



Wyoming Survey & Analysis Center
UNIVERSITY OF WYOMING

QUALITATIVE REPORT

PREVENTION RECOVERY
EDUCATION PROGRAM

Prevention Recovery Program
Hot Springs School District
Qualitative Report 2026

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HOT SPRINGS SCHOOL DISTRICT 2026

Executive Summary

This report examines a model for integrating prevention and recovery services in the K-12 educational setting, offering students peer-based assistance, early intervention, and connections to local resources.

The Arkansas Opioid Recovery Partnership (ARORP) is piloting a new approach that integrates prevention and recovery support within educational settings. Historically, Arkansas has relied on two separate systems: prevention specialists who work to reduce substance use before it begins, and peer recovery specialists who provide direct support to individuals already struggling with substance use. While both roles are essential, schools often lack a unified model that can address the full continuum of student needs.

To bridge this gap, ARORP is developing a Prevention Recovery Education Program (PREP) staffed by Prevention Recovery Coordinators (PRCs)—professionals who enter with either prevention or peer recovery credentials and receive cross-training in the other area. This hybrid role is designed to provide early intervention, recovery support, and school-wide prevention programming from a single, campus-based position.

The Hot Springs School District (HSSD) is one of two pilot sites testing this model, alongside the University of Central Arkansas (UCA). At HSSD, ARORP funded one PRC and one School Resource Officer (SRO) to build a combined prevention–recovery program. The Wyoming Survey & Analysis Center (WYSAC) conducted a qualitative study to understand how the HSSD pilot operates and what benefits it provides.

Findings show that the HSSD program creates safe, stigma-free spaces for students, strengthens early intervention, and connects youth to a broad network of community partners. The program directly serves more than 100 students each year, with many more reached through prevention activities. Students referred for intervention have a 100% completion rate, demonstrating strong engagement and follow-through.

The HSSD PREP pilot offers early, actionable insights that will help ARORP refine and scale its prevention-recovery model across secondary school settings. Together, these pilots represent the first step toward a scaleable framework that unifies prevention and recovery support for Arkansas youth.

Introduction

The Wyoming Survey & Analysis Center (WYSAC) at the University of Wyoming provides evaluation services to the Arkansas Opioid Recovery Partnership (ARORP). Two of the projects funded through ARORP are prevention and recovery education programs (PREPs).

This pilot study documents:

- How the Hot Springs School District's (HSSD's) program staff implemented prevention-recovery integration.
- The perceived added value of this model from staff and community partner perspectives.
- The program's influence on student engagement, behavior, and support trajectories.
- How the program contributes to the school district's prevention and recovery capacity.
- Lessons that can guide ARORP's future development of PREP and inform secondary school applications.



Sampling Approach

WYSAC relied on the HSSD prevention recovery coordinator's (PRC's) existing relationships for recruitment, and purposive sampling was used to select individuals with direct experience with the HSSD PREP.



Data Analysis

Interviews were audio recorded, transcribed, and themes were identified using a rapid analytic approach. Findings were summarized to identify patterns and divergences across participant responses.



Ethical Considerations

Informed consent was obtained from all participants. Identifiable information is not included in any reports or presentations associated with this project.



Quantitative Data

Quantitative data from program reporting supplemented the qualitative findings.

Methods

WYSAC employed a rapid, exploratory qualitative pilot study to learn more about the HSSD program. WYSAC conducted 13 in-person, semi-structured interviews and a short feedback survey with 28 students in Hot Springs, Arkansas, in February 2026.

This project explored the following five research questions:

1. How are the HSSD's program staff implementing prevention-recovery integration?
2. What is the perceived added value of this model from staff and community partner perspectives?
3. How does the program influence student engagement, behavior, and support trajectories?
4. How does the program contribute to the school district's prevention and recovery capacity?
5. What lessons can be applied to other secondary school settings?

Program Description

The HSSD PREP is a school-based initiative that addresses youth substance use through early intervention, relationship-centered support, and evidence-based prevention practices. Instead of relying on exclusionary discipline, the program offers students a structured alternative focused on accountability, education, and long-term behavior change. The program is anchored by the PRC, whose consistent presence and strong relationships with students are central to its effectiveness.

Program Purpose and Core Approach

PREP provides a “second chance” for students caught using substances such as vaping products, marijuana, or alcohol. Rather than being suspended, students voluntarily participate in a structured intervention that includes evidence-based curriculum, one-on-one mentoring, and facilitated group sessions. This model emphasizes consistent adult support, opportunities for reflection, and access to recovery-oriented resources.

Beyond intervention, PREP also builds a broader prevention culture through youth leadership development, community engagement, and school-wide education. The program aims to reduce repeat offenses, strengthen protective factors, and promote a healthier school environment by integrating prevention and recovery supports.

Program Components at HSSD

The HSSD pilot employs two positions, a PRC and a school resource officer (SRO). Together they provide many services, including:

- **School-based intervention:** The PRC is embedded in the school, allowing for immediate, supportive responses when substance use is identified. Students receive evidence-based educational programming and recovery-oriented options in lieu of suspension or court involvement. This approach keeps students connected to school while addressing underlying risk factors.
- **Youth Leadership and Engagement:** Youth prevention coalitions give students meaningful roles in peer leadership, prevention, and community outreach. These opportunities build protective factors such as belonging and self-efficacy, shifting the school culture from punitive responses to youth-driven prevention.
- **Mentorship-Centered Relationship Building:** Adult mentors, including the PRC, school staff, and community partners, build authentic, consistent relationships with students. These relationships increase participation and reinforce positive behavior change. The success of the model depends on staff who are skilled in engagement, culturally responsive communication, and sustained relationship-building.
- **Cross-Sector Collaboration and Community Integration:** Strong partnerships among school personnel, prevention providers, and community organizations support PREP. These collaborations ensure coordinated response and the integration of school-based prevention within broader community efforts.

Program Structure

Role of the PRC

The PRC serves as the primary program lead and is responsible for nearly all day-to-day operations. His role includes:

- Delivering the second-chance intervention curriculum
- Facilitating support groups modeled after recovery-sharing formats
- Leading the Drug-Free Youth Coalition
- Providing one-on-one mentoring and accountability check-ins
- Implementing evidence-based programs such as Safety First and Dimensions
- Coordinating with school staff and community partners
- Tracking student progress and ensuring follow-through
- Organizing prevention events and youth leadership activities

Although the PRC position was originally designed to support all six schools in the district, meaningful relationship-building requires sustained presence. To be effective, the PRC is primarily stationed at one high school and one middle school, enabling the development of the deep, ongoing connections necessary for early intervention and student engagement.

Involvement of the SRO and Other School Staff

The second position funded through the HSSD PREP is the SRO. The SRO often is the first to engage with students who violate the school's substance use policy. The SRO is a supportive presence in the school and participates in coalition meetings.

While not funded HSSD PREP positions, the program extends beyond the PRC and SRO. School administrators, counselors, teachers, and support staff play active roles in mentoring students and reinforcing prevention messages. Staff members often collaborate with the PRC to ensure students do not fall through the cracks.

Adult Mentors

Adult mentors include school staff and community partners who support the program's youth leadership and prevention activities. These mentors attend meetings, participate in events, and provide guidance to students. Some mentors also share personal experiences related to substance use or recovery, offering students real-world perspectives in a safe, structured environment.

Community Partners

The program benefits from a robust network of community organizations that contribute resources, expertise, and collaborative support. These partners assist with prevention events, youth leadership development, community service projects, and access to treatment or recovery services when needed. Key partners include:

- Harbor House (treatment and recovery services)
- Ouachita Children, Youth, and Family Services
- Arkansas Problem Gambling Council
- Tri-Lakes Court Appointed Special Advocates (CASA)
- Highway Safety Office, Arkansas State Police Division
- Hot Springs Police Department

Program Activities and Interventions

Second-Chance Intervention Process

Students referred for substance use participate in a structured intervention that includes:

- Evidence-based curriculum tailored to student needs (*Safety First* curriculum and *Dimensions* program)
- Group sharing sessions
- Individual mentoring and accountability
- Behavioral change strategies
- Referrals to community services when appropriate

The program reports an 80%+ success rate in preventing repeat offenses, attributed to consistent follow-up and evidence-based training.

Guest Speakers and External Experiences

Guest speakers and external learning opportunities are integral to the program. Students attend summits, hear from individuals with lived experience, and participate in community projects that reinforce prevention messages and build leadership skills.

Daily Operations and Program Environment

The PRC's daily work is deeply embedded in the school environment. He meets individually with students, facilitates group sessions, collaborates with staff, and maintains ongoing communication with families and community partners. His consistent presence allows him to identify emerging concerns early, intervene before issues escalate, and build trust with students who may otherwise disengage.

Youth Prevention Coalition

The PRC facilitates a student-led coalition focused on:

- Peer-to-peer prevention
- Community outreach
- Leadership development
- Collaboration with law enforcement and community organizations

Students participate in events such as the Stop Overdose Summit, where they hear from organizations like End Overdose and engage with real-world data and personal stories.

Findings

★ How is the prevention recovery program implemented within the K-12 Setting?

At HSSD, the program is led by a PRC who provides specialized interventions and facilitates a drug-free youth coalition (DFYC). The SRO serves in a supportive role, attending coalition meetings and talking with students about prevention and recovery. Multiple community stakeholders are involved with the program and regularly engage with both staff and students at the schools.

A structured recovery component offers students caught with substances an evidence-based intervention as an alternative to suspension or court involvement. Students receive targeted support and referrals when needed. A tiered system ensures accountability, with escalating consequences only after repeated offenses. The prevention component engages students in awareness campaigns, leadership activities, and peer outreach. Participation is open to both students in the intervention program and those who join voluntarily, creating an inclusive space for prevention-focused engagement supported by school staff and community partners.

This model replaces primarily punitive discipline with intentional, relationship-centered intervention. The program keeps students connected to education while strengthening protective factors and reducing further system involvement.

“Now it is like they are given a second chance. They are not just getting categorized into a bad group.” - Stakeholder



★ What added value does the Prevention Recovery Program provide from the staff and community partner perspective?

The perceived added value of the prevention recovery model is multifaceted. Interview participants reported that the program successfully influences students' engagement, behavior, and support trajectories by fostering a supportive, inclusive environment that encourages personal growth, accountability, and community involvement. Below are the themes from the staff, stakeholder, and student interviews, interpreted by WYSAC.

Increased Support & Connection

The HSSD program provides all students with structure and access to supportive resources, regardless of whether they volunteer to join the program or join as part of the indicated group. Students connect with community programs which in turn provides them with additional prevention and recovery resources.

Alternative to Punishment

The program provides an alternative to suspension, keeping students in the classroom. Instead of in-school suspension (ISS), out-of-school suspension, or being expelled permanently, the program allows students to stay inside the school system where they can receive the substance-use support they need and keep up with their schooling.

Removing Stigma

Participation in the program can also help remove negative stigma typically associated with getting in trouble, allowing students to engage in positive activities without feeling labeled or isolated. The more stigma is removed by the program, the more open students are to seeking help.

Leadership & Skill Building

The program cultivates leadership and life skills by encouraging students to take active roles in educating peers and participating in the DFYC. This empowers them to positively influence their social circles. The program also provides students who might not typically engage with a platform where they can participate and lead discussions with their peers and community members.

Perceived Reduction in Substance Use

Staff report there has been a reduction in repeat offenses, and a high rate of successful program completion during the project period. There has also been a noticeable perceived reduction in vaping among students who engaged with the program.



★ What is the program's influence on student engagement, behavior, or support trajectories?

The HSSD program effectively addresses the needs of students who might otherwise be marginalized, offering them a pathway to recovery and a more positive future.

Student Engagement

As the project has been implemented, students have become more engaged with the DFYC, their peers, and their communities. They are enthusiastic about the work they are doing and actively seek opportunities to discuss substance use with their peers from both educational and advocacy perspectives.

Students are also engaging in community events, field trips, and prevention summits, enhancing their learning through real-world experiences and exposure to broader prevention efforts. Many are committed to not using substances so they can fully participate in the fun events.

Behavioral Change

Students participating in the program exhibit noticeable improvements in behavior, such as reduced skipping of classes, increased confidence, and personal growth, sometimes leading to significant life changes like early graduation or career planning.

Support Trajectories

The program connects students with supportive adults who have similar experiences with substance use. After these connections are made, many students will reach out, on their own, to trusted adults from the DFYC meetings to talk through substance use or mental health-related issues they are experiencing and ask for guidance. This has also helped students learn about the services available to them outside of school in their communities.

Additionally, many students find comfort in talking with their peers about current and former struggles with substance-use. Students who have been helped by the program often want to join the DFYC to continue learning new skills that benefit both themselves and their peers. They learn how to respond appropriately when fellow students disclose struggles or unsafe situations, helping them build peer support and intervention skills. Many students have become comfortable talking to one another and will seek out DFYC members when they need help.

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“And she said, ‘well, I know it didn’t seem like I was listening, but I was. And I think I learned way more from you than anybody, and I’m on the right track. I’m graduating. I’m going into the Air Force.” - Staff

“

“We let them know that you might be the only person in the entire world that this child has opened up to or this friend has opened up to.” - Stakeholder

◆ In what ways does the program contribute to prevention and recovery capacity within the school district?

- Integration into the school system provides direct access for students, improving engagement.
- Second-chance programs encourage students to make better choices while they remain in school.
- Youth coalitions and peer education enhance program reach.
- The proactive and preventive approach reduces stigma and substance use among students.
- The supportive culture encourages students to seek help and support each other.

The HSSD program contributes to the district's prevention capacity primarily through education and awareness. There is an emphasis on proactive education about the risks and consequences of substance use, reaching students, from elementary through high school, to build awareness and encourage healthy decision-making before risky behaviors begin.

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“We're trying to teach elementary students even about what kind of person they want to be when they grow up and what kind of goals they want to set. The character qualities of being a good and a bad person so that if you're engaging in these risky behaviors, it could affect your future.”
-Stakeholder

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“If we could get a coordinator in every school, that would be ideal because it's the best way to access youth.”
- Stakeholder

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“These children are coming together. They are not scared to talk about struggles.” - Stakeholder

“

“I really think that the whole relationship piece of this is the key.”
- Stakeholder

Students are directly accessed within the school environment, allowing for early identification and intervention before substance use escalates, which is more effective than waiting for issues to arise outside of school or trying to treat students outside of their jurisdiction. The program offers a structured alternative that focuses on recovery. This model helps students stay in school and avoid academic disruption, and also retains students who might otherwise be lost to alternative education or homeschooling due to substance use.

Staff and stakeholders develop strong, nonjudgmental relationships with students, fostering open communication and enabling deeper understanding of students' backgrounds, motivations, and challenges related to substance use. The program has given school staff an opportunity to talk with students about why they are using and where they are getting substances from. These conversations help staff to understand patterns and increase students' trust in adults at their school as they learn about the dangers of substance use.

Students who have been helped by the program want to join the DFYC to help others, stay sober, and learn more about prevention and recovery. This helps to build capacity by adding more people who have the skills necessary to work with students currently struggling with substance use. Students are often able to reach at-risk students better than adults.

◆ What lessons can be applied to secondary school settings?

Secondary schools in Arkansas can implement PREPs to address the diverse needs of their students, ultimately fostering a healthier, more resilient student body by integrating the following lessons learned from the HSSD program.

Holistic Approach to Student Support

Schools can shift from primarily punitive discipline to a model that explores the underlying causes of substance use. This includes creating safe opportunities for students to talk about challenges, offering supportive interventions, and ensuring consequences are paired with meaningful guidance rather than automatic punishment.

Establish a Student-Led Prevention Coalition

Schools can form a youth coalition that empowers students to lead prevention initiatives, awareness campaigns, and peer outreach. By giving students ownership and leadership roles, schools can leverage positive peer influence to strengthen school culture and promote healthy decision-making.



Align the Program with School Mission and Leadership

Successful implementation requires integration into the school's existing mission, policies, and culture. Schools should collaborate closely with administrators and staff to ensure the program complements educational goals and becomes part of the broader school framework rather than a stand-alone initiative.

Prioritize Relationship-Building and Trust

Schools can encourage staff to proactively build authentic relationships with students before disciplinary issues arise. Consistent, one-on-one engagement strengthens trust, increases student willingness to seek help, and improves program participation. Although the PRC position in HSSD was originally designed to support all six schools in the district, it quickly became clear that meaningful relationship-building requires sustained presence. For the PRC to be effective, he must dedicate the majority of his time to one high school and one middle school, allowing him to develop the deep, ongoing connections that make early intervention and student support truly successful. To maximize coverage and impact across a district, schools should consider their individual needs and ensure PRC staffing levels allow them to focus deeply on their assigned campuses rather than being stretched too thin.

Develop Community Partnerships for Wraparound Support

Schools can build formal partnerships with community organizations, healthcare providers, and representatives of the justice system to ensure students have access to comprehensive support beyond the school setting. Clear communication and defined roles help bridge system gaps and improve coordination.

Address Stigma Through Education and Culture Change

Schools can intentionally reduce stigma around substance use by providing education for students and staff, promoting empathy, and normalizing help-seeking behaviors. Creating a culture of understanding increases student engagement in prevention and recovery supports.

Maintain Flexibility While Ensuring Consistency

Schools can tailor program components to fit their specific student population and local context while maintaining consistent communication, follow-up, and accountability structures. Regular check-ins and ongoing evaluation help sustain momentum and adapt to emerging needs.



Student Reflections

Student feedback on the HSSD PREP indicates that the program successfully communicates core prevention concepts while highlighting opportunities to strengthen engagement and relevance. Across responses, students consistently described learning about the consequences of substance use, including physical, legal, and social impacts. Many also reported gaining decision-making skills, such as avoiding risky situations, resisting peer pressure, and thinking ahead about the outcomes of their choices. Several students noted a better understanding of how addiction develops and its effects on individuals and families. These reflections suggest that the program's educational content is accessible, memorable, and aligned with prevention goals.

◆ **Real-Life Examples and Relatable Content**

A notable pattern in the student feedback is the influence of personal stories and specific presenters. Students frequently referenced particular incidents or examples shared during the session, and many identified a facilitator or speaker as especially helpful. Even when students did not name a person, they often affirmed that someone's story or explanation supported their learning. This indicates that the program's narrative approach, using real-life examples and relatable experiences, plays a central role in student engagement and retention.

◆ **Interactive Elements**

When asked what another school should keep or change, students overwhelmingly recommended maintaining the program's honesty, real-life examples, and clear explanations. At the same time, they expressed a desire for more interactive elements, shorter or more varied presentation formats, and examples that feel more closely connected to their own lives. These suggestions point to a need for continued investment in youth-centered facilitation strategies, including opportunities for discussion and hands-on learning.

◆ **Increased Understanding**

Most students reported that attending the program did help them want to learn, often linking this motivation to a clearer understanding of the risks associated with substance use and a desire to make healthier choices. A smaller number of responses were neutral or unclear, but the overall trend suggests that the program supports protective factors such as future orientation, school engagement, and personal responsibility.

The student feedback reflects a program that effectively delivers prevention content, particularly through storytelling and relatable presenters, while also highlighting areas where greater interactivity and relevance could enhance its impact. These insights can guide future program refinement for youth engagement strategies and facilitator training.

Assessment of Impact

The HSSD PREP has demonstrated a significant positive impact on the individuals it serves and on the broader school community. The program's approach, which supplies evidence-based programming and integrates students into a supportive coalition rather than isolating them through suspension, has been pivotal in fostering a sense of purpose and belonging among participants. This shift from punitive measures to supportive interventions has been praised by staff, students, and community members, highlighting the program's role in changing the narrative around students who face disciplinary issues.

◆ Expanded Student Opportunities and Leadership Development

One of the most profound impacts of the program is its ability to provide students with opportunities they might not have otherwise had. The program addresses immediate behavioral issues and also equips students with skills and experiences that can alter their life trajectories by involving them in coalitions and community projects. The program's success is largely attributed to the PRC's leadership, who is seen as a relatable mentor and a key figure in the program's implementation. His ability to connect with students and guide them through their challenges has been instrumental in the program's effectiveness.

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“[The PRC] takes his kids from the youth coalition to events like this, where they're learning. They're getting educated on prevention methods, and they're able to see the data compared from this year to last year, what's working and what's not. They are learning where they can go out and speak... It blows my mind how comfortable they are getting up and talking. They'll go and talk to other kids. They'll talk to adults about what they are doing, what they've learned.” - Stakeholder

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“I think it gives these students opportunities that maybe they wouldn't have otherwise.” - Stakeholder

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“I'm hoping the impact will change the trajectory of these young people's lives that are a part of this program.” - Stakeholder

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“This program really helps them find their voice and see, 'oh, there are people that can help me.’” - Student

◆ **Strengthened Connections Between Students and Community Systems**

The program has also facilitated better interactions between students and community systems, such as the local police department, leading to collaborative projects that further integrate students into the community. This has not only enhanced the students' understanding of available resources but has also fostered a sense of community engagement and responsibility.



“For instance, the partnership with the local police department and being able to do projects with them. Their reach and some of the Facebook posts in the community are like, oh my goodness. I think people are paying attention to a lot of the good things the school district is doing, and it's because of the coalition and this program.” - Stakeholder

◆ **Reduction of Stigma Through Inclusive Programming**

Moreover, the program has been successful in reducing the stigma associated with disciplinary issues. By blending students in the coalition with those who are not, the program creates an inclusive environment that encourages open dialogue and peer support. This integration helps students feel more connected and less isolated, which is crucial for their personal development and rehabilitation.



“It's like they're openly talking about things they want to get off their chest because they probably have nobody else to talk to about it. It's been pretty cool.” - Stakeholder

◆ **Positive Shifts in School Culture and Student Engagement**

The program's impact extends beyond individual students, positively influencing school culture. It has created a more supportive and understanding environment in which students feel safe expressing their struggles and seeking help. This cultural shift is evident in students' increased willingness to engage with the program and in positive changes observed in their behavior and engagement.



“I just see huge growth with Hot Springs School District, and I know a lot of people in our town have been praising that program.” - Stakeholder

Quantitative Data

Overview of Available Data

The HSSD PREP has demonstrated steady growth in both reach and documentation quality since its initial implementation in 2024. The data available from program reporting, In-School Suspension (ISS) referrals, student participation, and coalition involvement reflect a program that is maturing in structure, visibility, and consistency.

★ In School Suspension Referrals and Students Served, Information from PRC

- 2024:
 - 104 ISS referrals
 - 104 students served

These numbers reflect a partial implementation year, as the program began mid-school year (January 2024). Data collection processes were still being established, and staff awareness of the program was emerging.

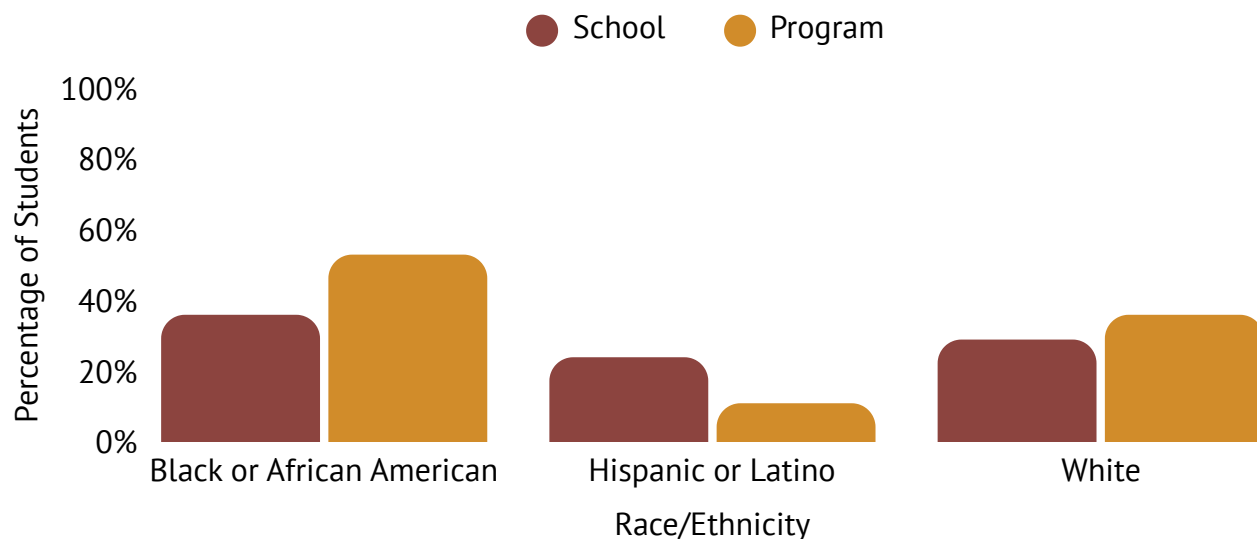
- 2025:
 - 111 ISS referrals
 - 111 students served

This represents the first full year of consistent implementation, with improved documentation, increased staff understanding of referral procedures, and greater student awareness of available support.

The increase from 104 to 111 is best interpreted as a reflection of a full year of implementation and enhanced identification and tracking, not necessarily an increase in substance use behaviors.

★ Demographics

The demographic comparison between the school population and the students directly served through PREP highlights potential patterns in program reach and equity. It is important to note that these numbers do not reflect all students reached indirectly by the program's prevention components.



★ Repeat Offenses

- 2024: 8 students had repeat violations
- 2025: 19 students had repeat violations

The increase aligns with:

- A full year of implementation
- More consistent monitoring
- Improved documentation practices
- Greater accountability and follow-through

This suggests that the program is capturing repeat behaviors more accurately rather than experiencing a surge in repeat offenses.

★ Program Participation and Completion

- Only one student has ever refused the program initially, and that student ultimately completed the session after receiving clarification about its supportive purpose.
- 100% of students assigned through ISS complete the program requirements.
- Completion rates for students returning from out-of-school suspension (OSS) are more difficult to track because of scheduling barriers upon their return to regular classes.

This suggests that students are highly receptive to the program and demonstrates strong student buy-in and trust. The only gaps in completion occur among students returning from OSS, reflecting scheduling barriers rather than a lack of engagement.

★ Coalition Membership

Coalition participation remains strong and stable:

- 20 youth members at the Junior Academy
- 20 youth members at the High School

Membership is intentionally capped to address space, transportation, and budget constraints, ensuring manageable group sizes and high engagement.

★ Prevention Events

An important component of the HSSD PREP is the prevention-focused activities and events held outside coalition meetings. Fourteen of these were held during the 2024-2025 school year, including youth conferences, assemblies, outreach events, and advocacy days.

Data Improvement Recommendations

Strengthening data systems within schools and districts is essential for accurately evaluating program effectiveness, identifying trends, and ensuring equitable access to prevention and intervention services. While current data provide valuable insights into students directly served by targeted interventions, a more comprehensive and coordinated approach will enable schools and districts to monitor outcomes across campuses, track changes over time, and capture both direct and indirect program impacts. WYSAC recommends establishing a unified data structure to support more informed decision-making, improve reporting consistency, and enhance the ability to demonstrate progress toward prevention and recovery goals.

★ **Implement a district-wide standardized data system**

To enhance accuracy and long-term evaluation, encourage schools to:

- Develop a centralized tracking system for:
 - ISS referrals
 - Repeat offenses
 - Substance-use incidents
 - Vape-detector confirmed incidents
- Standardize definitions (e.g., “repeat offense,” “completed program”) across campuses.
- Ensure all staff understand referral pathways and documentation expectations so that data is comparable and aligned with district expectations.

★ **Develop an integrated, longitudinal tracking processes**

Tracking data consistently over multiple years will enable districts to identify long-term trends, evaluate cohort differences, and measure the impact of their programs. Integrating data across campuses will increase the ability to ensure equitable access to services and support district-level planning and resource allocation.

★ **Define and monitor relevant indicators**

Revise programmatic reporting to include indicators for both direct services (interventions, referrals, completions, assemblies, prevention events) and indirect services (awareness campaigns, policy change) to capture the full scope of program reach. Enhanced tracking of students indirectly served through universal prevention activities will provide a more complete picture of school-wide engagement and cultural change.