



ANNUAL REPORT

Fiscal Year 2025


School Based Prevention Services

Oklahoma Department of Mental Health and Substance Abuse Services,
Prevention Services Division

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Prevention Services End of Year Report 2025
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The Oklahoma State University Center for Health Sciences – Center for Rural Health (OSU-CRH) provided evaluation support for the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS) Prevention Division during Fiscal Year 2025 (July 1, 2024 – June 30, 2025). OSU-CRH worked closely with ODMHSAS staff and community partners to collect data, create reports, and offer training and technical assistance related to evaluation. This report highlights the results of those efforts, with a focus on the K-12 School-Based Prevention Services (SBPS) sector. It offers a snapshot of the progress made and the impact of prevention services provided in schools across the state.

ODMHSAS supports K–12 schools across the state in implementing a range of evidence-based prevention programs, practices, and policies. These efforts are primarily delivered through two approaches: supporting a select number of districts through a Multi-Tiered System of Supports (MTSS) educational framework as well as supporting partner schools statewide in the implementation of specific programs.

Statewide Partner School Programs

Statewide Partner Schools work with ODMHSAS to implement specific evidence-based programs or policies that align with statewide prevention goals. These schools receive targeted support for selected interventions but do not participate in the full MTSS framework.

MTSS Grantee Districts

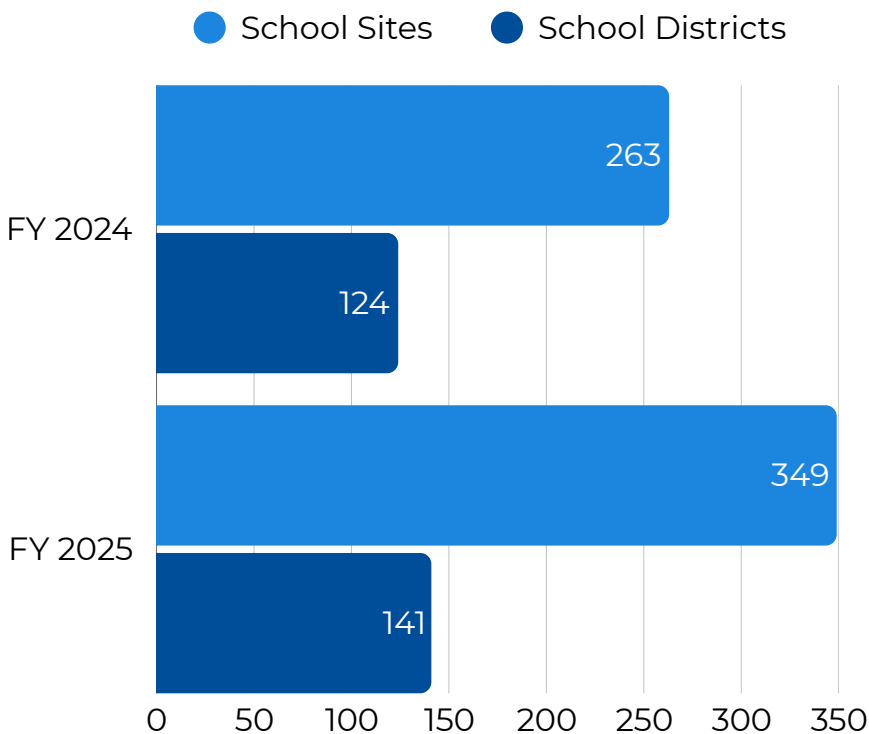
MTSS Grantee Districts implement a comprehensive, district-wide multi-tiered system of support rooted in mental, emotional, and behavioral health strategies. Through multi-year ODMHSAS grants, these districts integrate prevention programs and practices across all tiers to address risk factors and promote positive student outcomes.

STATEWIDE PARTNER SCHOOL PROGRAMS

ODMHSAS partners with individual schools or districts that are implementing specific evidence-based programs or policies. These schools receive targeted support to deliver interventions that align with ODMHSAS prevention goals, but are not engaged in the full scope of MTSS Grantee activities.

K-12 Schools are a unique setting to implement prevention strategies as they provide access to youth as well as their teachers and caretakers. Schools are a place to build skills, and learn social norms and habits that can lead to positive or negative outcomes. The ODMHSAS K-12 SBPS sector serves schools across the state, implementing evidence based programs, practices and policies such as Botvin LST, PAX Good Behavior Game, 3rd Millennium, and ASPIRE.

School Sites and Districts Implementing Evidence Based Programs by Fiscal Year



349 school sites across 141

districts in 58 counties are

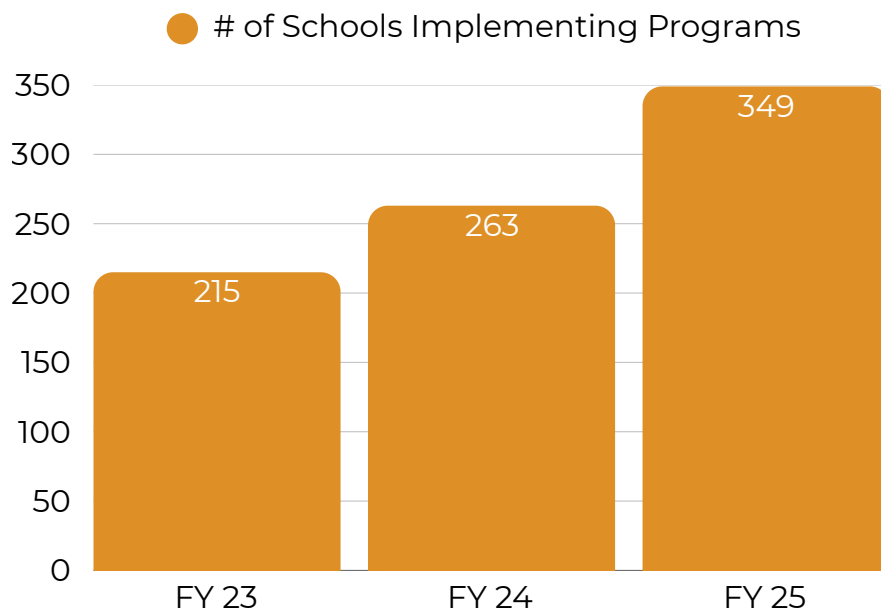
implementing evidence based programs, practices and policies, which is a 32% increase of school sites from FY 24.

PRIMARY AND SECONDARY PREVENTION PROGRAMS IN PARTNER SCHOOLS

Primary and secondary prevention programs in schools play a crucial role in promoting the well-being of students by addressing substance use. Primary prevention programs aim to reach students before initiation of substance use. Primary prevention often includes increasing knowledge and awareness, reducing risk factors and increasing protective factors. The goal of these programs is to equip students with the skills and support they need to make healthy choices.

Secondary prevention programs target students who may have already engaged in some substance use, aiming to identify and intervene early to prevent more serious outcomes. Together, both approaches help create a healthier, safer school environment.

School Sites Implementing Evidence Based Programs by Fiscal Year



The number of schools implementing evidence-based programs has shown a steady increase since FY 23.



STATEWIDE PARTNER SCHOOL PROGRAMS

Evidence Based Trainings

Building on the broader prevention efforts within Statewide Partner Schools, this section highlights the targeted online trainings available to support students' health and decision-making through 3rd Millennium and ASPIRE.

3rd Millennium

3rd Millennium offers evidence-based online courses. The courses are implemented to promote understanding of substance use and foster healthier decisions. Additionally, 3rd Millennium is used as an intervention and alternative to suspension for students possessing or using substances on campus. Online prevention course options include **AlcoholWise**, **CannabisWise** and **Nicotine 101**.

AlcoholWise

AlcoholWise provides students with engaging, evidence-based education on alcohol use, helping them understand risks, build refusal skills, and make informed decisions.



Students that completed the AlcoholWise online course had an average pre-test knowledge score of 52% and average post-test knowledge score of 74%

CannabisWise

CannabisWise delivers clear, research-informed guidance on cannabis use, addressing misconceptions, health impacts, and strategies for avoiding harmful behaviors.



Students that completed the CannabisWise online course had average pre-test knowledge score of 44% and average post-test knowledge score of 73%

Nicotine 101

Nicotine 101 offers foundational knowledge about nicotine and vaping, teaching students how these products affect the body and supporting healthier, substance-free choices.



Students that completed the Nicotine 101 online course had average pre-test knowledge score of 56% and average post-test knowledge score of 76%

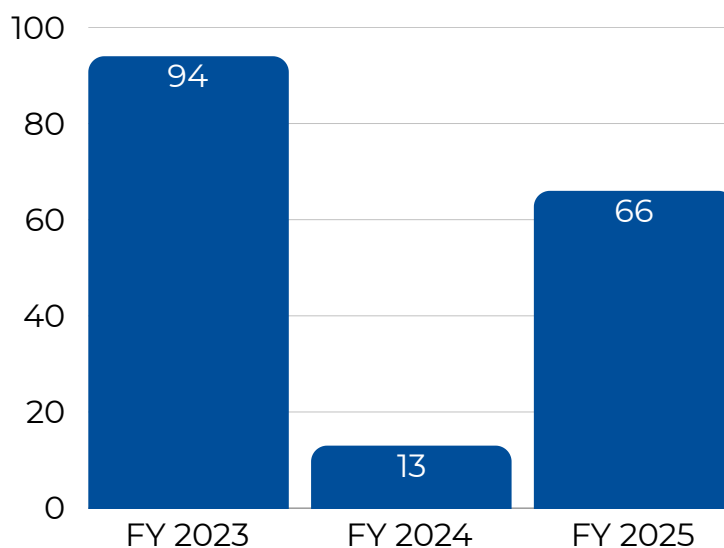


STATEWIDE PARTNER SCHOOL PROGRAMS

ASPIRE

ASPIRE (**A** **S** **m**oking **P**revention **I**nteractive **E**xperience) is an online program that informs adolescents about the risks of tobacco products and reinforces tobacco-free norms.

Number of Students Who Completed ASPIRE by Fiscal Year



Previously, ODMHSAS collaborated with the Alcoholic Beverage Laws Enforcement (ABLE) Commission to refer students caught with tobacco products to the ASPIRE program as an alternative to receiving a citation. However, due to changes in state legislation effective November 2023, the ABLE Commission no longer oversees student tobacco citations. This shift resulted in a significant decrease in ASPIRE program referrals. In response, ODMHSAS developed a strategic plan to promote ASPIRE as a universal prevention program. This proactive approach has led to increased program utilization from FY 24 to FY 25, demonstrating the effectiveness of broader implementation beyond citation-based referrals.



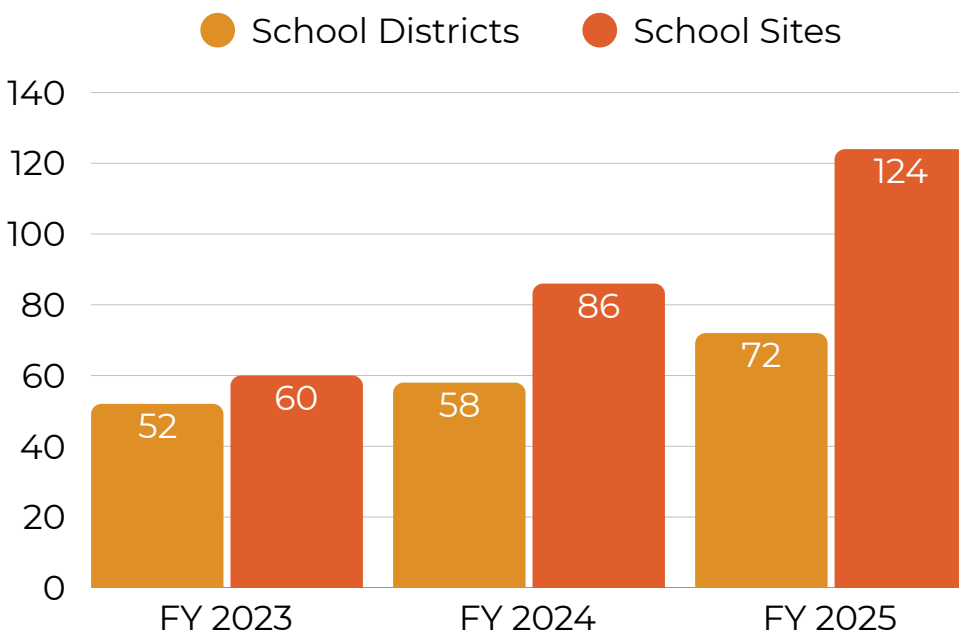
STATEWIDE PARTNER SCHOOL PROGRAMS

Botvin LifeSkills Training LST

Botvin LifeSkills Training (LST) is a nationally recognized, evidence-based prevention program shown to reduce the risk of alcohol, tobacco, and drug use, as well as violence among children and teens. The program teaches students practical skills in areas such as drug resistance, self-management, healthy decision-making, and positive social interaction.

While Botvin LST is implemented within some MTSS Grantee Districts, it is also available as a statewide program that schools can opt into voluntarily. The ODMHSAS partners with school districts and youth service agencies across the state to support the implementation of Botvin LST and expand its reach beyond MTSS Districts. **In FY 25, the program was delivered at 124 school sites across 72 school districts, reaching students in grades 3 through 12.**

Botvin Implementation Throughout the State by Fiscal Year



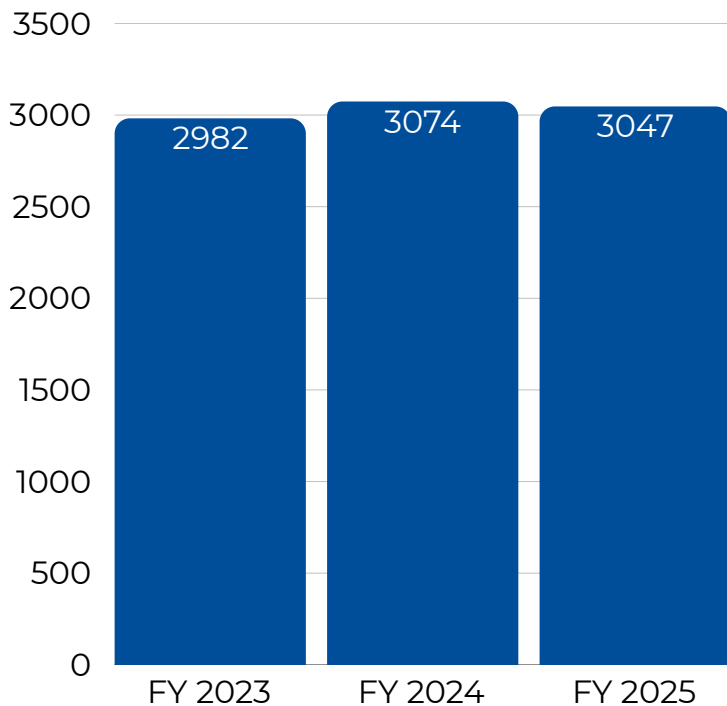
The number of schools implementing Botvin LST has shown a steady increase since FY 23. There was a 106.5% increase from FY23 to FY 25.



STATEWIDE PARTNER SCHOOL PROGRAMS

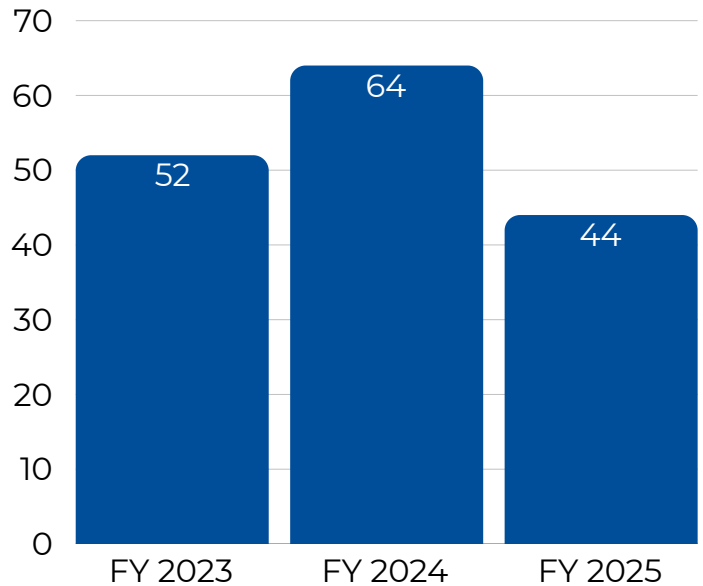
Botvin LifeSkills Training LST

Number of Students Who Completed Botvin by Fiscal Year



*This number is limited to only students who completed the Botvin LST digital post survey and does not include those who only took the pre survey or a paper survey.

Number of Teachers Trained in Botvin by Fiscal Year



Botvin LST Elementary School Annual Data

13 Elementary Schools (357 total matched tests)

| Outcome Measurement | Pre-Test Score | Post-Test Score | Score Change |
|------------------------|----------------|-----------------|--------------|
| Overall Knowledge | 63.21% | 79.04% | 25.04% ↑ |
| Anti-Smoking Knowledge | 55.38% | 75.31% | 35.98% ↑ |
| Life Skills Knowledge | 68.19% | 81.41% | 19.38% ↑ |

Knowledge increased significantly across all domains, with post-test scores exceeding 75% and approaching 80% in both Overall Knowledge and Life Skills Knowledge. The **most substantial gain was in anti-smoking knowledge**, where students demonstrated a nearly 36% improvement from pre- to post-test.

| Outcome Measurement | Pre-Test Score | Post-Test Score | Score Change |
|-------------------------|----------------|-----------------|--------------|
| Anti-Smoking Attitudes | 70.52% | 76.26% | 8.14% ↑ |
| Anti-Drinking Attitudes | 68.91% | 77.73% | 12.80% ↑ |
| Life Skills Attitudes | 58.33% | 60.85% | 4.32% ↑ |

Higher scores indicate stronger, more desirable attitudes. Students began with high anti-smoking and anti-drinking attitudes, both of which improved further in the post-test. Life Skills attitudes, which were the lowest at pre-test, showed a modest but positive increase, suggesting growth in students' perceptions of healthy decision-making and behavior.

Botvin LST Middle School Annual Data

38 Middle Schools (1,459 total matched tests)

| Outcome Measurement | Pre-Test Score | Post-Test Score | Score Change |
|-----------------------|----------------|-----------------|--------------|
| Overall Knowledge | 66.56% | 75.02% | 12.71% ↑ |
| Anti-Drug Knowledge | 59.33% | 68.25% | 15.04% ↑ |
| Life Skills Knowledge | 71.50% | 79.65% | 11.39% ↑ |

Knowledge increased significantly across all domains, with post-test scores exceeding 68% in every area and approaching 80% in life skills knowledge.

The most notable gain was in anti-drug knowledge, where students showed a 15% improvement from pre- to post-test.

| Outcome Measurement | Pre-Test Score | Post-Test Score | Score Change |
|-------------------------|----------------|-----------------|--------------|
| Anti-Drug Attitudes | 4.47 | 4.47 | 0.00 |
| Anti-Smoking Attitudes | 4.50 | 4.50 | 0.00 |
| Anti-Drinking Attitudes | 4.43 | 4.44 | 0.22 ↑ |

Attitude scores are measured on a Likert scale from 1 to 5, with higher scores indicating stronger disagreement with pro-substance use statements. A score of 5 is the most desirable, reflecting strong anti-use attitudes. Pre-test scores were high across all categories. **Anti-drug and anti-smoking attitudes remained consistently high** from pre- to post-test, while **anti-drinking attitudes, which also started high, showed a slight increase**, indicating strengthened resistance to alcohol use.

Botvin LST Middle School Annual Data

38 Middle Schools were included. N = 1,459 matched tests

| Outcome Measurement | Pre-Test Score | Post-Test Score | Score Change |
|----------------------|----------------|-----------------|--------------|
| Drug Refusal Skills | 3.82 | 4.06 | 6.33 ↑ |
| Assertiveness Skills | 3.38 | 3.43 | 1.53 ↑ |
| Relaxation Skills | 3.86 | 3.98 | 3.17 ↑ |
| Self-Control Skills | 3.49 | 3.51 | 0.54 ↑ |

Skill scores are measured on a Likert scale from 1 to 5, with higher scores indicating more frequent use of the skill. **Post-test results showed improvement across all skill domains.** The **most notable gains were in drug refusal skills, followed by relaxation skills.** These improvements are especially significant given that OPNA Survey data from the 2023–2024 school year show that over half of students surveyed had moderate to high levels of psychological distress.

The overall increase in skill use among middle school students suggests that this age group may be particularly responsive to the Botvin LifeSkills Training (LST) program, highlighting its potential for strong impact during this developmental stage.

Botvin LST High School Annual Data

14 High Schools were included. N = 161 matched tests

| Outcome Measurement | Pre-Test Score | Post-Test Score | Score Change |
|---------------------|----------------|-----------------|--------------|
| Overall Knowledge | 82.03% | 83.67% | 2.00% ↑ |

High school students began with a high level of knowledge and improved to more than 83% in their Overall Knowledge scores.

| Outcome Measurement | Pre-Test Score | Post-Test Score | Score Change |
|--------------------------|----------------|-----------------|--------------|
| Anti-Drinking Attitudes | 4.12 | 4.16 | 0.98 |
| Anti-Marijuana Attitudes | 4.17 | 4.21 | 1.02 ↑ |
| Anti-Smoking Attitudes | 4.27 | 4.27 | 0.00 |

Attitude scores are measured on a Likert scale from 1 to 5, with higher scores indicating stronger disagreement with pro-substance use statements. A score of 5 represents the most favorable outcome, reflecting strong anti-use attitudes. **Both anti-drinking and anti-marijuana attitudes began at a high level and improved further, with post-test scores exceeding 4.** Similarly, **anti-smoking attitudes were strong at the pre-test stage and remained consistently high in the post-test, indicating sustained resistance to smoking behaviors.**

Botvin LST High School Annual Data

14 High Schools were included. N = 161 matched tests

| Outcome Measurement | Pre-Test Score | Post-Test Score | Score Change |
|---------------------|----------------|-----------------|--------------|
| Drug Refusal Skills | 3.78 | 3.82 | 0.99 ↑ |
| Relaxation Skills | 3.48 | 3.52 | 1.34 ↑ |
| Self-Control Skills | 2.49 | 2.45 | -1.62 ↓ |

Skill scores are measured on a Likert scale from 1 to 5, with higher scores indicating more frequent use of the skill. Following Botvin LifeSkills Training, **high school students demonstrated improvement in both drug refusal and relaxation skills, as reflected in increased post-test scores.** Given that OPNA Survey outcome data indicates students are experiencing moderate to high levels of psychological distress, gains in relaxation skills are particularly noteworthy. No change was observed in self-control skills between the pre- and post-test assessments.

Botvin LST Transitions Annual Data

3 Transition Schools were included. N = 12 matched tests

| Outcome Measurement | Pre-Test Score | Post-Test Score | Score Change |
|---------------------|----------------|-----------------|--------------|
| Overall Knowledge | 80.34% | 76.92% | -4.26% ↓ |

Transitions students are in 11th and 12th grades. These students began with a moderately high level of knowledge, scoring over 80% on the pre-test. While there was a slight decrease in overall knowledge on the post-test, their average score remained moderately high at 77%. **It is important to note that this data reflects a small sample size of only 12 students, which may limit generalizability.**

| Outcome Measurement | Pre-Test Score | Post-Test Score | Score Change |
|-------------------------|----------------|-----------------|--------------|
| Anti-Smoking Attitudes | 4.35 | 4.27 | -1.77 ↓ |
| Anti-Drinking Attitudes | 3.96 | 4.06 | 2.43 ↑ |

Attitude scores are measured on a Likert scale from 1 to 5, with higher scores indicating stronger disagreement with pro-substance use statements. A score of 5 represents the most desirable outcome, reflecting strong anti-use attitudes. **Pre-test scores for anti-smoking attitudes were high and remained above 4 in the post-test, indicating consistently strong resistance to smoking.** Anti-drinking attitudes began at a moderately high level and showed improvement, with post-test scores exceeding 4.

Botvin LST Transitions Annual Data

3 Transition Schools were included. N = 12 matched tests

| Outcome Measurement | Pre-Test Score | Post-Test Score | Score Change |
|----------------------|----------------|-----------------|--------------|
| Self Control Skills | 3.23 | 3.23 | 0.00 |
| Assertiveness Skills | 3.63 | 3.74 | 3.18 ↑ |
| Relaxation Skills | 2.88 | 2.46 | -14.67 ↓ |

Skill scores are measured on a Likert scale from 1 to 5, with higher scores indicating more frequent use of the skill. Following Botvin LifeSkills Training, **Transition students showed improvement in assertiveness skills, as reflected in higher post-test scores.** There was no change in self-control skills from pre- to post-test. Notably, students had the lowest pre-test scores in relaxation skills, and these scores showed a moderate decrease on the post-test, suggesting a potential area for further support or emphasis in future programming.

STATEWIDE PARTNER SCHOOL PROGRAMS

PAX Good Behavior Game (GBG)

The PAX Good Behavior Game (PAX GBG) is a classroom-based strategy designed to promote positive behavior and improve emotional and behavioral self-regulation among elementary students. The program helps reduce classroom disruptions, off-task behavior, and social withdrawal, creating a more effective learning environment. Research has shown that PAX GBG has long-term positive effects on student outcomes, including reductions in substance use, suicide attempts, and violence, as well as improvements in mental health and academic performance. Additionally, PAX GBG has been shown to reduce teacher stress and burnout.

PAX GBG is available statewide and is not limited to MTSS Districts. Any interested school district in Oklahoma can choose to participate in the program. The ODMHSAS delivers PAX GBG in partnership with the OSU Center for Family Resilience (OSU-CFR). In addition to school-based prevention supports offered through PAX GBG, PAX Tools is offered as a family and community resource which equips caring adults with strategies to promote self-regulation and prosocial behaviours among children at home and in other community settings.



In FY 25, 50 more students were reached compared to FY 24.

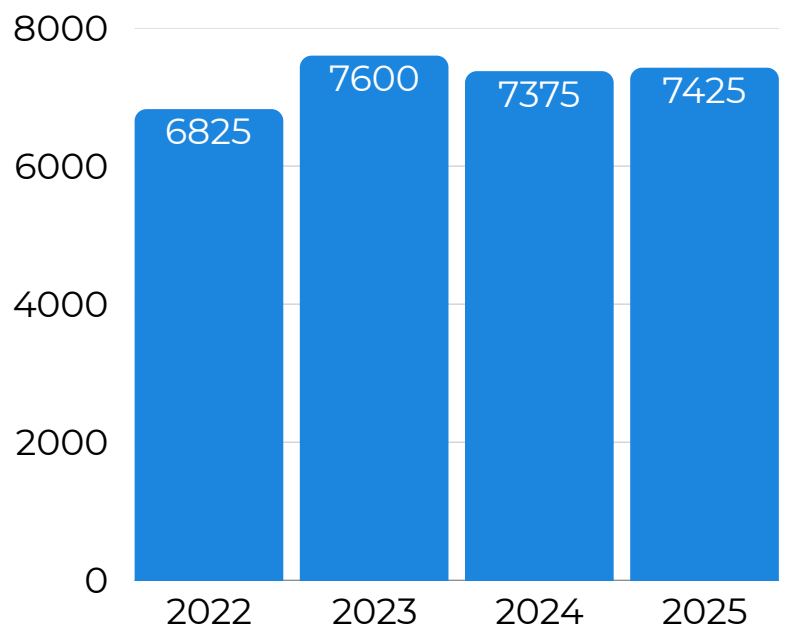


12 PAX GBG Trainings and 12 PAX Tools Trainings completed in FY 25



80% of educators reported calmer classrooms after PAX implementation

Students Reached Through PAX GBG by Year





STATEWIDE PARTNER SCHOOL PROGRAMS

PAX Good Behavior Game (GBG)

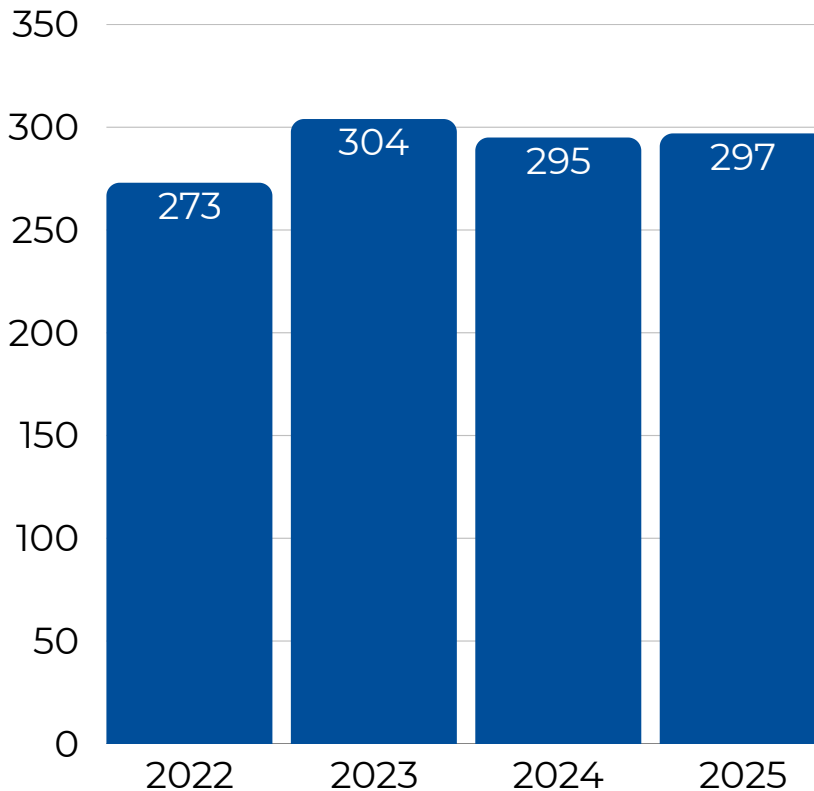
PAX Educators reported less time on behavior management and more time on instruction and teaching (75% and 77% respectively).

"PAX fosters an educational environment for my students - challenging each student to try their best."

- Oklahoma PAX Educator

7 new school districts reached and 35 new schools onboarded

Teachers and Staff Trained in PAX GBG by Year



MTSS GRANTEE DISTRICTS

MTSS Grantee Districts are public school districts or authorities legally established to oversee and provide educational services for students in grades K–12. The multi-tiered system of support (MTSS) framework is rooted in mental, emotional, and behavioral health strategies to prevent or minimize problem behaviors and increase adaptive behaviors. Additionally, ODMHSAS supports districts across the state as they use an MTSS framework to implement prevention programs and strategies at their schools through the AWARE grant. ODMHSAS contracts with selected MTSS Districts through three-year grant cycles to implement comprehensive prevention strategies aligned with the Center for Substance Abuse Prevention (CSAP) framework.

CSAP Strategies

- Information Dissemination
- Community Based Process
- Education
- Environmental Systems Change
- Alternatives
- Problem Identification and Referral

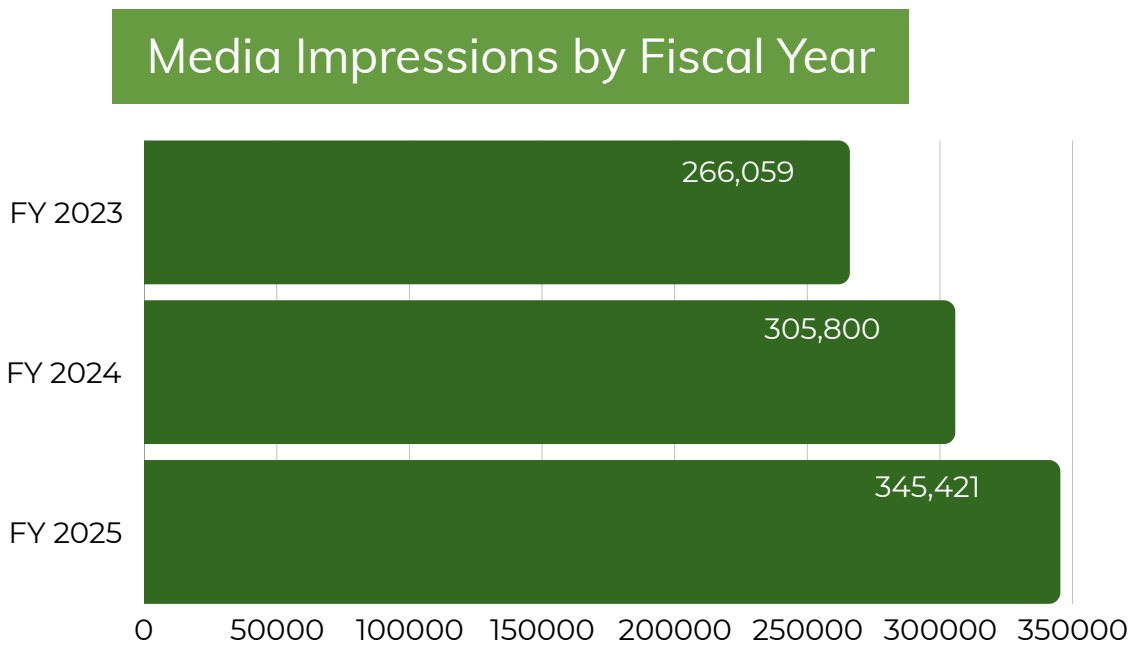
Each MTSS District is required to focus on two primary areas—reducing youth alcohol use and addressing youth psychological distress—while also selecting a third priority area, either youth marijuana or tobacco use.

In FY 25, there were **five active MTSS District Grantees: Stillwater and Norman Public Schools**, currently in year two and year three of their grant cycles, respectively; and three newly contracted districts: **Collinsville, Eufaula, and Quinton Public Schools**—each in the early stages of program implementation.

INFORMATION DISSEMINATION

MTSS Districts utilize Information Dissemination as a strategy to increase knowledge and raise awareness among target audiences. This is achieved through distributing materials such as flyers, posters, educational presentations, and social media posts. Information Dissemination efforts may be focused on direct populations, such as youth, or indirect populations, including parents, teachers, and school staff. By reaching the adults who influence young people, MTSS Districts aim to positively impact youth outcomes. Each MTSS District selects dissemination strategies based on the specific needs of their school community and the populations they seek to engage.

Media impressions, an indicator of how many times content was potentially viewed, have shown a noteworthy upward trend. **Impressions increased from FY 23 to FY 24, and then surged to 345,421 in FY 25. This growth reflects expanded outreach efforts in the school sector.**



It is important to note these measures are impressions and not unique views. This allows for the potential of more than one engagement with an individual. Different strategies call for different kinds of engagement. As such, one person might be counted for viewing a poster as well as a social media post.

Eufaula Public Schools received positive feedback from parents on a newly developed monthly newsletter and plans to build on momentum to enhance parent engagement and education.

-Eufaula Public Schools

INFORMATION DISSEMINATION

Trainings and Presentations

During the 2024–25 school year, MTSS grantee districts utilized trainings and presentations as key forms of Information Dissemination, providing one-way delivery of essential prevention content to students and staff. Districts implemented a variety of ODMHSAS-approved trainings and presentations designed for K–12 settings, including 3rd Millennium Classrooms, Everfi, and ASPIRE. These evidence-based online courses support prevention efforts by promoting understanding of substance use, building knowledge around healthy decision-making, and equipping students with skills to avoid high-risk behaviors. These on-demand, evidence-based training courses can be implemented flexibly as both primary and secondary prevention supports, with some serving as universal prevention tools for all students while others are leveraged as alternatives to suspension or targeted interventions for students needing additional support.



5,702 students reached by MTSS Districts through presentations and trainings in FY 25

3rd Millennium: Evidence-based, online prevention and intervention courses that address substance use and related high-risk behaviors designed to promote healthier decision-making.

- Collinsville Public Schools
- Eufala Public Schools
- Stillwater Public Schools

Everfi: Interactive, evidence-based digital courses that teach students essential skills to address substance use and mental health.

- Collinsville Public Schools
- Norman Public Schools
- Stillwater Public Schools

ASPIRE: Evidence-based, online tobacco and vaping prevention program that empowers students to make healthy, informed decisions.

- Quinton Public Schools

COMMUNITY BASED PROCESS

The Community-Based Process strategy helps MTSS districts build their capacity to deliver effective prevention services that address youth substance use and mental health challenges. This approach focuses on organizing and planning efforts in a way that improves how services are delivered. Key activities include meetings with local partners, such as mental health agencies, nonprofits, and community leaders, as well as school-based planning meetings using models like the Multi-Tiered System of Supports (MTSS) and the Interconnected Systems Framework (ISF).

ISF is a model that brings together school and community mental health supports into one coordinated system. This helps schools provide the right level of support to students when they need it, using shared resources and aligned strategies. The goal is to promote the overall well-being and academic success of all students.



42 MTSS/ISF Meetings were held by MTSS District Grantees in FY 25.

“Norman Public Schools (NPS) has experienced a transformative shift in school climate, student wellness, and academic readiness thanks to the support of the Department of Mental Health and Substance Abuse Services (ODMHSAS) Prevention MTSS Grant. With a comprehensive, multi-tiered approach to mental health and substance abuse prevention, the district has built a robust and responsive framework that not only addresses student needs at every level of support but has also yielded measurable results that signal long-term success and sustainability.”

-Norman Public Schools

COMMUNITY BASED PROCESS

In FY 25, interagency collaboration continued to play a critical role in the success of school-based prevention efforts across MTSS Districts. These partnerships allow for a more comprehensive, community-centered approach to addressing youth substance use and mental health challenges.

MTSS Districts regularly engaged in interagency meetings and collaborative efforts with a range of stakeholders, including mental health agencies, local nonprofits, universities, city leaders, and community coalitions. These meetings provided opportunities to share resources, align strategies, and ensure that prevention efforts were responsive to the unique needs of each school community.



In FY 25, MTSS District Grantees engaged in **interagency collaboration by meeting with 43 unique community partners** and participated in a total of 79 meetings.

“By weaving together universal programming, targeted interventions, family engagement, and community partnerships, Norman Public Schools has created a replicable model of what comprehensive prevention can achieve when properly resourced. The positive outcomes for students and families reinforce the value of this grant and strongly support its adoption in other Oklahoma districts seeking to improve mental health, academic success, and safe school climates.”
-Norman Public School

EDUCATION

The Education strategy focuses on two-way communication, allowing for active engagement between presenters and participants, unlike Information Dissemination, which is more one-way and informational. This interactive approach helps reinforce learning, build practical skills, and encourage meaningful discussion around prevention topics.

MTSS District Grantees used this strategy by implementing a variety of programs and training sessions for students, staff, and families. Examples of approved evidence-based programs implemented include Lifelines (suicide prevention), Botvin LifeSkills Training (substance use prevention), and the PAX Good Behavior Game (behavioral health promotion). Districts also expanded education efforts through programs such as Second Step, Positive Action, Erika's Lighthouse, Bounce Back, Sport Prevention Plus Wellness Student program and Speak Up, Be Safe, which support social-emotional learning, mental health awareness, and personal safety. Additional staff and parent trainings such as Youth Mental Health First Aid, Talk Saves Lives, and PAX Tools for caregivers further strengthened prevention capacity across school communities. Together, these programs provided ongoing, developmentally appropriate education that supported healthier, safer, and more resilient school environments.

“Stillwater Public Schools has strengthened its prevention and wellness efforts through evidence-based programs that support mental health, substance use prevention, and overall student well-being. Erika's Lighthouse promoted mental health awareness and reduced stigma around depression, reaching 1,392 students in grades 5, 7, 10, and alternative education, with about 13% requesting to speak with a caring adult after classroom presentations. Sport PPW (Sport Prevention, Protection, and Wellness) enhanced these efforts for 1,445 students in grades 6, 8, 10, and alternative education by using physical fitness and wellness to teach decision-making, leadership, and healthy coping skills. Catch My Breath reached 907 students in 4th and 5th grades, providing accurate, up-to-date information on the risks of e-cigarettes and nicotine use to increase awareness, shift attitudes, and support informed, healthy choices.”

- Stillwater Public Schools

EDUCATION IMPLEMENTATION

Collinsville Public Schools

- Lifelines (Staff, Parent, and Student)
- Second Step
- Positive Action
- PAX Good Behavior Game
- Bounce Back
- Botvin LST
- Speak Up, Be Safe

Norman Public Schools

- PAX Good Behavior Game
- PAX Tools for parents
- Botvin LST
- Lifelines – students
- Second Step
- Youth Mental Health First Aid – staff training

Stillwater Public Schools

- Botvin LST
- Talk Saves Lives – staff training
- CATCH My Breath
- Erika’s Lighthouse
- Sport Prevention Plus Wellness

Eufaula Public Schools

- Second Step

Quinton Public Schools

- Talk Saves Life (Staff)
- Positive Action



12,644 people reached by MTSS districts through educational programs and interventions in FY 25.

“Collinsville Public Schools had many great successes in FY25. We completed the Lifelines Suicide Prevention curriculum with 743 students, 10 guardians/community members and 25 new staff members. Our district had 14 teachers volunteer to pilot PAX GBG in their classrooms. The success of this pilot led our district to adopt PAX and we trained 40 teachers in May 2025 in preparation for FY26. Collinsville piloted multiple tier one prevention curricula at the secondary grade level, found what was most beneficial for our specific student population and we were able to plan full curriculums of Botvin Life Skills Training for grades 5-8 and Everfi substance abuse prevention and mental wellness curriculum for grades 9-12 for FY26. We also completed a pilot of a tier two curriculum, Bounce Back, and plan to continue the use of this tool in FY26.”

-Collinsville Public Schools

ENVIRONMENTAL SYSTEMS CHANGE

The Environmental/Systems Change strategy focuses on making improvements at the broader systems level rather than targeting individual behavior alone. In a school setting, this can involve updating policies related to student discipline for substance use, introducing short-term counseling or brief intervention services, or requiring students to complete prevention or education programs after a substance use violation. These kinds of changes help create environments that support healthy decision-making and reinforce individual-level prevention efforts already underway. **An example of this type of policy work includes Norman Public Schools' development of an alternative-to-suspension policy in partnership with the Virtue Center, as well as Quinton Public Schools' implementation of an alternative-to-suspension program using 3rd Millennium coursework paired with individual student support.**

“As part of this effort, Quinton Public Schools has also successfully implemented a policy change regarding the use of substances, reinforcing its commitment to creating a safe, healthy, and supportive learning environment. By emphasizing proactive intervention, data-driven decision-making, and consistent support across all grade levels, the district continues to build a strong foundation for student well-being and long-term success.”

-Quinton Public Schools

ENVIRONMENTAL SYSTEMS CHANGE

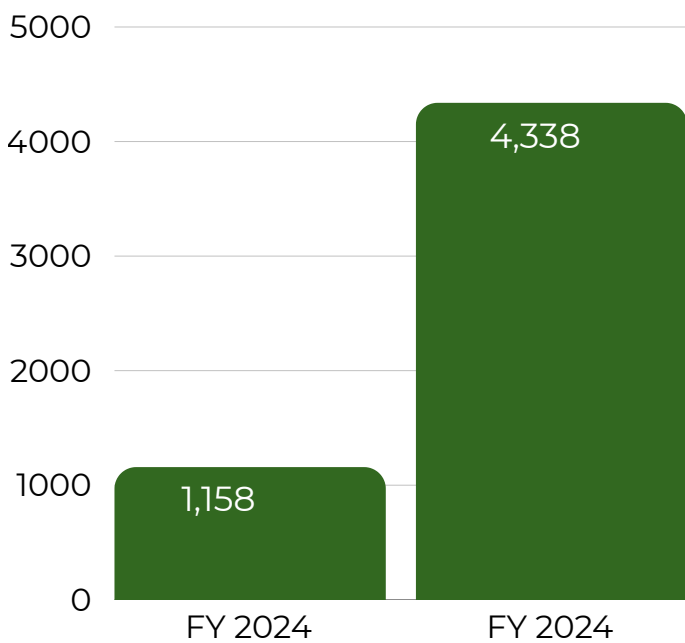
In FY 24, MTSS Districts targeted 29 policies and protocols to support this kind of systems-level change. In FY 25, that number was lower, with only 5 policies or protocols targeted. There are several likely reasons for this shift. Norman Public Schools was in its final year of the grant cycle in FY 25, and much of its systems-level policy work had already been completed in earlier years. Additionally, three new school sites—Collinsville, Eufaula, and Quinton Public Schools—began their MTSS grant in FY 25. These districts are still in the early stages of implementation, focusing on building relationships, strategic planning, and establishing foundational programs. Systems-level policy change typically occurs later in the grant cycle once that groundwork has been laid.

While the number of targeted policy changes was lower this year, this pattern is expected when new districts are in the onboarding phase. As these sites progress further into implementation, we anticipate increased systems-level activity and more policy changes in future years.

ALTERNATIVES

This strategy focuses on engaging students in healthy, meaningful activities that serve as alternatives to alcohol, tobacco, and other drug use. By participating in these experiences, students can fulfill their social, emotional, and recreational needs in positive ways that promote strong connections, healthy relationships, and prosocial behavior. These alternative activities include prosocial community service projects that encourage civic engagement, social and recreational events that offer fun and substance-free experiences, and youth/adult leadership opportunities that build confidence and a sense of responsibility. Together, these efforts help students build stronger bonds with their peers and trusted adults, which reduces risk factors for substance use and supports their overall well-being. **In FY 25, there were 4,338 student engagements through alternative activities, an increase from 1,158 in FY 24,** demonstrating expanded programming and a growing emphasis on connecting students with prevention-focused, supportive experiences.

Total Attendance at Alternative Events by Fiscal Year



There was a 275% increase in the total attendance in alternative events in FY 25 compared to FY 24.

PROBLEM IDENTIFICATION AND REFERRAL

From a prevention perspective, Problem Identification (problem ID) and Referral refers to the early recognition and definition of a potential issue before it escalates into something more serious. This step involves spotting early warning signs of challenges such as substance use, academic struggles, or mental health concerns. Information dissemination plays a key role by raising awareness through posters, social media campaigns, and educational materials that help the public, educators, and professionals recognize risk factors and symptoms. Effective information dissemination supports referrals by clearly sharing where and how to access resources, such as hotlines, school counselors, or local clinics, and by promoting trust in these services to encourage timely action.



449,642 students referred to the 988 Mental Health Lifeline in FY 25 *

Oklahoma's 988 Mental Health Lifeline have enhanced both problem ID and referral by widely publicizing the easy-to-remember number and educating the public on when and how to use it. By raising awareness of warning signs and promoting a direct, trusted line for support, the 988 campaign strengthens the early prevention framework through accessible, action-oriented information.

*These numbers are from the 988 Media Campaign, which is considered a form of information dissemination. However, because 988 functions as a crisis lifeline and thus can lead to services, these numbers are reported under Problem Identification and Referral rather than limiting it to the Information Dissemination CSAP strategy.

Through the MTSS grant, Norman Public Schools has adopted a universal-screening policy using the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) and Early Identification System (EIS) to support early identification of student needs. Universal screening is a prevention-focused strategy that ensures every student, not just those already showing concerns, is evaluated for potential social, academic, or emotional risks. By identifying needs early and across all three domains, educators can implement timely, targeted supports before challenges escalate.



OUTCOMES

Oklahoma Prevention Needs Assessment (OPNA) Survey

The Oklahoma Prevention Needs Assessment (OPNA) Survey is a biennial, anonymous survey administered to students in grades 6, 8, 10, and 12 statewide. It serves as a key resource for schools in identifying and addressing critical issues such as substance misuse, mental health concerns, academic challenges, and violence. OPNA Survey results help districts develop targeted prevention and intervention strategies and evaluate the effectiveness of current efforts. The survey measures health risk behaviors, including substance use and violence, as well as the risk and protective factors that influence these behaviors.

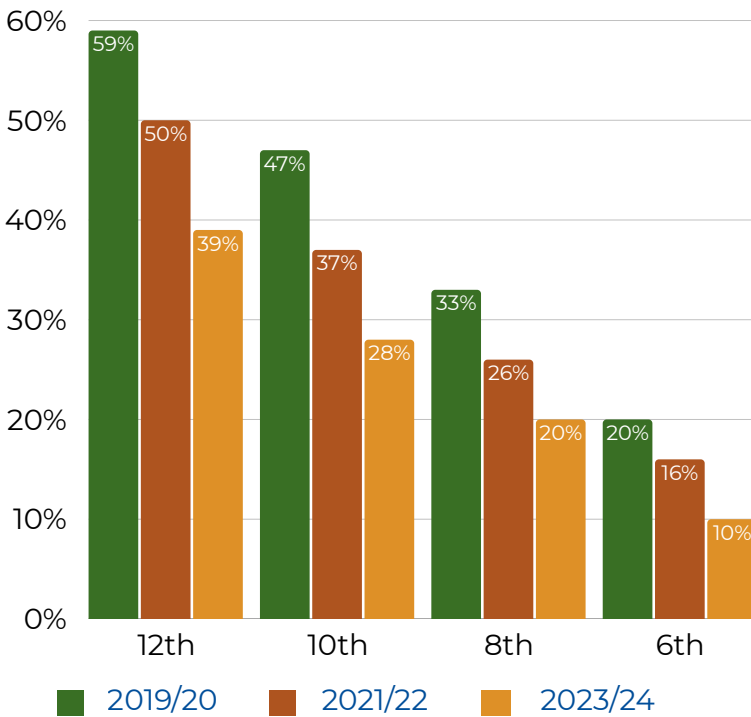
The following graphs compare data from the past three OPNA Survey administrations, which occur every two years: the 2019–2020, 2021–2022, and 2023–2024 school years. These data highlight several positive trends that suggest prevention and intervention strategies are having a meaningful impact. At the same time, some indicators show mixed trends, such as increases one year and decreases the next, or have remained relatively unchanged across the three survey cycles, highlighting areas where continued attention and strengthened, data-driven interventions are still needed.

It is important to note that the outcomes reflected in the following pages likely represent the cumulative impact of prevention efforts across multiple sectors. These trends should not be attributed solely to schools. Instead, they reflect the combined contributions of statewide initiatives, community partnerships, service providers, and other systems working together to support youth well-being and reduce risk factors. While schools play a vital role, these results demonstrate the power of cross-sector collaboration in creating healthier environments for Oklahoma youth.

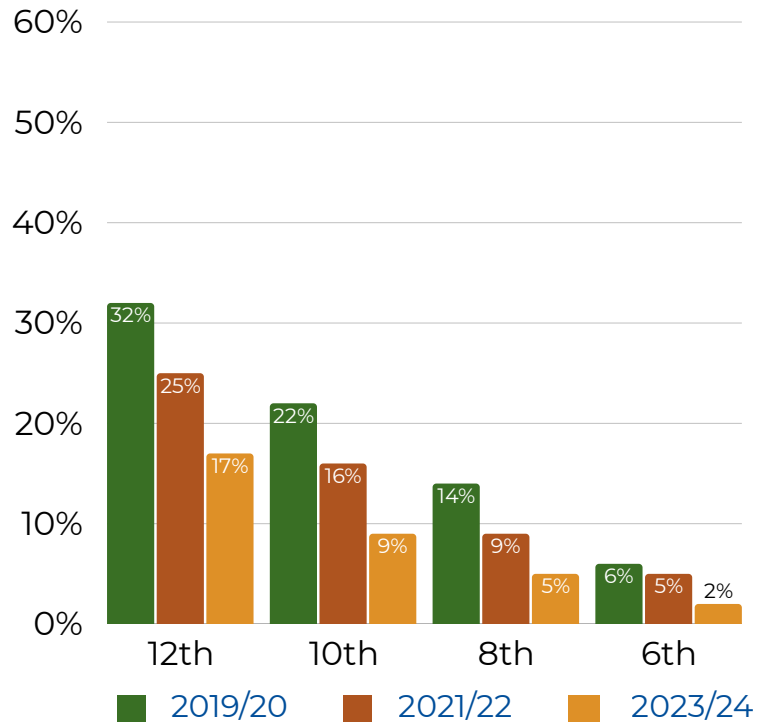
OUTCOMES

OPNA Survey Data related to Alcohol

Lifetime Use of Alcohol by School Year



Past 30 Day Use of Alcohol by School Year



Survey data from 2019 to 2024 indicate encouraging downward trends in both lifetime alcohol use and past 30-day alcohol use among youth. Across both measures and three school years, 12th-grade students consistently report the highest rates of use, while 6th-grade students report the lowest. Notably in 2023-24 school year, 98% of 6th graders reported not using alcohol in the past 30 days, and even among 12th graders, 83% said they had not consumed alcohol in that time frame.

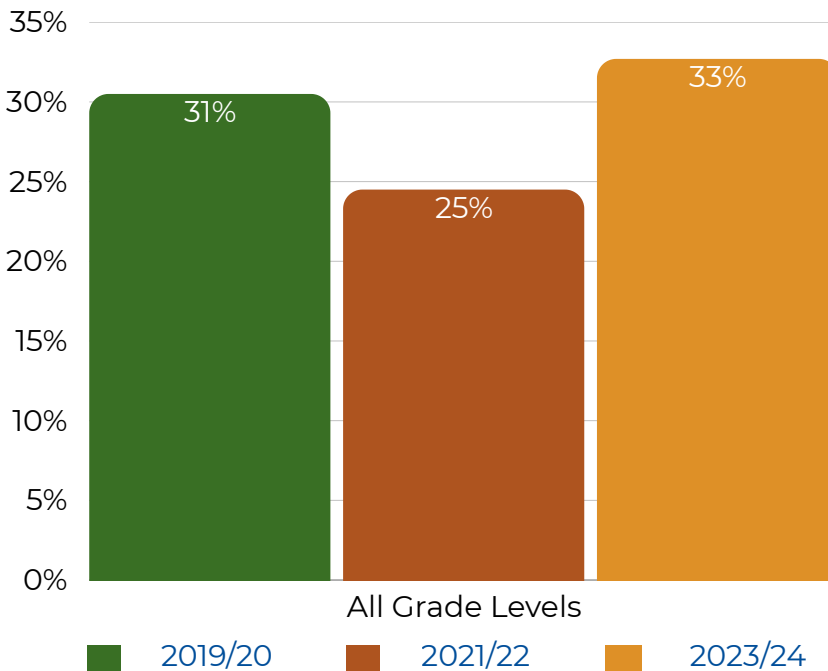
Lifetime use trends mirror those of past 30-day use. In 2023–24, 90% of 6th graders, 80% of 8th graders, 72% of 10th graders and 61% of 12th graders reported never having used alcohol. **Importantly, the 2023–24 school year reflects the lowest reported rates of alcohol use across all grade levels for both lifetime and past 30-day use.**

These data highlight sustained progress in reducing youth alcohol use and reinforce the importance of continued prevention efforts across all grade levels.

OUTCOMES

OPNA Survey Data related to Alcohol

Parent Communication about the Dangers of Alcohol in the Past 12 Months by School Year



Top 4 Sources for Obtaining Alcohol Among Youth Who Reported Use (2023–24):

1. From someone I know age 21 and older
2. From my home with my parents'/guardians' permission
3. From someone I know age 21 and younger
4. From my home without my parents'/guardians' permission

Note: Students reporting no alcohol use in the past year are not represented in this list.

From the 2019–20 to the 2023–24 school year, parent communication with youth about the dangers of alcohol in the past 12 months has increased across all grade levels. **Although there was a noticeable dip during the 2021–22 school year, the 2023–24 data reflect the highest levels of parent communication since 2019.**

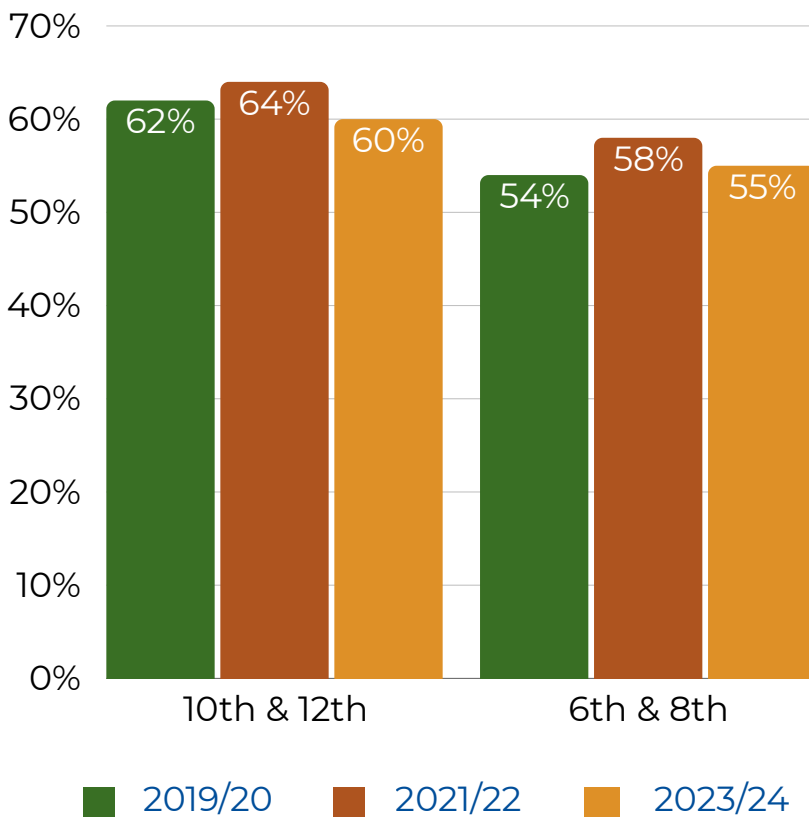
This trend is significant, as one of the most commonly reported source of alcohol among youth remains the home, both with and without parental permission. These findings highlight the critical role parents play in prevention efforts. This underscores the importance of school-based prevention strategies that include targeted parent training and communication components, ensuring families are equipped with the knowledge and tools needed to help reduce youth alcohol use.

OUTCOMES

OPNA Survey Data related to Psychological Distress

According to the 2023–2024 OPNA Survey, **about 1 in 13 students (across grades 6, 8, 10, and 12) reported attempting suicide one or more times in the past year.** This reflects a notable improvement from the 2021–2022 school year, when approximately 1 in 10 students reported a suicide attempt. While this decline is encouraging, these findings reinforce the urgent need for continued investment in youth mental health and suicide prevention.

Moderate to High Levels of Psychological Distress



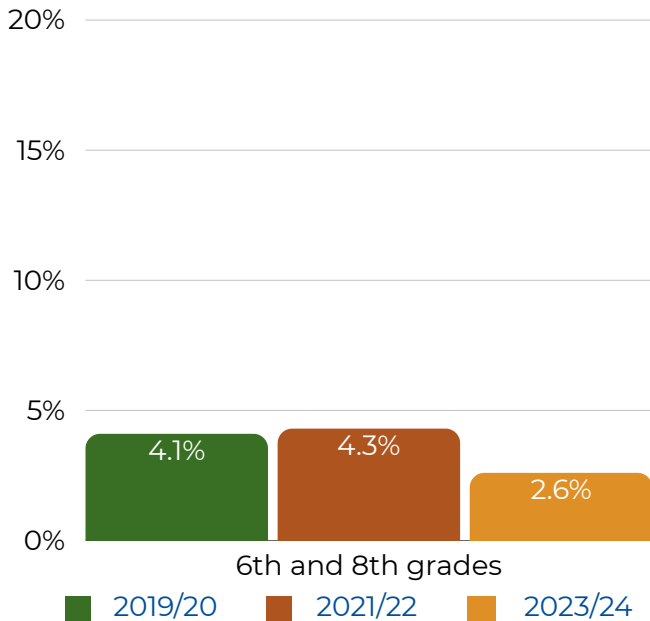
The OPNA Survey also collects data on psychological distress, which refers to a range of emotional symptoms such as persistent sadness, anxiety, hopelessness, and difficulty functioning in daily life. After rising between 2019–20 and 2021–22, **reported psychological distress among students has decreased to its lowest level in the past three years.**

However, **more than half of students still report experiencing moderate to high levels of psychological distress,** underscoring the ongoing challenges youth face and the importance of maintaining, and expanding, school-based mental health supports and prevention strategies.

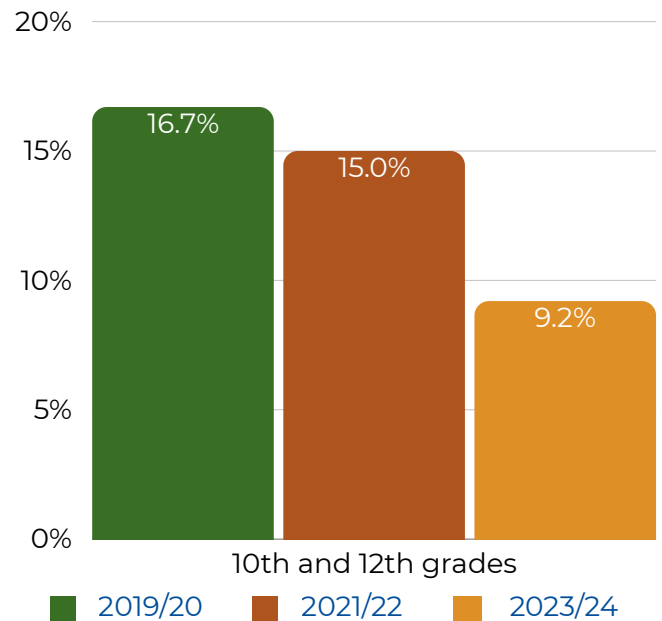
OUTCOMES

OPNA Survey Data related to Marijuana

Past 30 Day Use of Marijuana by School Year, 6th and 8th



Past 30 Day Use of Marijuana by School Year, 10th and 12th



Survey data from the 2023–24 school year show **a significant decline in reported past 30-day marijuana use across all grade levels compared to previous years.** Within that overall decrease, 10th and 12th graders continue to report higher rates of use than 6th and 8th graders. These patterns help identify which grade bands are most at risk for using marijuana, which in turn supports targeting interventions at the most appropriate points in time. The downward trend in use since the 2019–20 school year is also encouraging with over 97% of 6th and 8th graders and 90% of 10th and 12th graders reporting not using marijuana in the past 30 days.

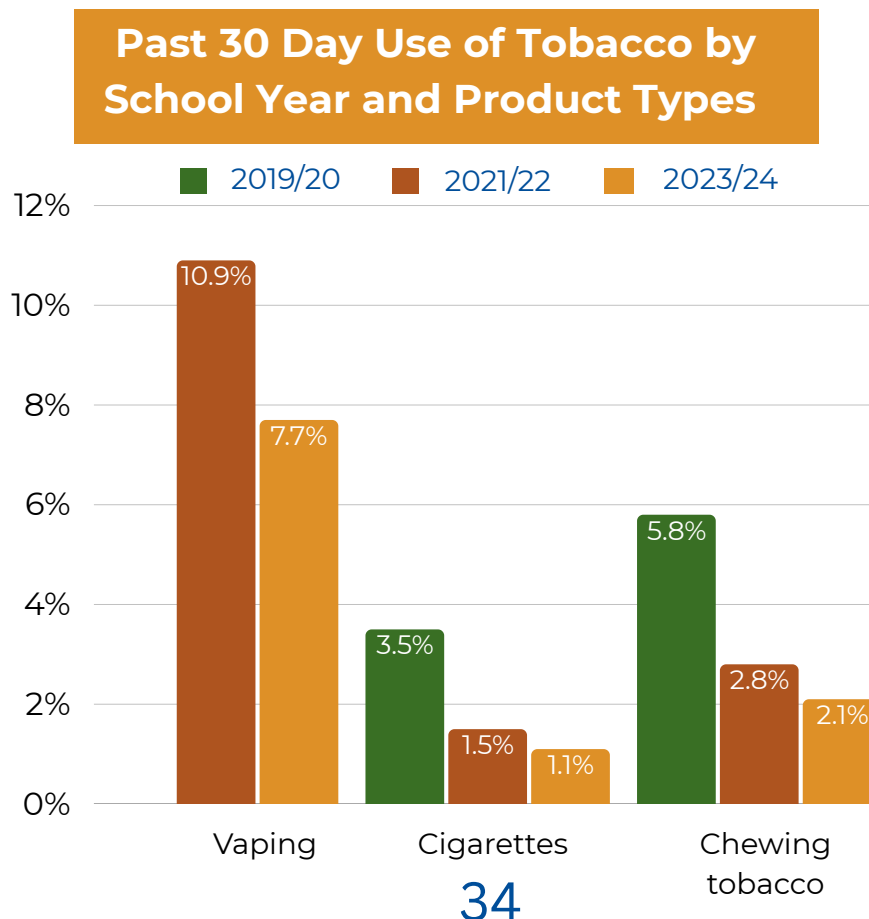
According to the OPNA Survey, **the top two reasons students reported for using marijuana in school year 2023/24 were to relax and cope with their problems or emotions.** This highlights the importance of prevention programs, such as Botvin LifeSkills Training, which focus on teaching relaxation techniques and healthy coping strategies to help students manage stress and make healthier choices.

OUTCOMES

OPNA Survey Data related to Tobacco

Recent data from the OPNA Survey shows encouraging progress in reducing traditional tobacco use among youth in grades 6 through 12. **Cigarette smoking has reached a historic low, with 99% of students reporting they had not smoked cigarettes in the past 30 days.** Similarly, 98% of students reported not using chewing tobacco during the same timeframe. While vaping data was not available for the 2019–2020 school year, it continues to represent the most commonly used tobacco-related product among youth. However, there is positive momentum in this area as well. **From the 2021–2022 to the 2023–2024 school year, there has been a 30% decline in youth vaping, with 92% of students now reporting they had not vaped in the past 30 days.**

These trends reflect the impact of ongoing prevention efforts and highlight the importance of continued support for youth-focused education, community programs, and policies that discourage tobacco and nicotine use in all forms.

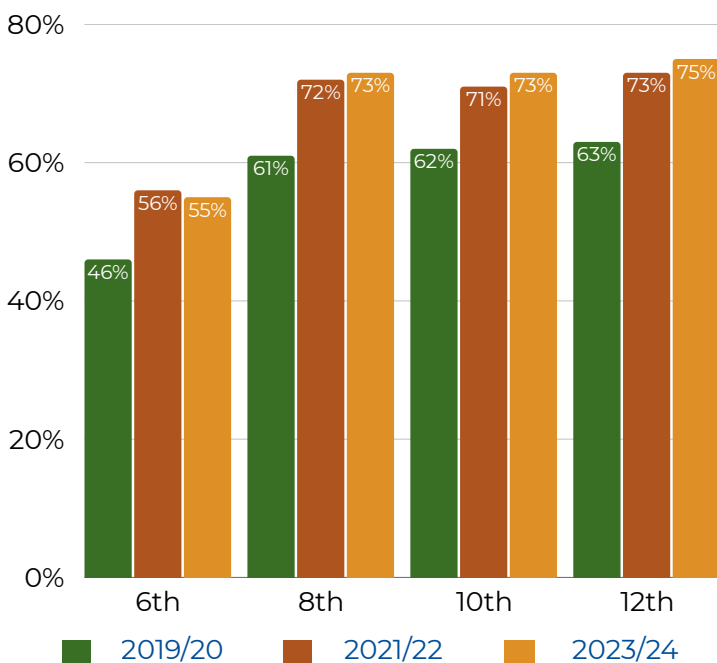


OUTCOMES

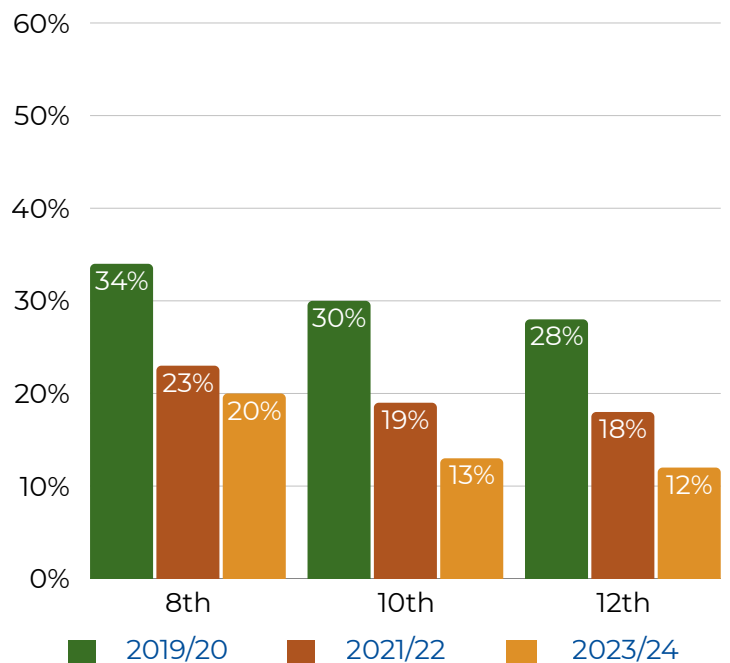
OPNA Survey Data on Risk and Protective Factors

The Risk and Protective Factor Model of Prevention is an evidence-based approach for reducing substance misuse and its associated consequences. Protective factors help reduce the likelihood of youth engaging in problem behaviors by buffering against risks. Research shows that strong connections to family, school, peers, and community, combined with clear expectations and opportunities to contribute, play a key role. **Since the 2019–20 school year, student opportunities for prosocial involvement in schools (clubs, community service, activities) have significantly increased across all grade levels, strengthening these critical protective factors.** Risk factors, such as peer drug use, are conditions in a student’s environment that increase the likelihood of substance misuse and other problem behaviors. **Encouragingly, from the 2019-20 to 2023-24 school years, the percentage of students at risk for future problem behavior was reduced due to a decrease in substance use by their four best friends.** These trends reflect the impact of ongoing prevention efforts and highlight the importance of continued support for youth-focused education, community programs, and policies that promote protective factors and reduce risk factors.

Percentage with High Protection Based on the School Opportunities for Prosocial Involvement Scale by Year



Percentage at High Risk Based on the Friends' Use of Drugs Scale by Year




CONCLUSION

During Fiscal Year 2025, the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), in partnership with K-12 schools across the state, continued to strengthen school-based prevention efforts aimed at reducing underage alcohol use, supporting youth mental health, and addressing broader substance use concerns. These efforts were supported by the Oklahoma State University Center for Rural Health, which provided evaluation and continuous improvement support throughout the year. Together, these partnerships reflect a comprehensive approach rooted in evidence-based programming, early identification and intervention, and strong community alignment.

Among partner schools, implementation of Botvin LifeSkills Training (LST) resulted in meaningful gains across all grade levels. Students demonstrated increased knowledge of substance use and life skills, along with reinforced attitudes toward avoiding alcohol and marijuana use. Drug-refusal, coping, and relaxation skills improved as well, especially among middle and high school students who increasingly face peer pressure and stress. These improvements are particularly important in the context of statewide OPNA Survey data showing that more than half of students experience moderate to high psychological distress, highlighting the value of skills-based prevention within the school environment. Partner schools also expanded use of the PAX Good Behavior Game, a behavioral health strategy that strengthens classroom climate and self-regulation. Educators reported calmer classrooms, fewer disruptions, and more instructional time, conditions that support academic success while reducing risk factors associated with substance misuse. These school-level outcomes complement broader statewide trends reflected in OPNA Survey data, which show continued declines in youth substance use, including the lowest reported alcohol use in five years and an increase in parent-child conversations about alcohol. Because the home remains the most common source of alcohol for youth, this shift underscores the importance of continued messaging and parent engagement.

Within the MTSS district grantee group, districts implemented a comprehensive, multi-tiered prevention approach that integrates student engagement, policy development, early identification, and community collaboration. Alternative activities expanded significantly in FY 25, offering



students more opportunities for meaningful, prosocial involvement through community service, leadership experiences, and substance-free recreational events. These activities support healthy development by strengthening relationships with peers and trusted adults, while also providing positive alternatives to alcohol, tobacco, and other drug use. MTSS districts recorded 4,338 student engagements through these activities, a major increase from 1,158 in FY 24, indicating both expanded programming and increased student participation.

MTSS districts also advanced early identification strategies, with Norman Public Schools implementing universal screening through SAEBRS and the Early Identification System. This proactive, population-level approach ensures that social, academic, and emotional needs are recognized early, enabling targeted support before concerns escalate. At the systems level, MTSS districts worked to strengthen school policies and procedures that reinforce prevention. Examples include Norman's development of an alternative-to-suspension diversion policy, created in partnership with the Virtue Center, and Quinton's implementation of a similar approach using 3rd Millennium coursework paired with individual student support. These strategies balance accountability with student connection and access to resources. In addition, MTSS districts deepened community partnership work, engaging with 43 unique partners and participating in 79 collaborative meetings. Prevention messaging also expanded significantly, reflected in over 345,000 media impressions and more than 5,700 students reached through presentations and training.

Together, the progress described in this report demonstrates a strong, coordinated, and multi-layered prevention system that is responsive to both local needs and broader statewide trends. Partner schools and MTSS district grantees contributed distinct but complementary strengths: partner schools delivered evidence-based classroom programming that builds protective skills, while MTSS districts implemented comprehensive, system-level approaches that enhance school climate, connect students to prosocial experiences, and strengthen community partnerships. Continued investment in these combined strategies will ensure that youth in Oklahoma have the knowledge, skills, support, and opportunities they need to stay healthy, connected, and resilient.