

Early Career Prevention Professional Award
NOMINEE A

POLICIES (150 words or less)

Nominee A has been instrumental in helping schools improve their SAP teams, policies, adding elementary teams district wide in two of their three school districts. The third is on target for teams to be in place next year and would have been up and running this year had the pandemic not happened. The Nominee has been a total rock star this past year helping our agency and the community schools upgrade policies and procedures as we transitioned to a virtual world using technology and getting creative with ways to engage students and their families. The nominee has continued to provide support in our schools, to our children and their families and will do so for years to come.

PRACTICES (150 words or less)

Nominee A is dedicated to the prevention and education of students, families, schools, and communities. The nominee can display this across many platforms to reach out and engage others via SAP or other prevention programs. The nominee has helped to create virtual support groups for parents, students and created make and take craft / coping skill kits for schools to distribute with the meal pick ups last year. This continued into the summer at community parks programs. In an effort to increase access to care and supports the nominee helped to create an internship for a master's in clinical psychology student who is able to provide additional supports for students and families when other services are full or not available to those who may be un-insured or under insured.

PROGRAMS (150 words or less)

Nominee A provides K-12 SAP programing in our County. The nominee has been able to help increase team development, utilization of maintenance trainings along with referrals for new SAP school team members. In the few years the nominee has been a part of our SAP team the nominee has helped to grow elementary SAP teams in two of the three districts worked in and is on track to have the third ready to go for next school year! The nominee teaches at our local college and has helped students learn about prevention, education and behavioral health in our students including having other local prevention providers in the classes to speak. The nominee is helping students of many ages to learn and grow!

What is a potential short-term impact of the nominee's prevention efforts? (150 words or less)

Nominee A has helped many students, families and schools however their two most impactful contributions would be the development of two district wide elementary teams and the impact of one particular family who had a young student that could not even enter a building. The nominee worked with him, his family, his providers and he now is one of the most outgoing, fun loving kids in our summer program.

What is a potential long-term impact of the nominee's prevention efforts? (150 words or less)

Nominee A has the ability to think outside the box and uses creative problem solving and people skills to get things done! The nominee has the natural ability to lead with pragmatism and professionalism, and has a long future helping children, families and communities grow. The nominees passion to help early in life through education and prevention will rewrite the future for many children.

POLICIES (150 words or less)

During an unprecedented time, **Nominee B** established alternative ways in the continuation of efforts of the coalition. The 2019 PAYS data was released in the Spring of 2020 during a time where many were unsure when or how to proceed and move forward analyze the data. At this time, the nominee took a step back and recognized that the coalition members were struggling with their new roles in not only their positions within their agencies, but also with maneuvering the virtual world of meetings and virtual collaboration. Data groups were formed and met throughout the summer virtually to review the data, collaborate and determine areas of strength and weaknesses. Throughout the process, the nominee was involved in all the of data groups and helped to ensure that the PAYS data results were ready for the upcoming Data Day presentation in the fall and that the strategic planning was completed in early 2021.

PRACTICES (150 words or less)

To build capacity, **Nominee B** has identified potential coalition members throughout the community to either act as a Key Leader or a coalition member. Through the nominee's partnership and collaboration throughout the county with various agencies they were able to promote our County CTC to the community. After the completion of the 2019 Pay Data Day in fall of 2020, the coalition met early in 2021 to review the findings from Data Day, to determine the overall risk factors, protective factors and problem behaviors. These findings were utilized to determine the coalitions' Strategic Plan. The nominee worked on various organizational methods to entice coalition members to take part of the programs and initiatives that were recognized to be pertinent to the success of our county CTC. These methods that were initiated by the nominee have allowed for the coalition to refocus their efforts on the specified initiatives ensuring the effectiveness of the coalition.

PROGRAMS (150 words or less)

Various programs and initiatives have been identified and provided by the our county CTC under the direction of **Nominee C**. Some of the programs that have been derived from the PAYS Data findings are as follows: Branding Campaign; PAStart Campaign; National Night Out; National Prevention Week; a County Resource Guide; PAYS Data/Presentations; Parent Who Host; Tobacco, E- Cigarettes and Vaping; and PAWSitive Vibes. The nominee has been instrumental in the development and implementation of all programs and initiatives of the coalition. Each of the initiatives and programs directly correlates with the identified risk factors, protective factors and problem behaviors from the 2019 PAYS data. The nominee was instrumental in the implementation of the student led group, PAWSitive Vibes. The group also includes members of the coalition and school personnel students have taken the lead and determined their areas of focus and activities to combat the overall mental health of their peers.

What is a potential short-term impact of the nominee's prevention efforts? (150 words or less)

Our County CTC under the direction and leadership of **Nominee B** has created an environment that is conducive to the overall effectiveness of aligning students with the coalition, agencies and community members to create change. The student led group, PAWSitive Vibes, began in Spring of 2019 after the 2017 Data Day review and planning was completed. For the first time, students were invited and encouraged to attend the meeting and share their insight on the PAYS data. Through the organization and efforts of nominee, the student led group was incepted to combat the overall mental health issues and concerns that face their peers and promote a positive and accepting atmosphere for all students. This set the stage for not only the students to come together but also the coalition, partners and community members to make an overall connection and instill a powerful driver for change.

What is a potential long-term impact of the nominee's prevention efforts? (150 words or less)

With the trend in the overall mental health of our students, it is imperative that the continuation and expansion of the student led group, PAWSitive Vibes be of the utmost importance to the coalition. By having an increased diversity of voices involved in the community decision-making process aid in the overall strength and advocacy efforts of the coalition. There are additional opportunities to reach our students on various levels and provide critical information regarding the identified risks and behaviors. This will allow for the expansion of a multi-sector communication and collaboration effort to advocate change at the local level. Students reported that they wanted "adulting" type curricula that would coincide with evidence-based social and emotional topics to address self-awareness, self-management, social skills, money management and other soft-skill types of education. This type of effort provides the possibility of a multi-faceted initiative that incorporates a student voice with the coalition efforts.

POLICIES (150 words or less)

Nominee C makes every effort to ensure that they are up to date about current policies around tobacco, vaping, marijuana, etc. The nominee has been a leader among our agency's team in ensuring that policy information is communicated to parents and families and ensuring that families are aware of how those policies impact their families personally. The nominee has maintained a close eye on the legalization of marijuana as this is something that is very concerning to parents and families.

PRACTICES (150 words or less)

Nominee C is an incredible prevention professional who is always thinking about ways that program practices can be thought about and improved to ensure that they are reaching the families we serve. No matter what program the nominee is involved in at the time, they are well prepared and ensure fidelity to the model while also accounting for the specific needs that a child or family may have. This ability has made it possible for families who may not have been able to complete a program, to be successful and remain engaged. The nominee also took the lead in helping to restructure all of the evidence based programs that we offer into a virtual format. This included restructuring the materials into a virtual format, including videos and virtual activities, developing boxes and packets of materials to families, and more.

PROGRAMS (150 words or less)

Nominee C is involved in implementing many prevention programs at our agency. Currently, the nominee is implementing Guiding Good Choices, Strengthening Families 10-14, and Strengthening Families 6-11. The nominee is implementing these programs several nights per week and has continued to work to enhance virtual delivery as well. In addition, the nominee assists team members with providing support for Project Towards No Drug Abuse. As a full time teacher, the nominee is able to support colleagues who are implementing Project TND with classroom management skills and other effective classroom skills to enhance programming. Finally, the nominee's commitment to the programs in our county continued when we began parent education programming in our county. The nominee has been an integral part of the expansion of prevention programming at our agency and their commitment made it possible for our agency to make the transition into an additional county.

What is a potential short-term impact of the nominee's prevention efforts? (150 words or less)

Nominee C is a gifted facilitator who has a wonderful ability to reach the children and families they work with. The impact of the nominee's skills and commitment are seen in the way that the nominee impacts the lives of the families in our programs. By the time they finish the programs, parents and children report feeling that they have improved communication and are strengthening the relationships in their family. The nominee's commitment to working through the transition to virtual programming made it possible for many more families to access much needed prevention programs. In the height of the pandemic, where families were feeling most isolated, the nominee's work made it possible for us to reach many families and help them to feel connected. In addition, the nominee has been so important in helping our agency to expand prevention efforts into another county. The nominee's participation in that effort has helped to reach more than 150 additional families.

What is a potential long-term impact of the nominee's prevention efforts? (150 words or less)

Nominee C's impact in our prevention programming will be felt moving forward as the nominee is always working to enhance our programs and ensure that we are meeting the needs of as many families as possible. Families that participate in these programs take skills with them that will positively affect them across the lifespan. In working with youth, peer pressure skills like how to use refusal skills to get out of a difficult situation, will assist them in avoiding drugs and alcohol as they move into high school and beyond. In addition, enhancing communication skills, expressing feelings, and learning to ask for help will assist children in engaging in healthier supportive relationships that will help to prevent drug and alcohol use.