

**Strategic Plan Appendices**  
**Cumberland County Substance Abuse Strategic Plan 2007**

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**Appendix A:** Assessment Report (please see separate Assessment Report and Assessment Appendix)

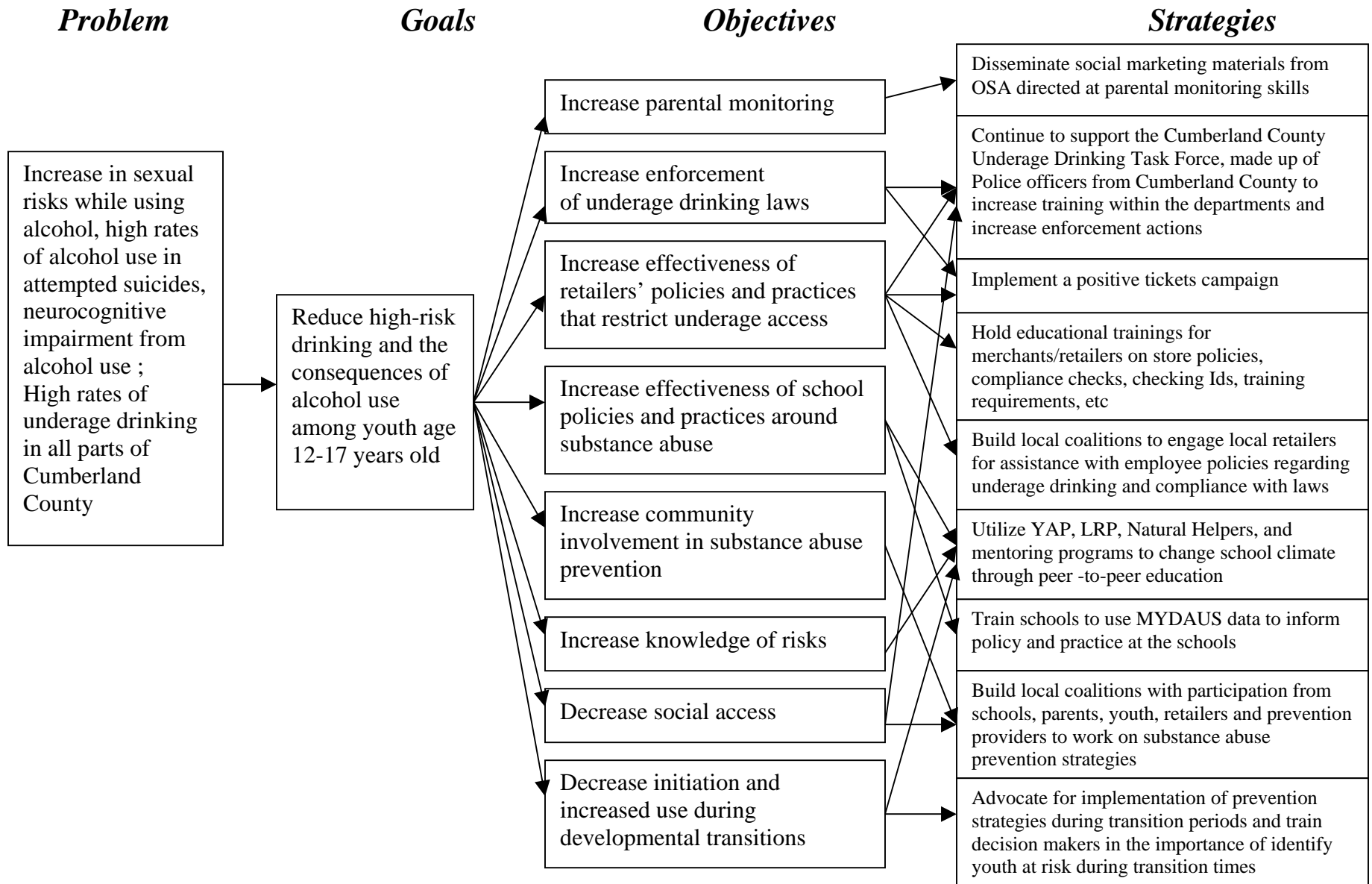
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## Appendix B: Planning Models

### Planning Model for High Risk Drinking Among Youth



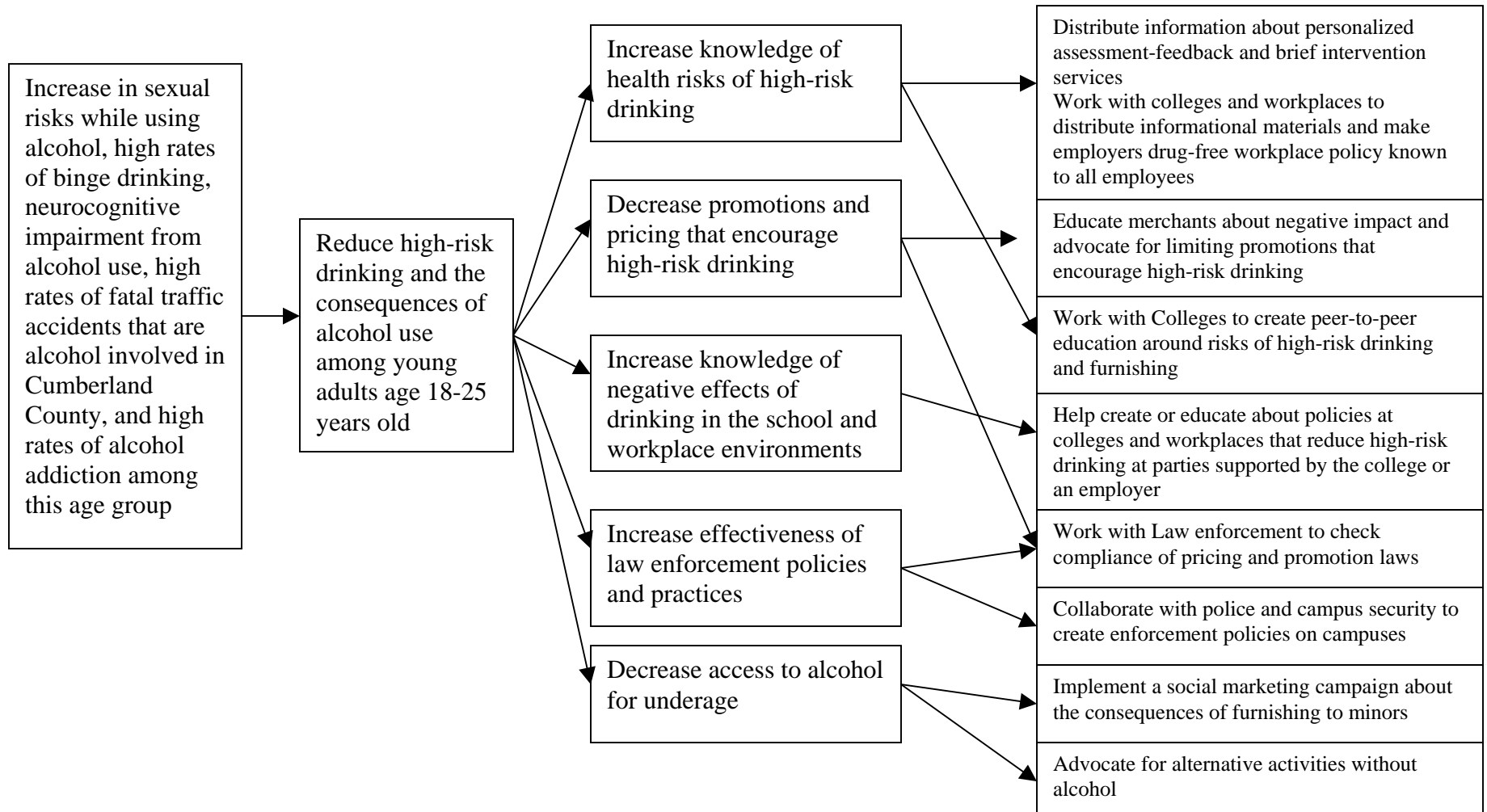
# Planning Model for High Risk Drinking Among Young Adults

## *Problem*

## *Goals*

## *Objectives*

## *Strategies*



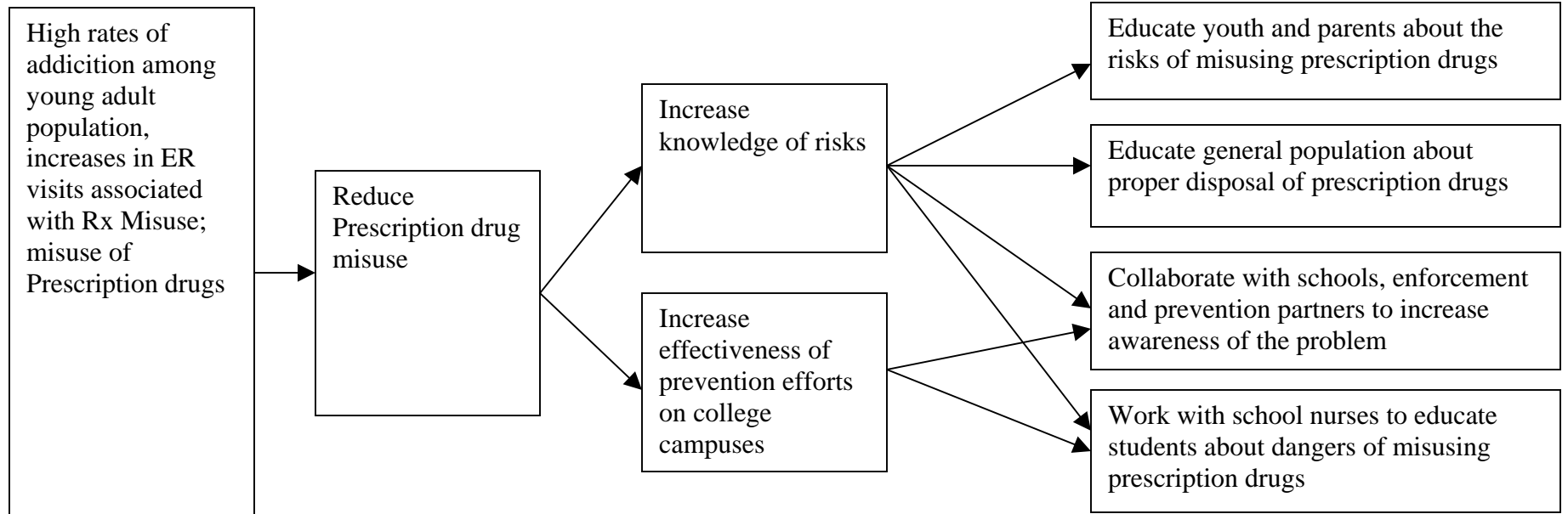
# Planning Model for Prescription Drug Misuse

## *Problem*

## *Goals*

## *Objectives*

## *Strategies*



## Appendix C: MOUs

**Please see original signed MOUs sent in the mail**

People who signed MOUs and the organizations they represent:

Margaret Jones	Day One
Malory Shaughnessy	County of Cumberland
Malory Shaughnessy	Maine Association of Prevention Programs
Colleen Taylor-Capano	Parent in Gray/ New Gloucester
Michael Clifford	Portland Public Schools
Robin Haley	Falmouth School Department
Dona Forke	Healthy Options Together
Carol Troy	The Women's Project
Erica Schmitz	21 Reasons
Sandra Hale	Westbrook School Department
Christina Lamarre	Raymond Mentoring Partnership
Amanda Beal	PROP's Drug Free Community Program
LeeAnne Dodge	USM
Tina Pettingill	City of Portland

Below is a copy of the MOU used by the Collective and signed by the members.

**Memorandum of Understanding**  
*Between Communities Promoting Health Coalition,  
The Cumberland County Comprehensive Community Health Coalition and  
Member Organizations of the Cumberland County SPEP Collective*

**Purpose:** Communities Promoting Health Coalition (CPHC), The Cumberland County Comprehensive Community Health Coalition (CCCHC) and the member organizations of the SPEP “Collective”, share the common objective of preventing substance abuse in Cumberland County. The member organizations have worked together to assess the scope of the problem within the county and identify the priorities to work on collectively in the future. Through this memorandum of understanding, CPHC and the member organizations agree to continue our work into the implementation phase with future funding and to build the Collective’s capacity to do so. We agree to collaborate by sharing our expertise, knowledge and our commitment to prevention with one another in the Collective.

**Roles and Responsibilities for Communities Promoting Health Coalition**

- CPHC, through the position funded by OSA – Department of Health and Human Services, will continue to organize the Collective monthly meetings and recruit new members to ensure county-wide representation
- CPHC and CCCHC will work to achieve the goals of the strategic plan created by the Collective
- CPHC and CCCHC will work to build the capacity of the Collective to address the priorities set forth by the member organizations and the requirements of OSA

**Roles and Responsibilities for member organizations of “The Collective”**

- Member organizations will continue their participation in the Collective
- Member organizations will provide their support, knowledge, and expertise to achieve the goals of the strategic plan created by the Collective
- Member organizations will support the implementation of evidence-based strategies to reduce alcohol use among youth
- Member organizations will support the implementation of evidence-based strategies to reduce high risk drinking among adults (especially 18-25 year olds)

The undersigned member organization agrees to the spirit of this memorandum of understanding with Communities Promoting Health Coalition and The Cumberland County Comprehensive Community Health Coalition and agrees to participate as a Community Partner in this effort.

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**Name of Organization**

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**Name of Administrator or Member and Title**

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**Signature of Administrator or Member**

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**Date**

**Communities Promoting Health Coalition**

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Name of Administrator and Title

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Signature of Administrator

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Date

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Phone

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email

Please return a copy of this signed MOU by, **May 22, 2007** to:  
Or fax to Liz at **874-1155**

Liz Blackwell-Moore  
PROP  
510 Cumberland Ave  
Portland, ME 04101

## Appendix D: Comprehensive Approach Strategy Models

The models below were created by members of the Core Group. After the Collective brainstormed strategies during the strategic planning workshop, Core Group members expanded the strategies and found tools, resources, and/or citations to back up the strategies. The Core Group members who created these models are: Erica Schmitz, Liz Blackwell-Moore, Amanda Beal, Lucie Rioux, Kaki Dimock, and Ronni Katz.

### High Risk Drinking Among Youth:

Intervening Factor	Sample comprehensive approach using evidence-based strategies	Tools/Resources/Citations <i>(note: this is a sample, and not a comprehensive list)</i>
<p><b>Alcohol Access: RETAIL</b></p>	<p><i>Enforcement:</i> Retail Compliance Checks; investigation of underage drinking incidents to ensure retail violations are addressed.</p> <p><i>Collaboration:</i> Community organizing for policy changes to reduce youth access to alcohol; Collaboration with retailers to prioritize reducing underage access and implement strategies such as voluntary mystery shopper program.</p> <p><i>Education:</i> Merchant education, Clerk training, Responsible Beverage Service Training (RBS)</p> <p><i>Communications:</i> Alcohol Warning Posters; Strategic use of the Media to increase public perception that the laws are being enforced and that retailers will not sell to minors.</p> <p><i>Policy –Retailers:</i> Minimum age of seller requirements, Training requirements, Checking age identification requirements , Responsible Retailing systems— management policies &amp; practices.</p> <p><i>Policy-Community:</i> Community</p>	<p><b>Community Trials/PIRE:</b> <a href="http://www.pire.org/CommunityTrials/">http://www.pire.org/CommunityTrials/</a> Treno, A.J. and Holder, H.D. (1997). Community mobilization: evaluation of an environmental approach to local action. <i>Addiction</i>. 92 (Supplement 2): S173-S187; and Grube JW. (1997). Preventing sales of alcohol to minors: results from a community trial. <i>Addiction</i> 92: S251-60.</p> <p><b>Responsible Sales Guides/UDETC/PIRE/OJJDP:</b> <a href="http://www.udetc.org/documents/PreventingSales.pdf">http://www.udetc.org/documents/PreventingSales.pdf</a> - Merchant Education Programs <a href="http://www.udetc.org/documents/ReduceAlsal.pdf">http://www.udetc.org/documents/ReduceAlsal.pdf</a> - Compliance Checks</p> <p><b>CMCA/University of Minnesota:</b> <a href="http://www.epi.umn.edu/alcohol/cmca/index.shtm">http://www.epi.umn.edu/alcohol/cmca/index.shtm</a> Wagenaar, A.C., Gehan, J.P., Jones-Webb, R., Toomey, T.L., Forster, J.L. (1999). Communities Mobilizing for Change on Alcohol: Lessons and results from a 15-community randomized trial. <i>Journal of Community Psychology</i>. 27(3):315-326.</p> <p><b>Sample Policies &amp; Materials/ UMN:</b> <a href="http://www.epi.umn.edu/alcohol/policy/access.shtm">http://www.epi.umn.edu/alcohol/policy/access.shtm</a> Wagenaar, A. C., T. L. Toomey, et al. (2005). Preventing youth access to alcohol: Outcomes from a multi-community time-series trial. <i>Addiction</i>, 100(3), 335-345.</p> <ul style="list-style-type: none"> <li>• <b>Compliance Checks</b> – includes guide for law enforcement</li> <li>• <b>Responsible Beverage Service Training</b></li> <li>• <b>Regulations or Bans on Home Delivery of Alcohol</b></li> <li>• <b>Alcohol Warning Posters</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Administrative Penalties</b></li> <li>• <b>Checking Age Identification</b></li> <li>• <b>Minimum Age of Seller</b></li> </ul> <p><b>Community Festivals Materials/UMN:</b> <a href="http://www.epi.umn.edu/alcohol/festivals/index.shtm">http://www.epi.umn.edu/alcohol/festivals/index.shtm</a> Toomey TL, Erickson DJ, Patrek W, Fletcher LA, Wagenaar AC. (2005). Illegal alcohol sales and use of alcohol control policies at community festivals. <i>Public Health Reports</i>, 120(2):165-173.</p> <p><b>Integrated Responsible Retailing Model:</b> <a href="http://fcpr.fsu.edu/retail/integrated_RR_model.html">http://fcpr.fsu.edu/retail/integrated_RR_model.html</a> <a href="http://fcpr.fsu.edu/retail/documents/BP_Report_Conference_Edition.pdf">http://fcpr.fsu.edu/retail/documents/BP_Report_Conference_Edition.pdf</a> (CSAP document)</p> <p><b>Pricing Strategies:</b> <a href="http://www.cspinet.org/booze/taxguide/TaxIndex.htm">http://www.cspinet.org/booze/taxguide/TaxIndex.htm</a> Chaloupka F, et al. (2002). The effects of price on alcohol consumption and alcohol-related problems. <i>Alcohol Research and Health</i>, 26(1):22-34.</p>

	<p>festivals regulations; Zoning ordinances to limit alcohol outlet density</p> <p><i>Policy- State:</i> Administrative Penalties; Minimum Age of Seller Requirements; Pricing strategies to make alcohol less available to minors.</p>	<p><b>Maine-specific resources:</b></p> <ul style="list-style-type: none"> <li>- <b>State-Approved RBS Trainings:</b> <a href="http://www.maine.gov/dps/liqr/Docs/CertTrain.doc">http://www.maine.gov/dps/liqr/Docs/CertTrain.doc</a></li> <li>- <b>State-level policy change</b> – Maine Association of Prevention Programs &amp; Maine Alcohol Impact Coalition – <a href="mailto:mshaughnessy@masap.org">mshaughnessy@masap.org</a></li> <li>- <b>Coming soon (summer/fall 2007): Lessons Learned &amp; Sample Materials from HEAPP’s Responsible Retailing pilot program</b></li> </ul>
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<b>Intervening Factor</b>	<b>Sample comprehensive approach using evidence-based strategies</b>	<b>Tools/Resources/Citations</b> <i>(note: this is a sample, and not a comprehensive list)</i>
<p><b>Parental monitoring practices</b></p>	<p><i>Communications:</i> Social marketing campaign &amp; materials targeting parents; publicize school policies and law enforcement policies regarding underage drinking.</p> <p><i>Collaboration:</i> Partnership with local media, parent groups, schools, doctor’s offices, businesses, etc. to get the message out</p> <p><i>Enforcement:</i> Increase enforcement of underage drinking laws (see below)</p> <p><i>Policy:</i> Notification of parents required by school policy (within confidentiality regulations) and police department policy</p> <p><i>Education*:</i> Community parent meetings to educate parents about effective monitoring practices</p> <p>* What about curriculum-based parent education programs?</p>	<p><b>Parental Monitoring</b></p> <p>Beck, K.H., Shattuck, T., Haynie, D. Crump, A.D., and Simons-Morton, B. (1999). Associations between parent awareness, monitoring, enforcement and adolescent involvement with alcohol. <i>Health Education Research</i>, 14(6), 765-775.</p> <p>Shillington, A. M., S. Lehman, et al. (2005). Parental monitoring: Can it continue to be protective among high-risk adolescents? <i>Journal of Child &amp; Adolescent Substance Abuse</i>, 15(1), 1-15.</p> <p><b>Parent Media Campaigns</b></p> <p>Stephenson MT, Quick BL. (2005). Parent ads in the National Youth Anti-Drug Media Campaign. <i>J Health Commun.</i> Dec;10(8):701-10.</p> <p>Surkan PJ, Dejong W, Herr-Zaya KM, Rodriguez-Howard M, Fay K. (2003). A paid radio advertising campaign to promote parent-child communication about alcohol. <i>J Health Commun.</i> Sep-Oct;8(5):489-95.</p> <p><b>OSA Parent Campaign/Social marketing materials</b></p> <p>Developing an effective social marketing campaign can be expensive and challenging, and can end up doing more harm than good if not based in solid research and expertise (see <i>Why Bad Ads Happen to Good Causes</i>, by Andy Goodman). Rather than create stand-alone local campaigns, Maine communities are encouraged to expand local dissemination of the OSA Parent Campaign:</p> <ul style="list-style-type: none"> <li>- Television ads: <a href="http://www.maineparents.net/tv_ads.html">http://www.maineparents.net/tv_ads.html</a></li> <li>- Materials for parents: <a href="http://www.maineparents.net/useful_info_for_parents.html">http://www.maineparents.net/useful_info_for_parents.html</a></li> <li>- Community parent forums &amp; discussion guide: coming soon from OSA (summer/fall 2007), pilot materials available now</li> </ul> <p><b>School policy guidelines:</b> coming soon from OSA (early 2008)</p>



	<p>In the One ME evaluation, most communities did not report positive outcomes from curriculum-based programs. This was due to challenges with implementation, including difficulty getting enough participants to make the programs cost-effective. In designing a strategy to increase parental monitoring, consider issues of cost vs. benefit, reach, saturation, and dosage.</p>	<p><b>One ME evaluation of parenting programs:</b>  <a href="http://www.maine.gov/dhhs/osa/pubs/prev/2006/onemefinaleval.doc">http://www.maine.gov/dhhs/osa/pubs/prev/2006/onemefinaleval.doc</a>  “Even with extensive recruitment efforts, most coalitions who selected programs targeting parents had little success in getting them to actually attend the sessions. ...Most coalitions will not sustain parenting programs because they weighed the effort and associated costs of recruitment and implementation with the numbers of parents served and decided the programs are not a good use of prevention resources” (p.117).</p>
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<b>Intervening Factor</b>	<b>Sample comprehensive approach using evidence-based strategies</b>	<b>Tools/Resources/Citations</b> <i>(note: this is a sample, and not a comprehensive list)</i>
<p><b>Effectiveness of law enforcement</b></p>	<p><i>Enforcement:</i> Increase enforcement actions related to underage drinking, furnishing, and hosting laws</p> <p><i>Collaboration:</i> Coalition-building between law enforcement and prevention community to establish underage drinking enforcement as shared priority</p> <p><i>Policy:</i> Departmental policy around underage drinking enforcement, based on model policy</p> <p><i>Education:</i> Training for officers regarding best practices, model policy implementation, &amp; why it’s important</p> <p><i>Communications:</i> Work with police &amp; DA’s office to publicize incidents of furnishers/hosts being caught &amp; prosecuted. Publicize penalties for furnishing and hosting. Use media strategically to increase community support for enforcement.</p>	<p><b>Enforcement of possession laws &amp; deterrence:</b>  Dent WC, Grube JW, Biglan A. Community level alcohol availability and enforcement of possession laws as predictors of youth drinking. <i>Preventive Medicine</i> 40 (2005) 355-362.  Grovesnor, D., Toomey, T.L., Wagenaar, A.C. (1999). Deterrence and the Adolescent Drinking Driver. <i>Journal of Safety Research</i>. 30(3) 187-191.</p> <p><b>Enforcement of social host laws &amp; deterrence:</b>  Jones-Webb R, Toomey T, Miner K, Wagenaar AC, Wolfson M, Poon R. Why and in what context adolescents obtain alcohol from adults: A pilot study. <i>Substance Use &amp; Misuse</i> , (2):219-28, 1997.  Wagenaar AC, Toomey TL, Murray DM, Short BJ, Wolfson M, Jones-Webb R. Sources of alcohol for underage drinkers. <i>Journal of Studies on Alcohol</i> , 57(3):325-33, 1996.</p> <p><b>Party Patrols:</b> <a href="http://www.udetc.org/documents/UnderageDrinking.pdf">http://www.udetc.org/documents/UnderageDrinking.pdf</a></p> <p><b>Reducing Third-Party Transactions:</b> <a href="http://www.udetc.org/documents/Reducing3rdParty.pdf">http://www.udetc.org/documents/Reducing3rdParty.pdf</a></p> <p><b>Media Advocacy for Enforcement:</b> <a href="http://www.udetc.org/documents/mediaadvocacy.pdf">http://www.udetc.org/documents/mediaadvocacy.pdf</a></p> <p><b>Maine Model Policy from Maine Chiefs of Police Association &amp; OSA</b>  <a href="http://www.maine.gov/dhhs/osa/prevention/lawenforcement/policy.htm">http://www.maine.gov/dhhs/osa/prevention/lawenforcement/policy.htm</a></p> <p><b>Sticker Shock</b> (sample warning posters about furnishing):  <a href="http://www.maine.gov/dhhs/osa/prevention/youth/sticker.htm">http://www.maine.gov/dhhs/osa/prevention/youth/sticker.htm</a></p> <p><b>Other OSA Resources for underage drinking enforcement:</b>  <a href="http://www.maine.gov/dhhs/osa/prevention/lawenforcement/resources.htm">http://www.maine.gov/dhhs/osa/prevention/lawenforcement/resources.htm</a></p>

<b>Intervening Factor</b>	<b>Sample comprehensive approach using evidence-based strategies</b>	<b>Tools/Resources/Citations</b> <i>(note: this is a sample, and not a comprehensive list)</i>
<b>School Climate</b>	<p><i>Communications:</i></p> <p>Utilize School newsletters &amp; websites – messaging about parents talking with kids about s/a regularly, and especially prior to monumental events (prom, graduation, sports finals, etc).</p> <p>Youth develop series on substance abuse (using existing media) – create own intro’s</p> <p><i>Collaboration:</i></p> <p>Annual community forum to present s/a data</p> <p>Create strong connections/utilize community org’s providing youth services &amp; programming</p> <p>Mentoring programs b/w incoming students and upperclassmen &amp; peer mentoring</p> <p><i>Enforcement:</i></p> <p>Get coaches on board with school policies, and enforce them</p> <p>S/A screenings/education at gateway to school events</p> <p><i>Policy:</i></p> <p>Establish youth council’s as liason’s to school board, town council, etc</p>	<p><u>Programs:</u></p> <p>Youth Advocacy Program – The YAP program engages youth in learning and designing activities aimed at creating environmental change around health related issues, including tobacco and substance abuse.</p> <p>Leadership &amp; Resiliency Program (model program) – LRP recruits identified at-risk high school age students, and engage them in activities that foster leadership skills, a sense of community, and enhance relationships with key adults and organizations. LRP youth then design and carry out community projects that benefit their peers and community, such as organizing school forums on underage drinking. <a href="http://modelprograms.samhsa.gov/pdfs/model/leadership.pdf">http://modelprograms.samhsa.gov/pdfs/model/leadership.pdf</a></p> <p>Raymond Mentoring Partnership - The Raymond Mentoring Partnership coordinates two types of mentoring relationships. One matches adult and teen mentors with K-8 grade students for long-term caring, committed, supportive friendships. Pairs meet once a week for 1-2 hours during the school year. The other type of mentoring relationship, called Kids 2 Kids, involves training 7th and 8th grade students to be mentors to elementary school students. <a href="http://www.raymondmaine.org/civic_groups/Communities%20for%20Children/raymond_mentoring_partnership.htm">http://www.raymondmaine.org/civic_groups/Communities%20for%20Children/raymond_mentoring_partnership.htm</a></p> <p>Natural Helpers Program (Day One) - Peer listening and support program for High School students. <a href="http://www.day-one.org/07_schools/schools.html">http://www.day-one.org/07_schools/schools.html</a></p> <p>Curriculum-based program: Protecting You/Protecting Me (model program) – 5 year, classroom-based alcohol –use prevention curriculum for elementary students in grades 1-5 and high school students in grades 11 &amp; 12. Focus on the brain, growth &amp; development, health &amp; safety, rules &amp; laws, friends, choices &amp; decisions, media awareness, and communication skills. Outcomes include reduced binge drinking by 72% , 56% increase in knowledge about brain development and negative impact of alcohol. <a href="http://modelprograms.samhsa.gov/pdfs/model/PYPM.pdf">http://modelprograms.samhsa.gov/pdfs/model/PYPM.pdf</a></p> <p><u>Resources:</u></p> <p>Leadership to Keep Children Alcohol Free – Resources, sample policies &amp; statistics for educators <a href="http://www.alcoholfreechildren.org/en/audiences/educators.cfm">http://www.alcoholfreechildren.org/en/audiences/educators.cfm</a></p>

	<p>S/A related presentations to school board</p> <p><i>Education:</i></p> <p>Train school admin how to interpret MYDAUS data</p> <p>Student access to full-time substance abuse counselors</p> <p>Look at prevention curriculum – when delivered, frequency, evaluation? Provide information to school administrators, school board, and PTA/PTO about available curriculum-based model programs to address s/a prevention</p> <p>Create speakers bureau for S/A issues and distribute to schools</p> <p><i>Other:</i></p>	<p>National Institutes of Health: National Institute on Alcohol Abuse and Alcoholism – Initiative on Underage Drinking provides stats and links to research on underage drinking, as well as posters and other resources for teachers.  <a href="http://www.niaaa.nih.gov/AboutNIAAA/NIAAASponsoredPrograms/underage.htm">http://www.niaaa.nih.gov/AboutNIAAA/NIAAASponsoredPrograms/underage.htm</a></p> <p>Youth On Board - <a href="http://www.youthonboard.org">www.youthonboard.org</a> - Youth on Board helps young people and adults think differently about each other so that they can work together to change their communities and schools- build skills, mutually respectful relationships between young people and adults that allow young people to move from the margins of their communities into the center.</p>
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Intervening Factor	Sample comprehensive approach using evidence-based strategies	Tools/Resources/Citations <i>(note: this is a sample, and not a comprehensive list)</i>
<b>Developmental Transitions</b>	<p><i>Collaboration:</i> Partner with Schools</p> <p><i>Communications:</i> Media Campaign- transitions- targeting parents of 5<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> graders Articles in the school paper</p> <p><i>Policy:</i> Develop policy- how to deal with transitions, examine the ways new students are integrated into school- school building- climate, culture, integration</p> <p><i>Education:</i></p> <ul style="list-style-type: none"> <li>• Teacher Training</li> <li>• Peer Leader Training for Middle School</li> <li>• Parent Education- school forum</li> <li>• HS students mentor middle school students</li> <li>• College Students educate HS students</li> </ul> <p><i>Enforcement:</i> School Resource Officer</p> <p><i>Other:</i></p>	<p><b>Programs:</b> Too Good For Drugs (TGFD) model CSAP Program for ages K-12 that utilizes multi-lesson, multi-grade level programming that can be implemented in schools, after school programs and for staff development. <a href="http://wch.uhs.wisc.edu/14-Archives/14-SIG/02-SIG-ModelProg-MatrixHTML.html#TGFD">http://wch.uhs.wisc.edu/14-Archives/14-SIG/02-SIG-ModelProg-MatrixHTML.html#TGFD</a></p> <p><b>Resources:</b> ONDCP describes the evidence-based principles of substance abuse prevention includes strategies that are targeting to youth during transition times whether they are expected transitions (such as puberty, adolescence, graduating from school) or unexpected (like the death of a loved one). <a href="http://www.ncjrs.gov/ondcppubs/publications/prevent/evidence_based_eng.html">http://www.ncjrs.gov/ondcppubs/publications/prevent/evidence_based_eng.html</a></p>

Intervening Factor	Sample comprehensive approach using evidence-based strategies	Tools/Resources/Citations <i>(note: this is a sample, and not a comprehensive list)</i>
<b>Community Climate</b>	<p><b>Communications:</b>  <i>Increase community awareness on the importance of positive adult modeling; Increase public perception of risks; Increase community awareness that alcohol is a gateway drug and can lead to other addictions; Increase knowledge on the consequences of furnishing alcohol to minors (family); Knowledge of how kids are gaining access to alcohol; Regular parent-youth check-ins; Liquor cabinet lock ups</i></p> <p><b>Collaboration:</b>  Alcohol-free events/activities; creating places and spaces for kids to congregate that are visible and open to the public encouraging positive relationships</p> <p><b>Enforcement:</b>  Positive ticketing; party patrols; special enforcement campaigns; parents informing police when they are out of town</p> <p><b>Policy:</b>  Prohibition of alcohol sponsorship at public events; controls on alcohol advertising – billboards, buses, etc; Increase opportunities for youth to be involved such as creating a youth council</p> <p><b>Education:</b>  <i>Portion size training; drinking patterns training, risks and expectations – genetic risks; how alcohol affects the body; brain development; stress management skills</i></p> <p><i>Other:</i></p>	<p>Communities Mobilizing for Change on Alcohol Model Program – <a href="http://modelprograms.samhsa.gov/pdfs/model/Cmca.pdf">http://modelprograms.samhsa.gov/pdfs/model/Cmca.pdf</a>  Effectively limits access to alcohol of people under legal drinking age and to communicate a clear message to the community that underage drinking is inappropriate and unacceptable. Education to alter perceptions of societal norms and expectations</p> <p>Across Ages  <a href="http://modelprograms.samhsa.gov/pdfs/model/AcrossAges.pdf">http://modelprograms.samhsa.gov/pdfs/model/AcrossAges.pdf</a>    Mentoring    combined    with community service and drug education</p> <p>Positive Tickets: Businesses, law enforcement, prevention educators, teachers and all members of the community work together to commend youth who do positive things by giving them free entry into an alcohol and drug free event <a href="http://www.positivetickets.com">www.positivetickets.com</a></p> <p>Families That Care: Guiding Good Choices  <a href="http://modelprograms.samhsa.gov/pdfs/model/GGC.pdf">http://modelprograms.samhsa.gov/pdfs/model/GGC.pdf</a>  BEHAVIOR MODIFICATION, COMMUNITY INVOLVEMENT, INFORMATION SHARING, MEDIA EDUCATION, PARENT-CHILD INTERACTIONS, PARENT TRAINING, PEER LEADERSHIP, COUNSELING OR SUPPORT, SKILL DEVELOPMENT</p> <p>Community Trials Intervention to Reduce High-Risk Drinking  <a href="http://modelprograms.samhsa.gov/pdfs/model/Community%20Trials.pdf">http://modelprograms.samhsa.gov/pdfs/model/Community%20Trials.pdf</a>  RBS training of alcohol establishments and related sales and service policies</p> <ul style="list-style-type: none"> <li>• Enforcement of drinking and driving laws</li> <li>• Publicity surrounding changes in youth alcohol access and drink and drive enforcement</li> <li>• Media advocacy in support of alcohol policy change</li> <li>• Decreased alcohol outlet density</li> <li>• Decreased formal and informal youth access to alcohol</li> </ul> <p>Across Ages  <a href="http://modelprograms.samhsa.gov/pdfs/model/AcrossAges.pdf">http://modelprograms.samhsa.gov/pdfs/model/AcrossAges.pdf</a>  Changes in teaching approaches and parent involvement, with classroom drug education  School-based support group and skills development class</p>

Intervening Factor	Sample comprehensive approach using evidence-based strategies	Tools/Resources/Citations <i>(note: this is a sample, and not a comprehensive list)</i>
<b>Parental Knowledge of Risks</b>	<p><i>Collaboration:</i> Coordinating efforts/ regionalizing efforts- consistent messages; involving all stakeholders (businesses, local organizations, churches, law enforcement)</p> <p><i>Communications:</i> Public Access tv/ video/messages; small papers/editorials; press releases; letters to parents via school or online</p> <p><i>Policy:</i> Required class for parents; school policies</p> <p><i>Education:</i> Distributing materials, events, PTA/PTO- involving youth/ youth participation, skits, etc Family events; ex parents and kid class</p> <p><i>Enforcement:</i> Safe guard, Legal consequences/ liability info for parents</p> <p><i>Other:</i></p>	<p><b>Programs:</b> Project Northland: Project for 6-8<sup>th</sup> graders involving students, peers, parents, and community members in a 3 year program that takes place in the home, at school, and finally in the community to delay the onset of alcohol use, reduce use among those already drinking, and decrease consequences related to use. (On SAMSHA Registry of programs) <a href="http://www.nrepp.samhsa.gov/programfulldetails.asp?PROGRAM_ID=100#studies">http://www.nrepp.samhsa.gov/programfulldetails.asp?PROGRAM_ID=100#studies</a></p> <p>Keep A Clear Mind (KACM) CSAP Model Program designed to increase knowledge of 9-11 year olds about alcohol and drug use to delay age of onset of use. <a href="http://wch.uhs.wisc.edu/14-Archives/14-SIG/02-SIG-ModelProg-MatrixHTML.html#KACM">http://wch.uhs.wisc.edu/14-Archives/14-SIG/02-SIG-ModelProg-MatrixHTML.html#KACM</a></p> <p><b>Resources:</b> National website with information on Health Risks for Parents: <a href="http://www.family.samhsa.gov/">http://www.family.samhsa.gov/</a></p> <p>Maine website with information for parents <a href="http://www.maineparents.net">www.maineparents.net</a></p>

## High Risk Drinking for Young Adults

Intervening Factor	Sample comprehensive approach using evidence-based strategies	Tools/Resources/Citations (note: this is a sample, and not a comprehensive list)
<p><b>Access: Promotions &amp; Pricing</b></p>	<p><i>Collaboration:</i> Collaboration with retailers to limit promotions that encourage high-risk drinking, including cheap drink specials. Community mobilizing for local and state-level policy changes to limit promotions and increase pricing.</p> <p><i>Education:</i> Merchant education about the negative impacts of low pricing and promotions</p> <p><i>Communications:</i> Strategic use of the media to increase public awareness of negative impacts of low pricing and promotions.</p> <p><i>Policy –Retailers:</i> Bar Owners’ Agreement/Policy to limit pricing specials, limit serving sizes, only one drink per customer at a time, etc.</p> <p><i>Policy-College or Workplace:</i> Policies to reduce high-risk drinking among legal drinkers at college or workplace parties where alcohol service is appropriate. E.g. no self-service of alcohol; no free or low-cost alcohol; limit serving sizes; only one drink per customer at a time; comparably priced and equally appealing non-alcoholic beverages.</p> <p><i>Policy- State:</i> Limits on cheap drink specials and other promotions that encourage high-risk drinking. Increase price of alcohol.</p> <p><i>Enforcement:</i> Compliance checks to make sure pricing and promotions are compliant with law. Increase communication with law enforcement and Liquor Licensing regarding citizen concerns about promotions by local establishments. Ensure that Drug-Free Workplace Policies are followed when planning work-sponsored events.</p>	<p><b>Tools/Resources/Citations</b> (note: this is a sample, and not a comprehensive list)</p> <p><b>Pricing:</b> Chaloupka F., et al. (2002). The effects of price on alcohol consumption and alcohol-related problems. <i>Alcohol Research and Health</i>, 26(1):22-34. Kuo, M.C. et al.. (2003) The marketing of alcohol to college students: The role of low prices and special promotions. <i>American Journal of Preventive Medicine</i>. 25:204-211.</p> <ul style="list-style-type: none"> <li>• Alcohol taxes: <a href="http://www.cspinet.org/booze/taxguide/TaxIndex.htm">http://www.cspinet.org/booze/taxguide/TaxIndex.htm</a></li> <li>• Limits on low pricing &amp; promotions: <ul style="list-style-type: none"> <li>○ AMA literature review: <a href="http://www.alcoholpolicymd.com/alcohol_and_health/study_high_risk.htm">http://www.alcoholpolicymd.com/alcohol_and_health/study_high_risk.htm</a></li> </ul> </li> </ul> <p><b>College setting:</b> Gebhardt, T.L. et al. (2000). A campus-community coalition to control alcohol-related problems off campus: An environmental management case study. <i>Journal of American College Health</i>. 48(5):211-214.</p> <p><b>Workplace setting:</b> National Institute on Alcohol Abuse and Alcoholism, Alcohol Alert: Alcohol and the Workplace (1999), #44: <a href="http://pubs.niaaa.nih.gov/publications/aa44.htm">http://pubs.niaaa.nih.gov/publications/aa44.htm</a> U.S. DOL Working Partners for an Alcohol and Drug-Free Workplace, Impaired Driving – Nine tips for Office Celebrations. <a href="http://www.dol.gov/asp/programs/drugs/workingpartners/sp_iss/ninetips.asp">www.dol.gov/asp/programs/drugs/workingpartners/sp_iss/ninetips.asp</a> CSAP, Drugs in the Workplace Fact Sheet <a href="http://dwp.samhsa.gov/DrugTesting/Files_Drug_Testing/FactSheet/factsheet041906.aspx">http://dwp.samhsa.gov/DrugTesting/Files_Drug_Testing/FactSheet/factsheet041906.aspx</a></p> <p><b>Maine-specific resources:</b></p> <ul style="list-style-type: none"> <li>- <b>State-level policy change</b> – Maine Association of Prevention Programs &amp; Maine Alcohol Impact Coalition – <a href="mailto:mshaughnessy@masap.org">mshaughnessy@masap.org</a></li> <li>- <b>Workplace policy change</b> – Maine Office of Substance Abuse, Substance Abuse and the Workplace Program: <a href="http://www.maineosa.org/prevention/workplace">www.maineosa.org/prevention/workplace</a></li> <li>- <b>Title 28-A Maine Liquor Laws:</b> <a href="http://janus.state.me.us/legis/statutes/">http://janus.state.me.us/legis/statutes/</a></li> </ul>

Intervening Factor	Sample comprehensive approach using evidence-based strategies	Tools/Resources/Citations (note: this is a sample, and not a comprehensive list)
<p><b>Knowledge of health risks of binge drinking</b></p>	<p><b>Communications:</b> Distribute information about available assessment-feedback services, educational programs and/or “self-help” materials including self-administered survey and feedback. Conduct media advocacy to increase public awareness of consequences resulting from high-risk drinking. Include information regarding health and safety risks and consequences of violating policy when employees are informed of the employer’s drug-free workplace policy.</p> <p><b>Collaboration:</b> Work with colleges and workplaces to distribute informational materials and/or pass policies to institutionalize the program.</p> <p><b>Policy:</b> College or workplace policies to offer personalized assessment-feedback to every student/employee, and/or require all students/employees to take evidence-based course as part of general orientation. Require those who break school/business substance abuse policy to participate in assessment-feedback and/or educational program.</p> <p><b>Education:</b> Web-based assessment-feedback program such as e-CHUG, web-based course such as College-alc, or other evidence-based program.</p> <p><b>Enforcement:</b> Drug-free workplace policy enforced consistently with communication of policy, education, assessment and referral to treatment as important supporting components.</p>	<p><b>Personalized assessment-feedback and brief intervention:</b> There is promising evidence that personalized assessment-feedback (in person, on web, or even through the mail) may help to reduce high-risk drinking behavior and increase use of protective behaviors. Note: These brief interventions are meant for high-risk or problem drinkers who are not addicted or dependent (don’t need treatment). Below is a list of some of the latest studies and resources.</p> <p>Walters, S. et al. (2007). A controlled trial of web-based feedback for heavy drinking college students. <i>Prevention Science</i>. 8(1):83-88. (e-CHUG study)</p> <ul style="list-style-type: none"> <li>• <b>e-CHUG:</b> <a href="http://www.e-chug.com">www.e-chug.com</a></li> </ul> <p>Saitz, R. et al. (2007). Screening and brief intervention online for college students: The iHealth study. <i>Alcohol &amp; Alcoholism</i>. 42(1):28-36.</p> <ul style="list-style-type: none"> <li>• <b>iHealth survey:</b> <a href="http://www.bu.edu/dbin/sph/research_centers/SurveyAudit.htm">http://www.bu.edu/dbin/sph/research_centers/SurveyAudit.htm</a></li> </ul> <p>Wild, T.C. et al. (2007). Controlled study of brief personalized assessment-feedback for drinkers interested in self-help. <i>Addiction</i>. 102(2):241-250. (aimed at general adult population)</p> <p>Larimer, M.E. et al. (2007). Personalized mailed feedback for college drinking prevention: a randomized clinical trial. <i>Journal of Consulting and Clinical Psychology</i>. 75(2):285-293.</p> <ul style="list-style-type: none"> <li>• <b>AUDIT – Alcohol Use Disorders Identification Test</b> by the World Health Organization: <a href="http://whqlibdoc.who.int/hq/2001/WHO_MSD_MSB_01.6a.pdf">http://whqlibdoc.who.int/hq/2001/WHO_MSD_MSB_01.6a.pdf</a></li> </ul> <p><b>Web-based courses:</b></p> <p>Bersamin, M.J. (2007). Effectiveness of a web-based alcohol misuse and harm-prevention course among high- and low-risk students. <i>Journal of American College Health</i>. 55(4):247-254.</p> <ul style="list-style-type: none"> <li>• <b>College-alc:</b> <a href="http://www.preventionstrategies.com/CA_purpose.html">www.preventionstrategies.com/CA_purpose.html</a></li> </ul> <p><b>Alcohol and Drug-Free Workplace Programs:</b></p> <p>CSAP, Substance Abuse Prevention in the Workplace is Good Business, 2001: <a href="http://www.workplace.samhsa.gov/WPresearch/CollaborativeResearch/GoodBusiness.pdf">http://www.workplace.samhsa.gov/WPresearch/CollaborativeResearch/GoodBusiness.pdf</a></p> <p>National Institute on Alcohol Abuse and Alcoholism, Alcohol Alert – Alcohol and the Workplace (1999), #44. <a href="http://pubs.niaaa.nih.gov/publications/aa44.htm">http://pubs.niaaa.nih.gov/publications/aa44.htm</a></p> <p>OSA SAW Program: <a href="http://www.maineosa.org/prevention/workplace">www.maineosa.org/prevention/workplace</a> (links to national resources)</p> <p>U.S. Department Of Labor Working Partners Drug Free Workplace: <a href="http://www.dol.gov/asp/programs/drugs/workingpartners/dfworkplace/dfwp.asp">www.dol.gov/asp/programs/drugs/workingpartners/dfworkplace/dfwp.asp</a></p> <p><b>Other resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.alcoholscreening.org">www.alcoholscreening.org</a> (a free service by Join Together)</li> <li>• <b>Training on Brief Alcohol Screening and Intervention for College Students (BASICS) Program:</b> Maine's Higher Education Alcohol Prevention Partnership (HEAPP), Becky Ireland; <a href="mailto:bireland@usm.maine.edu">bireland@usm.maine.edu</a></li> </ul>



<b>Intervening Factor</b>	<b>Sample comprehensive approach using evidence-based strategies</b>	<b>Tools/Resources/Citations</b> <i>(note: this is a sample, and not a comprehensive list)</i>
<b>School Climate</b>	<p><i>Collaboration:</i> College-campus/communication</p> <p><i>Communications:</i> School norms Social Marketing College TV/ Radio/ podcasts- media studies majors, that age group/ peers Myspace/ facebook</p> <p><i>Policy:</i> Relooking at policies/ updated Model policies Aware- get info out there to coaches/advisors/role models Party registration “drunk bus”</p> <p><i>Education:</i> Health Center Party/ peer education: train the trainer Quick trainings in cafeteria or other student spaces</p> <p><i>Enforcement:</i> With RAs/ campus security issues</p> <p><i>Other:</i></p>	<p><b>Programs:</b> “ Challenging College Alcohol Abuse” (CCAA), is a model NREPP program that utilizes a mass media campaign on a College Campus to reduce binge drinking. <a href="http://www.nrepp.samhsa.gov/programfulldetails.asp?PROGRAM_ID=96">http://www.nrepp.samhsa.gov/programfulldetails.asp?PROGRAM_ID=96</a> This strategy was first used at University of Arizona and they have a website dedicated to the program: <a href="http://www.socialnorms.campushealth.net">http://www.socialnorms.campushealth.net</a>.</p> <p><b>Social Norms Campaigns</b> Social Marketing campaigns that have been effective on college campuses: <a href="http://www.higheredcenter.org/socialnorms/">http://www.higheredcenter.org/socialnorms/</a></p> <p><b>School Policies</b> List of Colleges and Universities and their various school policies regarding alcohol use and furnishing <a href="http://www.higheredcenter.org/ideasamplers/#increasing">http://www.higheredcenter.org/ideasamplers/#increasing</a> Resource for alcohol policies on campuses: <a href="http://www.collegedrinkingprevention.gov/">http://www.collegedrinkingprevention.gov/</a></p> <p>Enforcement: see enforcement</p> <p>Assessment of the College Environment Survey to help guide future prevention work on a college campus: <a href="https://www.faceproject.org/Resources/PDF/college-cap-survey.pdf">https://www.faceproject.org/Resources/PDF/college-cap-survey.pdf</a></p>

Intervening Factor	Sample comprehensive approach using evidence-based strategies	Tools/Resources/Citations <i>(note: this is a sample, and not a comprehensive list)</i>
<b>Workplace Climate</b>	<p><i>Communications:</i> Employee bulletin board, company newsletter, OSA website, Public Health website and publications, radio psa's.</p> <p><i>Collaboration:</i> community coalitions, local merchants, corporations, law enforcement, treatment providers, HR Departments, Public Health workers, social service agencies</p> <p><i>Enforcement:</i> Employer must make maintaining drug-free workplace an ongoing effort, Employees must read and agree to policy as condition of employment, enforcement guided by Maine workplace laws</p> <p><i>Policy:</i> Provide technical assistance to companies as they develop policies, define consequences and back-to-work agreements, drug testing, offer treatment and support options to employees who are using, employer and employees write policy together</p> <p><i>Education:</i> OSA tools, evidenced-based programs, employee handouts, peer to peer programs, supervisor training</p> <p><i>Other:</i></p>	<p><a href="http://www.maine.gov/dhhs/osa/prevention/workplace/index.htm">http://www.maine.gov/dhhs/osa/prevention/workplace/index.htm</a></p> <p><a href="http://www.maine.gov/dhhs/osa/prevention/workplace/laws.htm">http://www.maine.gov/dhhs/osa/prevention/workplace/laws.htm</a></p> <p><a href="http://www.dol.gov/elaws/asp/drugfree/drugs/supervisor/screen45.asp">http://www.dol.gov/elaws/asp/drugfree/drugs/supervisor/screen45.asp</a></p> <p><a href="http://www.dol.gov/elaws/asp/drugfree/drugs/employee/screen68.asp">http://www.dol.gov/elaws/asp/drugfree/drugs/employee/screen68.asp</a></p> <p><a href="http://www.maine.gov/dhhs/osa/prevention/workplace/index.htm">http://www.maine.gov/dhhs/osa/prevention/workplace/index.htm</a></p> <p>Evidenced-based programs: The Healthy Workplace, Team Awareness, Wellness Outreach at Work, Parenting Partnership: <a href="http://workplace.samhsa.gov/Interventions/WPResources020604.htm">http://workplace.samhsa.gov/Interventions/WPResources020604.htm</a></p>

Intervening Factor	Sample comprehensive approach using evidence-based strategies	Tools/Resources/Citations <i>(note: this is a sample, and not a comprehensive list)</i>
<b>Social Access</b>	<p><i>Communications:</i></p> <p><i>Collaboration:</i></p> <p><i>Enforcement:</i></p> <p><i>Policy:</i></p> <p><i>Education:</i></p> <p><i>Other:</i></p>	<p>Provide information to broad audience re: furnishing laws &amp; consequences Promote alternative activities, provide information on ways to have fun without alcohol</p> <p>College administration, student groups, employers &amp; law enforcement work together to create coordinated response and message to 21-25 year olds re: furnishing &amp; promote alternative activities</p> <p><i>Party patrols &amp; investigations that focus on furnishing: Shoulder Tap and Fake ID Programs</i> <a href="http://www.nhtsa.dot.gov/people/injury/alcohol/Community%20Guides%20HTML/Book5_Enforcement.html#Shoulder%20tap">http://www.nhtsa.dot.gov/people/injury/alcohol/Community%20Guides%20HTML/Book5_Enforcement.html#Shoulder%20tap</a></p> <p><i>No self-service at college and/or worksite parties</i> <i>Alcohol-free event policies at colleges and/or worksites</i> <i>ID access to parties &amp; social host liability</i> <a href="http://captus.samhsa.gov/northeast/PDF/critical/envicr.pdf">http://captus.samhsa.gov/northeast/PDF/critical/envicr.pdf</a> National Institute on Alcohol Abuse and Alcoholism, Alcohol Alert: Alcohol and the Workplace (1999), #44: <a href="http://pubs.niaaa.nih.gov/publications/aa44.htm">http://pubs.niaaa.nih.gov/publications/aa44.htm</a> U.S. DOL Working Partners for an Alcohol and Drug-Free Workplace, Impaired Driving – Nine tips for Office Celebrations. <a href="http://www.dol.gov/asp/programs/drugs/workingpartners/sp_iss/ninetips.asp">www.dol.gov/asp/programs/drugs/workingpartners/sp_iss/ninetips.asp</a> CSAP, Drugs in the Workplace Fact Sheet <a href="http://dwp.samhsa.gov/DrugTesting/Files_Drug_Testing/FactSheet/factsheet041906.aspx">http://dwp.samhsa.gov/DrugTesting/Files_Drug_Testing/FactSheet/factsheet041906.aspx</a></p> <p><i>Training on furnishing laws for students and employers – maybe at freshman orientation or through RAs and/or through employee orientation</i></p>

## Prescription Drug Misuse

<b>Intervening Factor</b>	<b>Sample comprehensive approach using evidence-based strategies</b>	<b>Tools/Resources/Citations</b> <i>(note: this is a sample, and not a comprehensive list)</i>
<b>Perceived Risk</b>	<p><i>Collaboration:</i> Dr's, school based health centers/ nurses</p> <p><i>Communications:</i> Risks to parents- proper disposal, communicate risks to kids, fatalities Messages out about affect on academic performance; peer messaging</p> <p><i>Policy:</i></p> <p><i>Education:</i> Look at campaign for antibiotic overuse- have Dr's communicate school based health centers/school curriculum</p> <p><i>Enforcement:</i></p> <p><i>Other:</i></p>	<p>Proper disposal of Rx: <a href="http://www.whitehousedrugpolicy.gov/drugfact/factsht/proper_disposal.html">http://www.whitehousedrugpolicy.gov/drugfact/factsht/proper_disposal.html</a></p> <p>Facts about Rx Misuse: <a href="http://www.nida.nih.gov/nida_notes/NNVol16N3/Tearoff.html">http://www.nida.nih.gov/nida_notes/NNVol16N3/Tearoff.html</a></p> <p>Programs to help educate Dr's on identifying Rx misuse, educating pharmacists and parents: <a href="http://cadca.org/PrescriptionDrugAbuse/CADCAInitiatives.htm">http://cadca.org/PrescriptionDrugAbuse/CADCAInitiatives.htm</a></p> <p>Specific information about Rx Misuse and how to disseminate it to young adults <a href="http://cadca.org/PrescriptionDrugAbuse/Strat38.pdf">http://cadca.org/PrescriptionDrugAbuse/Strat38.pdf</a></p>

<b>Intervening Factor</b>	<b>Sample comprehensive approach using evidence-based strategies</b>	<b>Tools/Resources/Citations</b> <i>(note: this is a sample, and not a comprehensive list)</i>
<b>School Climate</b>	<p><i>Communications:</i></p> <p><i>Collaboration:</i></p> <p><i>Enforcement:</i></p> <p><i>Policy:</i></p> <p><i>Education:</i></p> <p><i>Other:</i></p>	<p>Include information on prescription drug use in health class curriculum Provide general information on side effects of commonly misused prescription drugs at school</p> <p>School administration, public health advocates, parents and local law enforcement work together to include prescription drug misuse on radar for all</p> <p>Students receive prescribed &amp; OTC medication through nurses office Chem-free campuses</p> <p>Provide general information on side effects of commonly misused prescription drugs at school</p>