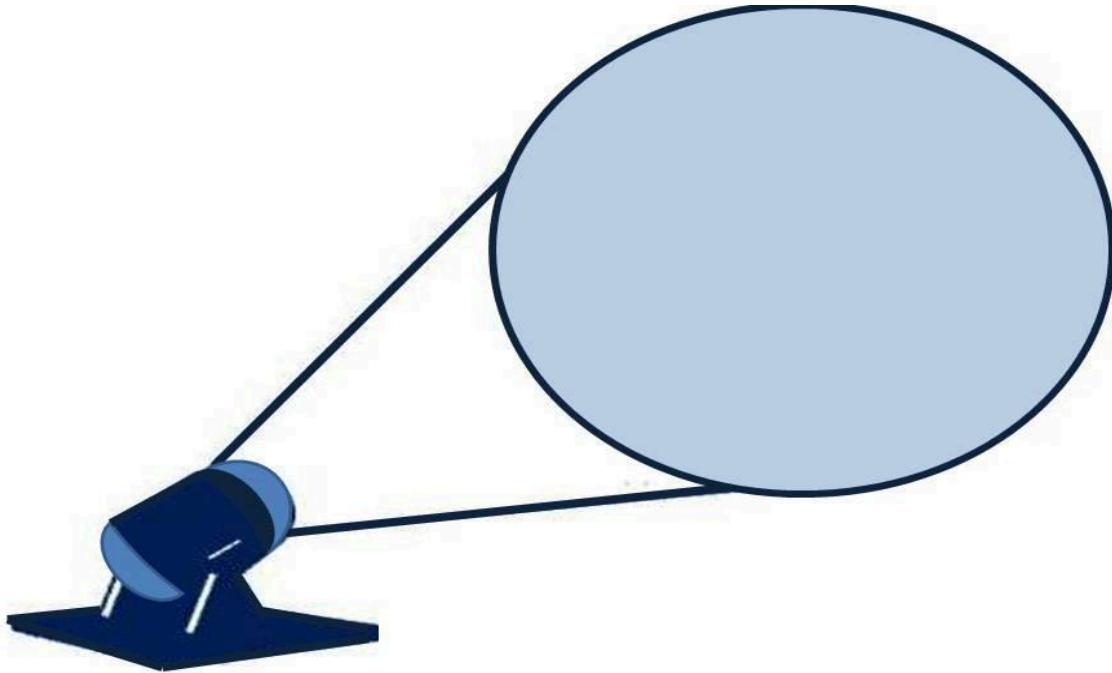


Middle and High School Drug Education

A Program of Family Service & Children's Aid



2023-2024

School Pre and Post Survey Report

Breakout Program
(Jackson County)

submitted by:
Shelly Milligan and Scott Teske

2022-2023 School Year report

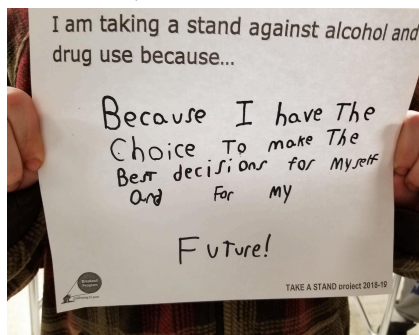
General Information and Demographic Details



General Information

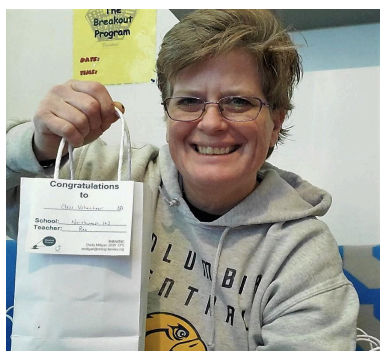
Breakout is a school-based drug prevention education program for middle and high school students during the school day. The program consists of **three units** (each unit based on grade level – **unit 1 [6th-7th grades]**, **unit 2 [8th grade]** and **unit 3 [9th-10th grades]**) and includes eight hours of classroom instruction.

Classroom topics include the short and long term effects of alcohol, tobacco, marijuana, prescription medication, meth, and heroin use. In addition to health, topics include decision-making (five step model), negative peer pressure vs. positive peer culture, peer refusal techniques, avoiding high risk situations, the economics of drug use, social impact of addiction, effective communication,



building positive relationships, and goal setting (SMART model). Each of the lessons utilizes multimedia presentations, games, role play, collaborative learning, and visual aids to achieve its desired outcomes.

Breakout is **modeled after the Michigan Model for Comprehensive Health Education** which is a nationally recognized **evidence-based curriculum** and is also **aligned with the National Core Standards for Health Education**.



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Day	Lesson	Learning objectives	National Health Standards	Michigan Model for Comprehensive Health Education
High School Curriculum				
1,2,3,4	Analyze and explore the short and long health risks of alcohol and other drug use	Students will learn the short- and long-term risks of tobacco, vaping, alcohol and other drug use impacts the user, friends and family	Core Concepts	Core Concept (2.1)
**5	Goal Setting	<i>Students learn SMART goal setting and ways in which alcohol or drug use can make their goals more difficult to achieve.</i>	Self-Management	Healthy Behaviors
*5	Coping and communication	Understand and demonstrate healthy coping skills and assertive communication	Interpersonal Communication Self-Management	Healthy Behaviors (2.3)
6	Problem solving and decision making	Demonstrate effective problem solving that will help them make healthy choices regarding alcohol and other drugs	Self-Management	Decision Making (2.6)
		Know the five key elements to good problem solving		
		Evaluate the risks and benefits of social and personal situations	Decision Making	Social Skills (2.11)
		Know and demonstrate peer refusal skills and follow through when confronted with pressure from their peers	Accessing Information and Influences	Social Skills (2.7)
*7,8	The economics of drug use	<i>Explore and analyze the financial impact related to alcohol, tobacco, vaping, and marijuana use.</i>	Accessing Information and Influences	Core Concepts (2.1) and Healthy Behaviors (2.3)
Middle School Curriculum				
1,2,3	Explore the health, social and legal consequences	How tobacco, alcohol and other drug use impacts the user, friends and family	Core Concepts	Core Concept (2.1)
4	Understanding Self Worth, Stress and Social Interaction	How a teen's social group and self-esteem can play a role in how they make decisions.	Accessing Information and Analyzing Influences	Healthy Behaviors (2.3) and Social Skills (2.7)
6,7	Problem Solving: Finding Healthy Solutions	Evaluate the risks and benefits of social and personal situations	Decision Making	Decision Making (2.6)
		Know and describe the five key elements to good decision making		Social Skills (2.7)
		Demonstrate effective decision making that will help them make healthy choices regarding alcohol and other drugs	Self-Management	Decision Making (2.6), Healthy Behaviors (2.3), and Social Skills (2.11)
8	Building Resilience and Refusal Skills	Know and demonstrate peer refusal skills	Interpersonal Communication	Social Skills (2.7)

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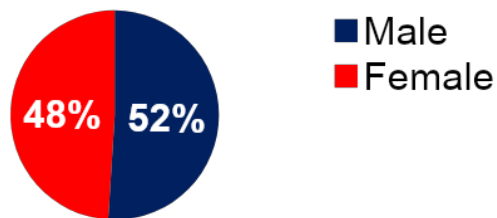


During the 2022-2023 school year, 2,205 students, from twelve school districts in grades 6th through 10th, participated in the Breakout Program. Fourteen percent of the students were in elementary school, thirty five percent of the students were in middle school and fifty one percent were in high school. Breakout staff also conducted 773 classroom presentations.

Demographic data

Fifty two percent of the students were **male**, and **forty eight** percent were **female**. Breakout provided services for **twelve school districts** around Jackson County. **Three** of the **twelve districts** included an elementary school.

Gender



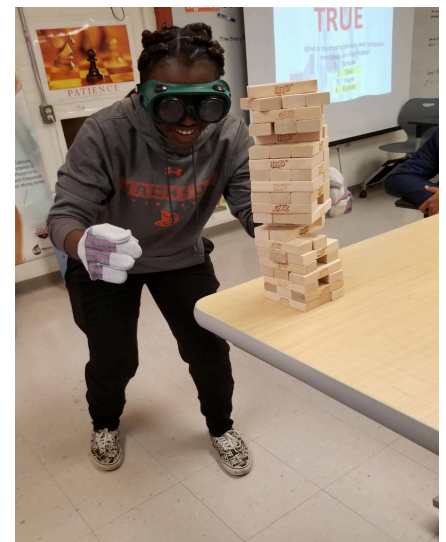
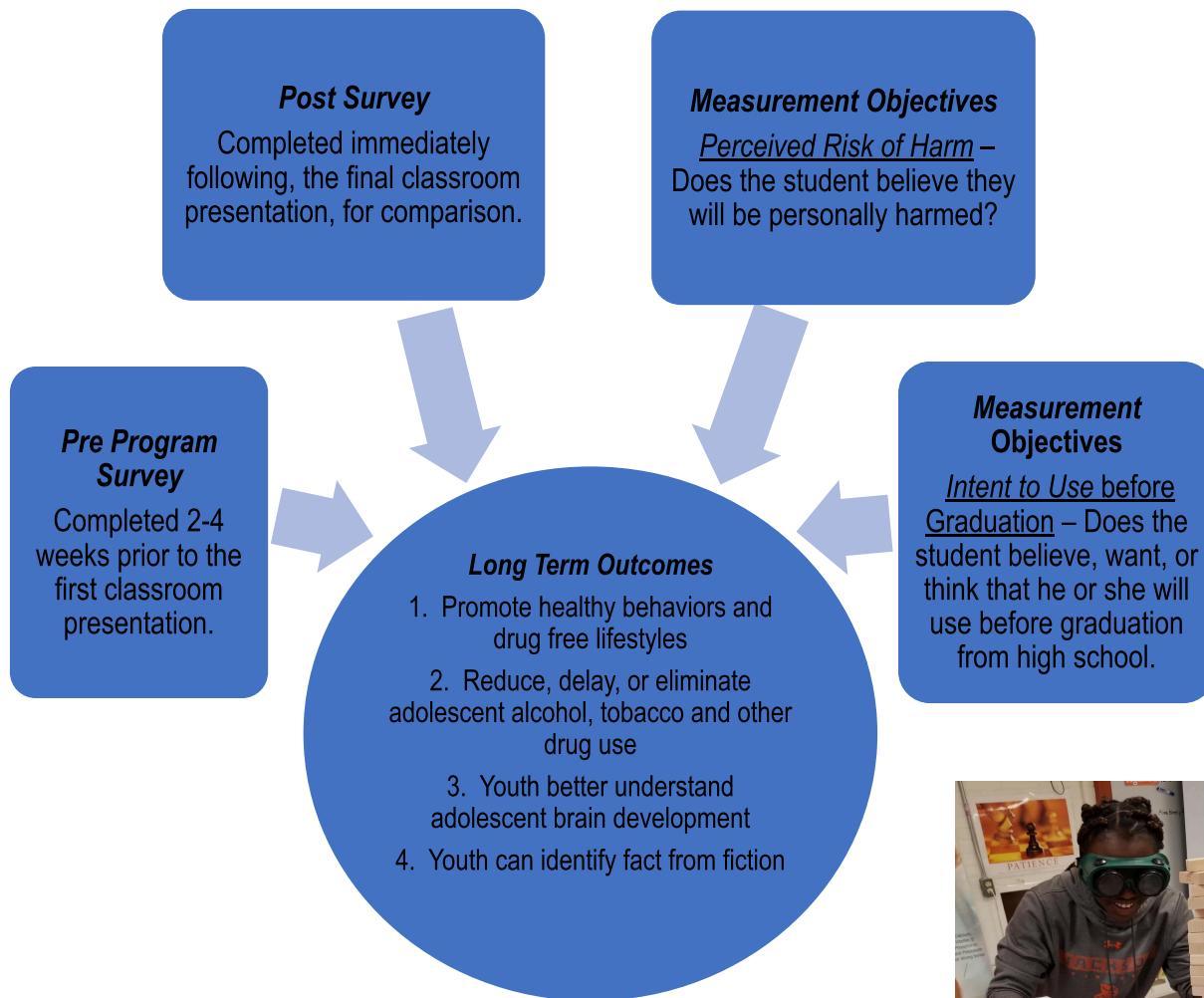
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Pre and Post Survey data (Measurement Tool)

Breakout rigorously evaluates program effectiveness, at reaching the desired outcomes, by administering pre and post surveys. The outcomes, measurement tools, and data are as follows:



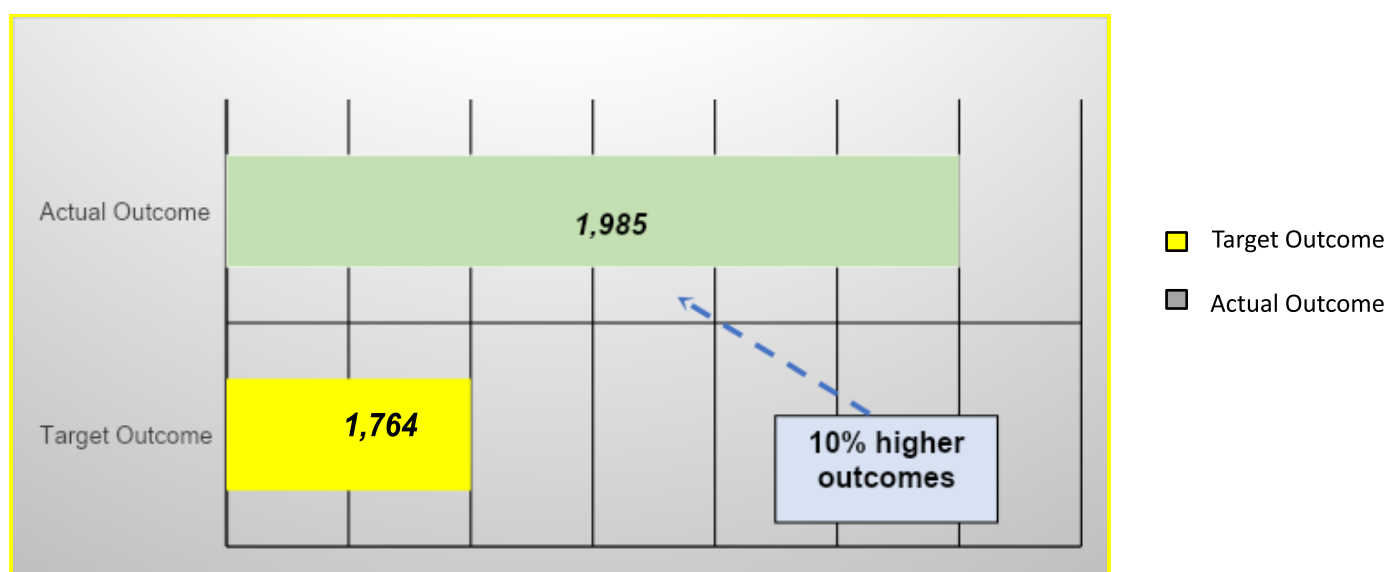
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Pre and Post Survey data (Measurement)

Proposed Outcome (Intent to Use)	Proposed number of students achieving the outcome (Based on 2,205)	Actual Outcome percentage
80% Before I graduate high school I intend to: smoke, vape, drink, or use other drugs	1,985	90%



In comparison to previous years

2022-2023	90%
2021-2022	79%
2020-2021	79%
2019-2020* <i>abbreviated year due to Covid</i>	82%

*** A complete year end data, by category, is attached to this report (pages 16-18)*

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Pre and Post Survey data (Measurement Tool)

Proposed Outcome (Perceived Risk of Harm)	Proposed number of students achieving the outcome (Based on 2,205)	Actual Outcome percentage
80% How much do you think people risk harming themselves (physically or in other ways) if they: smoke, vape, drink, or use other drugs.	1,808	82%

Target Outcome

Actual Outcome

In comparison to previous years

2022-2023	82%
2021-2022	81%
2020-2021	73%
2019-2020* <i>abbreviated year due to Covid</i>	82%

**** A complete yearend data, by category, is attached to this report (pages 16-18)**

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Proposed Outcome (Morality)	Number of students responding "Great Influence"	Actual Outcome percentage
80% How much do you think the Breakout Program will influence your future decisions regarding alcohol and other drugs?	1,969	89%

+ 9% Overall

+ 3% High School

**+ 11% Middle
School**

**+ 14% Elementary
School**

In comparison to previous years

2022-2023	89%
2021-2022	81%
2020-2021	88%

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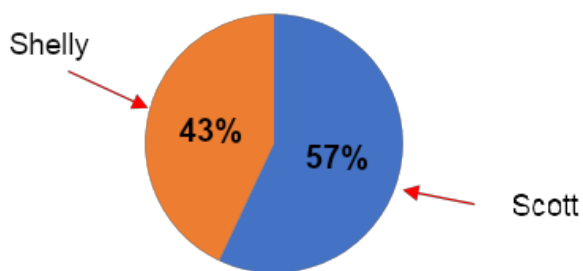


Program Evaluation

Teacher Evaluations

At the conclusion of every eight day program, teachers are asked to complete a program evaluation. They can complete an evaluation form and hand it to the instructor at the end of the program or complete it on-line. A total of 14 teachers completed an evaluation. Forty three percent were for high school and fifty seven percent were for middle school.

Instructors



Program Evaluation

Teacher evaluation results (14) – 2 instructors:

Seven of the fourteen evaluations included a question completed only by health teachers using the graded curriculum (Units 2 & 3):

Topic	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
The facilitator thoroughly addressed health issues, decision making, choices and consequences, and peer pressure	88%	12%	0%	0%	0%
The facilitator thoroughly addressed problem solving, peer refusal, and other like skills	83%	10%	7%	0%	0%

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Topic	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree
The facilitator thoroughly addressed problem solving, peer refusal, and other like skills	83%	10%	7%	0%	0%
The study guide/ knowledge checks were helpful in keeping the learning material organized, as well as preparing the students for the unit test	92%	5%	3%	0%	0%
* The classroom facilitator adequately and appropriately answered the questions from the students	91%	9%	0%	0%	0%

Topic	Excellent (%)	Good (%)	Average (%)	Fair (%)	Poor (%)
Curriculum Content	85	8	7	0	0
Length of Program	94	6	0	0	0
* Professionalism of Inst.	96	4	0	0	0
* Use of visual aids	89	5	6	0	0
* Student Activities	88	7	5	0	0
* Use of Technology	78	12	20	0	0
Student Study Guides	91	4	5	0	0

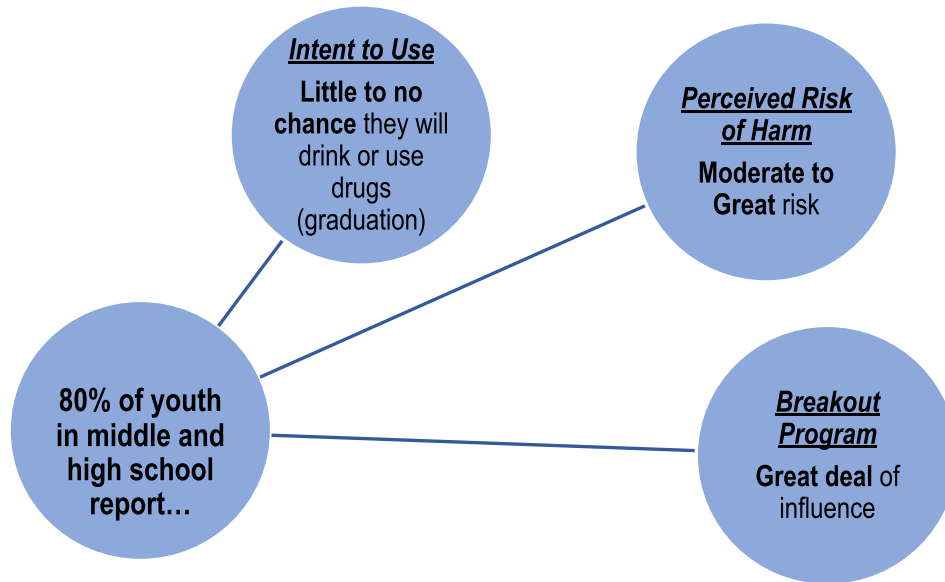
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2023-2024 Outlook

The following projections are based on evidence-based standards for measuring outcomes (75% minimum).



Highlights

Despite a county-wide cyber-attack, ice storm, and snow days, not one school missed any lessons or cut short due to scheduling.

Over **two thousand students** took pre and post surveys throughout the year. An average of **89.3%** of the students completed both surveys.

Exceeded proposed outcomes by 12%

Exceeded **100,000 students** served over 30 years.

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Lessons Learned

Barrier- Student engagement and full participants in the program can be challenging at times. Attendance can be very consistent in some schools. while others struggle with the same students being in attendance for all eight lessons.

Solution- Instructors worked with the teachers to figure out if there was any pattern in attendance and quickly discovered that 1st hour and the hour following lunch had the most absences consistently through the schools. Once we narrowed in on the specific hours, we tried various carrots to get the students to show up and attendance in those hours did improve, however the schools anticipate attendance will continue to be a problem in the future.

Barrier- At the beginning of the school year, we made the decision to change the 6th grade format from 8 days to 6 days, with the idea being that a shortened format would make it easier to schedule more schools that were wanting to participate in the program. After Christmas break, with the cyber-attack and snow days to make up, the largest middle school in Jackson County was dropped from our schedule which led the Breakout team to look for other districts to accommodate for the loss. This was an unusual year in which the perfect storm of circumstances helped contribute to the drop in the overall number of classroom presentations of the course of the school year.

Solution- During the scheduling process, we worked closely with teachers to obtain schedules as early as possible to plan and anticipate possible scheduling issues. This allowed the team to make every effort to remain flexible and accommodate variations in district programming schedules which resulted in a projected 913 classroom presentations for the upcoming school year.

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