including access and effective measures to reduce it	Persons under 21 years of age living at home	Social Access, Social Norms, Low Perceived Risk	Information Dissemination	Provide Information	Family, Community
Distribute the school, university, or college substance abuse policies and associated punishments to all incoming and returning students and their parents, as well as publicize them on the campus website and in campus venues such as student housing and sports facilities	Students	Social norms, Low perceived risk	Information Dissemination, Community based Process	Provide Information	Family, School, Community
Implement an education/awareness campaign within a school or district	Students	Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	School, Community
Mass media campaigns (e.g., television, radio, billboard, print; including counter-advertising campaigns)	Variable – all ages to specific groups	Retail access (Alcohol), Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process	Provide Information	School, Community
Media advocacy	Variable – all ages to specific groups	Retail access (Alcohol), Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	School, Community

Encourage businesses to conduct internal compliance checks to monitor the sale of alcohol and/or tobacco and nicotine products to minors by their employees	Persons under 21 years of age	Retail access, Social norms	Information Dissemination, Community based Process, Environmental Strategies	Provide Information, Enhance Skills, Enhance Access/Reduce Barriers, Change Consequences	Community
Social norms approaches Here are a few resource sites with guidance on Social Norms: https://socialnorms.org/social-norms-approach/ http://www.montanainstitute.com/ https://store.samhsa.gov/system/files/sma19-5052.pdf	Variable – all ages to specific groups	Retail access (Alcohol), Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	Community
Alcohol warning signs to be posted at (retail) liquor establishments - Sticker Shock	All ages	Social Norms, Low perceived risk	Information Dissemination, Environmental Strategies	Provide Information, Change Physical Design, Modify/Change Policies	Community

SAMHSA Prevention Strategy: Education

Prevention Strategies	Substance Use Priorities	Target Population	Contributing Factors	SAMHSA Prevention Strategy	Domains Addressed
Al's Pals www.wingspanworks.com/educational_programs	Alcohol, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 3-8	Social norms, Risk and protective	Prevention Education	Individual
Promoting Alternative Thinking Strengths www.channing-bete.com/paths	Alcohol, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 3-12	Social norms, Risk and protective	Prevention Education	Individual
Too Good for Drugs www.toogoodprograms.org	Alcohol, Tobacco, and Other Drug Use	Ages 3-12	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual
Building Skills www.wnyunited.org www.kidcentraltn.com/program/building-skills.html	Alcohol, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 6-12	Social norms, Risk and protective	Prevention Education	Individual
Second Step https://www.secondstep.org/	Alcohol, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 6-12	Social norms, Risk and protective	Prevention Education	Individual
Operation Prevention https://www.operationprevention.com/	Prescription Drug (Opioid)	Ages 8-18	Low perceived risk of harm, Social Norms	Prevention Education	Individual
Media Ready http://irtinc.us/Products/MediaReady.aspx	Alcohol, Tobacco	Grades 6-8	Risk and protective factors, Social Norms	Prevention Education	Individual
Project ALERT www.projectalert.com	Alcohol, Marijuana Use	Middle school students	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual

The Hero Project: Cultural/Adventure Rites of Passage http://www.liveyourmyth.org/cultural-adventure-programs.html	Tobacco	Ages 11-18	Social norms, low perceived risk, and other risk and protective factors	Prevention Education	Individual
Family Matters https://familymatters.sph.unc.edu/	Alcohol	Ages 12-14	Social Norms, Low perceived risk	Prevention Education	Individual
STARS for Families www.nimcoinc.com/product/stars-for-families-curriculum	Alcohol	Ages 12-17	Social Norms, Low perceived risk	Prevention Education	Individual
ATLAS (Athletes Training and Learning To Avoid Steroids) www.ohsu.edu/xd/education/schools/school-of-medicine/departments/clinical-departments/medicine/divisions/hpsm/research/atlas.cfm	Alcohol, Other Drug Use	Male high school athletes	Social norms, Low perceived risk	Prevention Education	Individual
Brief Alcohol Screening and Intervention of College Students (BASICS) www.blueprintsprograms.org/factsheet/brief-alcohol-screening-and-intervention-for-college-students-basics	Alcohol	High-risk college/university students	Social norms, Low perceived risk	Prevention Education, Problem Identification and Referral	Individual
CHOICES www.changecompanies.net/products/?id=C1	Alcohol	High-risk college/university students	Social norms, Low perceived risk	Prevention Education, Problem Identification and Referral	Individual
Project Towards No Drug Abuse www.tnd.usc.edu	Alcohol	High school students	Social norms, Low perceived risk, Risk and protective	Prevention Education, Problem Identification and Referral	Individual
Family Check-Up (For Adolescents and For Toddlers) http://reachinstitute.asu.edu/family-check-up	Alcohol, Tobacco, Marijuana, Other Drug Use	Toddlers – Adolescents	Family management	Prevention Education	Individual, Family
Strengthening Families Program www.strengtheningfamiliesprogram.org	Alcohol	Ages 3-16	Social norms, Low perceived risk, Risk and protective	Prevention Education, Problem Identification and Referral	Individual, Family
Nurturing Parent Program www.nurturingparenting.com	Alcohol, Prescription Drug Use, Other Drug Use, Marijuana Use	Elementary school children and their parents	Social norms, Risk and protective	Prevention Education	Individual, Family

Protecting You/Protecting Me www.childtrends.org/programs/protecting-youprotecting-me-pypm	Alcohol	Grades 1-5 and grades 11-12	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, Family
Across Ages www.acrossages.org	Alcohol	Ages 6-17	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, Family
Familias Unidas www.blueprintsprograms.org/factsheet/familias-unidas	Alcohol, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 12-17	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, Family
Staying Connected with Your Teen https://www.channing-bete.com/prevention-programs/staying-connected-w-your-teen/staying-connected-w-your-teen.html	Alcohol, Other Drug Use	Ages 12-17	Family management/monitoring, Rewards for antisocial behavior	Prevention Education	Individual, Family
Project Northland www.hazelden.org	Alcohol	Middle School Students	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, Family
Positive Action https://www.positiveaction.net/	Alcohol, Prescription Drug Use, Other Drug Use, Marijuana Use	Grades K- 12	Social norms, Low perceived risk, Risk and protective	Prevention Education, Problem Identification and Referral	Individual, Family, School
Alcohol Literacy Challenge www.alcoholliteracychallenge.com	Alcohol	Grades 5-12, college, parents	Low perceived risk, social norm, risk and protective	Prevention Education	Individual, Family, School
Families and Schools Together www.familiesandschools.org	Alcohol, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 6-12	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, Family, School
Coping and Support Training (CAST) http://www.reconnectingyouth.com/programs/cast/	Alcohol, Other Drug Use	Middle School, High School students	Low perceived risk, social norm, family management	Prevention Education	Individual, Family, School
Keep A Clear Mind www.keepaclearmind.com/keep_a_clear_mind.php	Alcohol, Marijuana, Tobacco Use	Grades 4-6	Social norms, low perceived risk and risk & protective	Prevention Education	Individual, Family, School
Operation Prevention www.operationprevention.com	Opioid, Heroin Use	Middle School, High School Students	Low perceived risk, Social norms, risk and protective	Prevention Education	Individual, Family, School

Good Behavior Game www.air.org/topic/education/good-behavior-game	Alcohol, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 6-12	Social Norms, Low perceived risk	Prevention Education	Individual, School
Guiding Good Choices www.channing-bete.com/prevention-programs/guiding-good-choices/guiding-good-choices.html	Alcohol, Prescription Drug Use, Other Drug Use, Marijuana Use	Ages 6-17	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, Family, School
Active Parenting www.activeparenting.com	Alcohol, Prescription Drug Use, Other Drug Use, Marijuana Use	Elementary school children and their parents	Social norms, Risk and protective	Prevention Education	Individual, Family, School
Red Cliff Wellness School Curriculum https://www.theathenaforum.org/red_cliff_wellness_school_curriculum	Alcohol, Other Drug Use	Grades K-12	Low perceived risk	Prevention Education	Individual, School
Achievement Mentoring https://www.supportiveschools.org/achievement-mentoring	Alcohol, Other Drug Use	Grades 4-11	Favorable attitudes toward antisocial behavior, other risk and protective factors	Prevention Education	Individual, School
Keepin' It REAL https://real-prevention.com/keepin-it-real/	Alcohol, Marijuana, Other Drug Use, Tobacco	Ages 11-15	Social norms, Low perceived risk, Other risk and protective factors	Prevention Education	Individual, School
LifeSkills® Training www.lifeskillstraining.com	Alcohol, Marijuana, Tobacco, Other Drug Use	Upper-elementary and middle school	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, School
Alcohol: True Stories www.wordscanwork.com/products/product.html?prod=002	Alcohol	Grades 5-12	Low perceived risk, social norm	Prevention Education	Individual, School
Drugs: True Stories www.wordscanwork.com/products/product.html?prod=017	Prescription Drug Use	Grades 5-12	Social norms, low perceived risk	Prevention Education	Individual, School
Lions Quest Skills for Adolescence www.lions-quest.org	Alcohol, Marijuana,	Grades 6-8	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, School
AllStars www.allstarsprevention.com	Alcohol, Prescription Drug Use, Other Drug Use, Marijuana Use	Middle school students	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, School

Hip-Hop 2 Prevent Substance Abuse and HIV https://hiphop2prevent.com/	Alcohol, Marijuana, and Other Drug Use	Ages 12-16	Social norms, low perceived risk, and other risk and protective factors	Prevention Education	Individual, School
Project SUCCESS www.sascorp.org	Alcohol, Prescription Drug Use, Other Drug Use, Marijuana Use	Middle and high school students	Enforcement, Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, School
Bicultural Competence Skills Program www.socio.com/products/state-wide-indian-drug-prevention-program	Alcohol, Prescription Drug Use, Other Drug Use, Marijuana Use	Native American adolescents	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, School
SPORT Prevention Plus Wellness https://preventionpluswellness.com/pages/sport-prevention-plus-wellness-1	Alcohol, Tobacco, Other Drug Use	Ages 15-18	Low perceived risk, Other risk and protective factors	Prevention Education	Individual, School
Class Action www.hazelden.org	Alcohol	Grades 11- 12	Social norms, Low perceived risk, Risk and protective	Prevention Education	Individual, School
Reconnecting Youth: A Peer Group Approach to Building Life Skills http://www.reconnectingyouth.com/	Alcohol, Other Drug Use	Ages 13-17 and 18-25	Risk and protective factors	Prevention Education	Individual, School
Alcohol edu https://everfi.com/courses/alcoholedu-high-school/ https://everfi.com/courses/alcoholedu-for-college/	Alcohol	High School & College	Low perceived risk	Prevention Education	Individual, School
eCHECKUP TO GO www.echeckuptogo.com/usa	Alcohol, Marijuana, Tobacco	High School & College Freshmen	Age of onset of use, Social norms, Low perceived risk, Risk and protective factors	Prevention Education	Individual, School
InShape Prevention Plus Wellness https://preventionpluswellness.com/	Alcohol, Other Drug Use	Ages 19-22	Low perceived risk, other risk and protective factors	Prevention Education	Individual, School
Say it Straight (SIS) http://www.sayitstraight.org/joomla/	Alcohol, Tobacco, Other Drug Use	High School Students	Other risk and protective factors	Prevention Education	Individual, School, Community

Youth Message Development https://real-prevention.com/youth-message-development-program/	Alcohol, Tobacco, Other Drug Use	Ages 13-15	Low perceived risk of harm, Laws and Norms, other risk and protective factors	Prevention Education	Individual, School, Community
EFFEKT http://effekt.org/english.html	Alcohol	Early Adolescence (12-14), Middle School Students	Parental attitudes, and other risk and protective factors	Prevention Education	Individual, Family, Community
Creating Lasting Family Connections http://copes.org/the-original-clfc-program/	Alcohol, Drugs, Tobacco	Ages 6-12, 13-17, and 26-55	Low perceived risk, parental attitudes, family management	Prevention Education	Individual, Family, School, Community
Smart Leaders https://www.bgca.org/	Alcohol, Tobacco, Other Drug Use	Ages 6-12 and 13-17	Rewards for Antisocial Behavior, Social Norms	Prevention Education	Individual, Community
Training for Intervention Procedures (TIPS) https://www.gettips.com/index.html	Alcohol	Adolescents and adults	Laws and Norms, Perceived Availability, Retail Access	Prevention Education	Individual, Community
Prevention Strategies	Other Areas of Evidenced Effectiveness	Target Population	Contributing Factors	SAMHSA Prevention Strategy	Domains Addressed
Parent Project https://parentproject.com/research/ Listed under Kern County, CA research.	Various Behaviors involving Criminal Justice Parent-child relationships, Parental Monitoring, Family Conflict, Academic Performance, Substance Abuse	Ages 11-17		Prevention Education	Individual, Community

SAMHSA Prevention Strategy: Alternatives

Prevention Strategies	Target Population	Contributing Factors	SAMHSA Prevention Strategy	CADCA Strategy for Community Level Change	Domains Addressed
Expand opportunities for students to make social choices that do not include illegal drugs and alcohol	Students	Social norms	Alternatives, Community based Process, Environmental Strategies	Provide Support	School, Community

SAMHSA Prevention Strategy: Environmental

NOTE: Some fiscal resources (i.e., SAMHSA Block Grant) cannot be used for lobbying activities related to specific legislative action or for some forms of enforcement. Check with your funding source for additional information.

Prevention Strategies	Target Population	Contributing Factors	SAMHSA Prevention Strategy	CADCA Strategy for Community Level Change	Domains Addressed
Prohibit the consumption of alcohol at all school-related events, including adult consumption	Students	Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Family, School
Consistently apply disciplinary action for rules violation (such as the loss of allowance, grounding, loss of vehicle privileges, etc.)	Persons under 21 years of age living at home	Enforcement, Social Norms, Low Perceived Risk	Environmental Strategies	Change Consequences	Family, Community
Reality Tour	Ages 10-17	Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	Family, Community
Adopt practices to prevent students from bringing alcohol and other illegal substances to school or school-related events	Students	Enforcement, Social norms, Low perceived risk	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	School
Establish, strengthen or enforce school penalties for possession or intoxication on school property or at school-related events	Students	Enforcement, Social norms, Low perceived risk	Environmental Strategies, Problem Identification and Referral	Change Consequences, Modify/Change Policies, Enhance Access/Reduce Barriers	School
Enhance enforcement of drug and alcohol laws and policies on campus property and at campus-sponsored events	Students	Retail access, Social access, Enforcement, Social norms, Low perceived risk	Environmental Strategies	Modify/Change Policies	School, Community
Expand opportunities for students to make social choices that do not include illegal drugs and alcohol	Students	Social norms	Alternatives, Community based Process, Environmental Strategies	Provide Support	School, Community

Implement an education/awareness campaign within a school or district	Students	Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	School, Community
Prohibit the sale of alcohol on campus and at university/college facilities, such as football stadiums, concert halls, and cafeterias, restaurants, and pubs	Students	Retail access, Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	School, Community
Prohibit alcohol at all university/college-sponsored events both on and off campus	Students	Retail access, Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	School, Community
Prohibit alcohol kegs on campus and at university/college sponsored events	Students	Retail access, Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	School, Community
Prohibit alcohol within all student housing	Students	Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	School, Community
Require all incoming and returning students participate in a brief motivational intervention related to substance abuse	Students	Social norms, Low perceived risk	Community based Process, Environmental Strategies, Problem Identification and Referral	Provide Information, Modify/Change Policies	School, Community
Require responsible beverage service training for university/college facilities that sell or provide alcohol, such as sports arenas, concert halls, and cafeterias, restaurants, and pubs	Students	Retail access, Social access	Prevention Education, Environmental Strategies	Enhance Skills, Enhance Access/Reduce Barriers, Modify/Change Policies	School, Community
Restrict alcohol advertising and promotion on campus	Students	Social norms, Promotion	Environmental Strategies	Change Physical Design, Modify/Change Policies	School, Community
Media advocacy	Variable – all ages to specific groups	Retail access (Alcohol), Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	School, Community
Revise and strengthen penalties for violation of school, university, or college substance abuse policies	Students	Social access, Enforcement, Social norms, Low perceived risk	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	School, Community

Require ID checks at all university/college events where alcohol is available	Students	Retail access, Social access, Enforcement	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	Community
Communities Mobilizing for Change on Alcohol (CMCA)	Ages 13-20	Retail access, Social access, Enforcement, Social norms	Community based process, Environmental strategy	Enhance Barriers/Reduce Access, Change Policy	Community
Social norms approaches	Variable – all ages to specific groups	Retail access (Alcohol), Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	Community
Administrative penalties (of alcohol license holders)	All ages	Retail access, Laws and Norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community
Adopt a noise ordinance	All ages	Social Access, Social Norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community
Alcohol home delivery restrictions	All ages	Retail access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Physical Design, Modify/Change Policies	Community
Alcohol restrictions on public property	All ages	Retail access, Social norms	Environmental Strategies	Modify/Change Policies	Community
Alcohol restrictions at community events	All ages	Retail access, Social norms	Environmental Strategies	Modify/Change Policies	Community
Community Trials Intervention to Reduce High-Risk Drinking	All ages	Retail access, Social access, Enforcement, Social norms, Low perceived risk	Community based Process, Environmental Strategies	Enhance Skills, Enhance Access/Reduce Barriers, Change Physical Design, Modify/Change Policies	Community
Enhance law enforcement capacity and commitment to address substance abuse laws	All ages	Enforcement, Social Norms, Low Perceived Risk	Community based Process, Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community

Have law enforcement conduct "walk- through's" at alcohol outlets	All ages	Retail access, Social norms, Low perceived risk	Environmental Strategies	Enhance Access/Reduce Barriers	Community
Implement responsible beverage server and manager training programs (voluntary or mandatory)	All ages	Retail access	Environmental Strategies, Prevention Education	Enhance Access/Reduce Barriers, Modify/Change Policies	Community
Increase or change zoning restrictions	All ages	Retail Access, Enforcement, Social Norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Physical Design, Modify/Change Policies	Community
Minimum age of seller	All ages	Retail access, Social Norms, Laws and Norms	Community based Process, Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community
Prescription Medication Take- back Programs	All ages	Social Access, Low perceived risk	Community based Process, Environmental Strategies	Change Consequences, Change Physical Design	Community
Require alcohol warning signs to be posted at liquor establishments - Sticker Shock	All ages	Social Norms, Low perceived risk	Information Dissemination, Environmental Strategies	Provide Information, Change Physical Design, Modify/Change Policies	Community
Restrict alcohol on public property	All ages	Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Change Physical Design, Modify/Change Policies	Community
Restrict alcohol advertising and promotion	All ages	Social norms, Promotion	Environmental Strategies	Change Physical Design, Modify/Change Policies	Community
Restrict the availability of alcohol at community events, such as sporting and recreational events	All ages	Retail access, Social access, Social norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community
Revoke liquor licenses for outlets that do not comply with state laws and local ordinances	All ages	Enforcement, Social norms, Low perceived risk	Environmental Strategies	Change Consequences, Modify/Change Policies	Community
Strengthen the prosecution, adjudication, and sanctioning of substance abuse laws within the court system	All ages	Enforcement, Social norms, low perceived risk	Community based Process, Environmental Strategies	Change Consequences, Modify/Change Policies	Community

Adopt a teen party ordinance	Persons under 21 years of age	Social Access, Social Norms	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community
Create social host ordinances as a criminal and/or civil penalty	Persons under 21 years of age	Social norms, Laws and Norms	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies, Change Consequences	Community
Develop and/or strengthen age identification policies and training for employees of alcohol establishments	Persons under 21 years of age	Retail access	Environmental Strategies	Modify/Change Policies	Community
Encourage businesses to conduct internal compliance checks to monitor the sale of alcohol to minors by their employees	Persons under 21 years of age	Retail access, Social norms	Information Dissemination, Community based Process, Environmental Strategies	Provide Information, Enhance Skills, Enhance Access/Reduce Barriers, Change Consequences	Community
Encourage compliance checks at businesses to monitor the sale of alcohol to minors	Persons under 21 years of age	Retail access, Social norms, Low perceived risk	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences	Community
Establish minimum bar entry age equivalent to the minimum legal drinking age of 21 years old	Persons under 21 years of age	Retail access	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	Community
Establish minimum-age-of-seller that is equivalent to the minimum legal drinking age of 21 years old	Persons under 21 years of age	Retail access	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	Community
Promote implement of “shoulder tap” enforcement programs to prevent strangers from purchasing alcohol for minors	Persons under 21 years of age	Retail access, Social norms, Low perceived risk	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community
Promote implement of the “cops in shops” enforcement program	Persons under 21 years of age	Retail access, Social norms, Low perceived risk	Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community
Tobacco 21 (raising the legal age of purchasing tobacco products from 18 to 21)	Persons under 21 years of age	Retail access, Social norms, Low perceived risk	Environmental Strategies	Modify/Change Policies, Impact Access and Availability	Community
Beer Keg Registration	Persons 21 and older	Retail Access, Perceived availability	Environmental Strategies	Modify/Change Policies	Community

Encourage businesses to adopt policies that decrease personal risk and promote responsible drinking	Persons 21 and older	Retail access, Social norms	Environmental Strategies	Modify/Change Policies	Community
Prohibit drink discounts, specials, happy hours, and other price promotions at establishments that sell alcohol for on premise consumption (only if done in collaboration with enforcement)	Persons 21 and older	Retail access, Social norms, Promotion, Low Price	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	Community
Restrict hours and days of alcohol sale	Persons 21 and older	Retail access	Environmental Strategies	Enhance Access/Reduce Barriers, Modify/Change Policies	Community

SAMHSA Prevention Strategy: Community-Based Processes

Prevention Strategies	Target Population	Contributing Factors	SAMHSA Prevention Strategy	CADCA Strategy for Community Level Change	Domains Addressed
Adopt a policy for referral of clients who are believed to be substance abuse dependent	All ages	Social Norms, Low Perceived Risk	Community based Process, Problem Identification and Referral	Provide Support, Modify/Change Policies	Individual, Community
Reality Tour	Ages 10-17	Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	Family, Community
Establish a network for parents to communicate and be linked with other parents who hold similar beliefs and have home environments that are free from alcohol abuse and easy access to alcohol	Persons under 21 years of age living at home	Social access, Social norms	Community based Process	Provide Support	Family, Community
Distribute the university or college substance abuse policies and associated punishments to all incoming and returning students and their parents, as well as publicize them on the campus website and in campus venues such as student housing and sports facilities	Students	Social norms, Low perceived risk	Information Dissemination, Community based Process	Provide Information	Family, School, Community
Expand opportunities for students to make social choices that do not include illegal drugs and alcohol	Students	Social norms	Alternatives, Community based Process, Environmental Strategies	Provide Support	School, Community
Implement an education/awareness campaign within a school or district	Students	Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	School, Community
Require that all incoming and returning students participate in a brief motivational intervention related to substance abuse	Students	Social norms, Low perceived risk	Community based Process, Environmental Strategies, Problem Identification and Referral	Provide Information, Modify/Change Policies	School, Community
Mass media campaigns (e.g., television, radio, billboard, print; including counter-advertising campaigns)	Variable – all ages to specific groups	Retail access (Alcohol), Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process	Provide Information	School, Community

Media advocacy	Variable – all ages to specific groups	Retail access (Alcohol), Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	School, Community
Communities That Care https://www.communitiesthatcare.net/ https://blueprintsprograms.org/programs/communities-that-care/	Ages 0-22	Favorable attitudes, Family Management, Laws and Norms, Low perceived risk	Community Based Process	Provide Information	Community
Communities Mobilizing for Change on Alcohol (CMCA)	Ages 13-20	Retail access, Social access, Enforcement, Social norms	Community based process, Environmental strategy	Enhance Barriers/Reduce Access, Change Policy	Community
Encourage businesses to conduct internal compliance checks to monitor the sale of alcohol to minors by their employees	Persons under 21 years of age	Retail access, Social norms	Information Dissemination, Community based Process, Environmental Strategies	Provide Information, Enhance Skills, Enhance Access/Reduce Barriers, Change Consequences	Community
Social norms approaches	Variable – all ages to specific groups	Retail access (Alcohol), Social access, Social norms, Low perceived risk	Information Dissemination, Community based Process, Environmental Strategies	Provide Information	Community
Community Trials Intervention to Reduce High-Risk Drinking	All ages	Retail access, Social access, Enforcement, Social norms, Low perceived risk	Community based Process, Environmental Strategies	Enhance Skills, Enhance Access/Reduce Barriers, Change Physical Design, Modify/Change Policies	Community
Enhance law enforcement capacity and commitment to address substance abuse laws	All ages	Enforcement, Social Norms, Low Perceived Risk	Community based Process, Environmental Strategies	Enhance Access/Reduce Barriers, Change Consequences, Modify/Change Policies	Community
Prescription Medication Take- back Programs	All ages	Social Access, Low perceived risk	Community based Process, Environmental Strategies	Change Consequences, Change Physical Design	Community
Strengthen the prosecution, adjudication, and sanctioning of substance abuse laws within the court system	All ages	Enforcement, Social Norms, Low Perceived Risk	Community based Process, Environmental Strategies	Change Consequences, Modify/Change Policies	Community

Appendix A**Nationally Recognized Categories and Types of Effective Prevention Strategies**

Category of Type of Strategies	Type Description
CADCA Strategies for Community-Level Change	<p>Providing Information – Educational presentations, workshops or seminars or other presentations of data (e.g., public announcements, brochures, dissemination, billboards, community meetings, forums, web-based communication).</p> <p>Enhancing Skills – Workshops, seminars or other activities designed to increase the skills of participants, members and staff needed to achieve population level outcomes (e.g., training, technical assistance, distance learning, strategic planning retreats, curricula development).</p> <p>Providing Support – Creating opportunities to support people to participate in activities that reduce risk or enhance protection (e.g., providing alternative activities, mentoring, referrals, support groups or clubs).</p> <p>Enhancing Access/Reducing Barriers- Improving systems and processes to increase the ease, ability and opportunity to utilize those systems and services (e.g., assuring healthcare, childcare, transportation, housing, justice, education, safety, special needs, cultural and language sensitivity).</p> <p>Changing Consequences (Incentives/Disincentives) – Increasing or decreasing the probability of a specific behavior that reduces risk or enhances protection by altering the consequences for performing that behavior (e.g., increasing public recognition for deserved behavior, individual and business rewards, taxes, citations, fines, revocations/loss of privileges).</p> <p>Physical Design – Changing the physical design or structure of the environment to reduce risk or enhance protection (e.g., parks, landscapes, signage, lighting, outlet density).</p> <p>Modifying/Changing Policies – Formal change in written procedures, by-laws, proclamations, rules or laws with written documentation and/or voting procedures (e.g., workplace initiatives, law enforcement procedures and practices, public policy actions, systems change within government, communities and organizations).</p>
SAMHSA Prevention Strategy	<p>Information dissemination – This strategy provides awareness and knowledge of the nature and extent of alcohol, tobacco and drug use, abuse and addiction and their effects on individuals, families and communities. It also provides knowledge and awareness of available prevention programs and services. Information dissemination is characterized by one-way communication from the source to the audience, with limited contact between the two.</p> <p>Education – This strategy involves two-way communication and is distinguished from the Information Dissemination strategy by the fact that interaction between the educator/facilitator and the participants is the basis of its activities. Activities under this strategy aim to affect critical life and social skills, including decision-making, refusal skills, critical analysis (e.g., of media messages) and systematic judgment abilities.</p> <p>Alternatives - This strategy provides for the participation of target populations in activities that exclude alcohol, tobacco and other drug use. The assumption is that constructive and healthy activities offset the attraction to, or otherwise meet the needs usually filled by alcohol, tobacco and other drugs and would, therefore, minimize or obviate resort to the latter.</p> <p>Environmental - This strategy establishes, or changes written and unwritten community standards, codes and attitudes, thereby influencing incidence and prevalence of the abuse of alcohol, tobacco and other drugs used in the general</p>

	<p>population. This strategy is divided into two subcategories to permit distinction between activities which center on legal and regulatory initiatives and those that relate to the service and action-oriented initiatives.</p> <p>Community-Based Process - This strategy aims to enhance the ability of the community to more effectively provide prevention and treatment services for alcohol, tobacco and drug abuse disorders. Activities in this strategy include organizing, planning, enhancing efficiency and effectiveness of services implementation, interagency collaboration, coalition building and networking.</p> <p>Problem Identification and Referral - This strategy aims at identification of those who have indulged in illegal/age-inappropriate use of tobacco or alcohol and those individuals who have indulged in the first use of illicit drugs in order to assess if their behavior can be reversed through education. It should be noted, however, that this strategy does not include any activity designed to determine if a person is in need of treatment.</p>
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Appendix B

National Registries of Evidence-Based Strategies

Strategies listed in this document are specific to alcohol, tobacco and other drug prevention, primarily universal strategies. When reviewing programs from national registries, program outcomes should relate specifically to drug and alcohol prevention outcomes and risk factors.

- Department of Education – What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/>
- Office of Juvenile Justice and Delinquency Prevention Model Programs Guide: <https://www.ojjdp.gov/mpg/Topic>
- Child Trends – What Works?: <https://www.childtrends.org/what-works>
- Crime Solutions: <https://crimesolutions.gov/Programs.aspx>
- Blueprints for Healthy Youth Development: <https://www.blueprintsprograms.org/>
- CADCA’s Environmental Prevention Strategies Guide: <https://www.cadca.org/sites/default/files/resource/files/environmentalstrategies.pdf>
- California Evidence-based Clearinghouse: <https://www.cebc4cw.org/>
- SAMHSA’s Evidence Based Programs Resource Center: <https://www.samhsa.gov/ebp-resource-center>

Appendix C

Request for Consideration as an Evidence-Based Prevention Strategy

Request for Consideration as an Evidence-Based Prevention Strategy

Date:

Community:

Proposing Organization:

Grant Funding Sources:

- A. Priority Substance Abuse or Behavioral Health Problem Addressed (Consumption, Consequence, Goal, or Outcome):

- B. Priority Population Served:

- C. Prioritized Risk Factors:

- D. Prioritized Protective Factors:

- E. Other Factors to be considered:

- F. Measures and Sources (supporting evidence of effectiveness):
 - a. Qualitative Data (including sources) specific to need (response to A):
 - b. Quantitative Data (including sources) specific to need (response to A):
 - c. Source of information demonstrating documented effectiveness of this strategy:
 - d. Statement documenting “consensus judgment of informed experts” and the experts’ names, credentials, experience, and expertise:

- G. Community Fit (how addressing the identified need with this strategy serves the proposing community best):

Kansas Evidence-Based Strategies Workgroup Response:

Appendix D

Vaping and Tobacco Prevention Resources – For more information on these and other related resources, contact the Kansas Prevention Collaborative at

KPCTeam@wichita.edu.

Prevention Strategies	Target Population	Description	Domains Addressed
ASPIRE - https://www.mdanderson.org/about-md-anderson/community-services/aspire.html https://aspire2.s3.amazonaws.com/images/permission-for-use-terms.pdf	13-18 year olds	The ASPIRE Program is an interactive, multimedia program that is designed for culturally diverse middle school and high school students and delivers instructional and behavior-change information to participants regardless of smoking status and stage of change. Could be a good addition to High School Health/Middle School Science Curriculum as a self-study module and part of disciplinary process for extracurricular participation if caught smoking or vaping.	Individual, School
Catch my breath https://catchinfo.org/modules/e-cigarettes/	Middle & High School Students	The CATCH My Breath Youth E-cigarette Prevention Program is used to educate students and increase the knowledge of E-cigarettes, nicotine and addiction dangers. This program provides students with lesson plans that are peer-led. These activities can be done online or in class.	Individual, School
Get Smart about Tobacco http://www.scholastic.com/get_smart_about_tobacco/	3 rd – 7 th	Get Smart about Tobacco a program sponsored by the CVS Health Foundation. This program uses lesson plans to educate elementary and middle school students about e-cigarettes.	Individual, School
smokeSCREEN: A smoking prevention videogame https://www.smokescreengame.org	10-16 year olds	smokeSCREEN addresses the range of challenges that young teens face, with a dedicated focus on youth decision-making about tobacco smoking (conventional cigarettes, electronic cigarettes, flavored tobacco products), and includes strategies for both smoking prevention and cessation.	Individual, School

Appendix E

Suicide Prevention Resources – For more information on these and other related resources, contact the Kansas Prevention Collaborative at

KPCTeam@wichita.edu.

Prevention Strategies	Target Population	Description	Domains Addressed
Erika's Lighthouse: https://www.erikaslighthouse.org/	Middle & High School Students	Free teen depression awareness programs designed to create discussion in your classrooms. Comprehensive enough to use immediately. Flexible enough to fit every school. Goals include increasing student knowledge about depression, reducing stigma surrounding depression and increasing the likelihood that students with depression will receive help.	Individual, School
More Than Sad: https://afsp.org/our-work/education/more-than-sad/	High School Students	26 minutes film developed for high school-aged audiences. The film shows four vignettes of teens who are referred to treatment in different manners: parent, self-referral, by a school counselor, and by a physician. Messages are aimed at conveying that depression is an illness (not a character flaw), depression is common, depression develops for a variety of reasons, depression needs treatment and effective treatments are available. \$59.99 - downloadable free facilitator tools	Individual, School
Response http://www.columbiacare.org/response.html	High School Students	Response is a comprehensive high school-based suicide prevention program designed to increase awareness, heighten sensitivity to depression and suicidal ideation, change attitudes, and offer response procedures to refer a student at risk for suicide.	Individual, School
Sources of Strength: http://sourcesofstrength.org/	Middle & High School Students	A best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying and substance abuse. This program focuses on training youth leaders and increasing protective factors. It is initiated as a 3-6 month project with multiyear timetables. It requires significant commitment to training trainers to work with youth groups.	Individual, School
Hazelden Lifelines – Youth Suicide https://www.hazelden.org/store/item/503147	5 th – 12 th grade students	The complete Hazelden Lifelines® Trilogy is a unique collection of three programs that address the important topic of youth suicide: from prevention to intervention to response. It includes today's best practices and topics and language to reflect today's youth culture. The Complete Lifelines Trilogy includes: <ul style="list-style-type: none"> • <i>Prevention</i> includes a facilitator guide, two DVDs, and a USB Flash Drive with reproducible materials • <i>Intervention</i> includes a facilitator guide, a DVD, and a USB Flash Drive with reproducible materials • <i>Postvention</i> includes a facilitator guide and a USB Flash Drive with reproducible materials 	Individual, School

Created on 11/9/2018 by DCCCA; Revised by the EBSW in July, 2019

Appendix F**Kansas Evidence-based Strategies Workgroup Membership**

The Evidence-Based Strategies (EBS) Matrix has been developed by the Kansas Evidence-Based Strategies Workgroup and in partnership with Kansas Substance Abuse Prevention Coalitions, the Kansas Prevention Collaborative, and the Kansas Department of Aging and Disability Services. Initially drafted by prevention staff at DCCCA, the Matrix was revised during 2018 and early 2019, with the first draft being completed and released by the following group of prevention professionals.

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