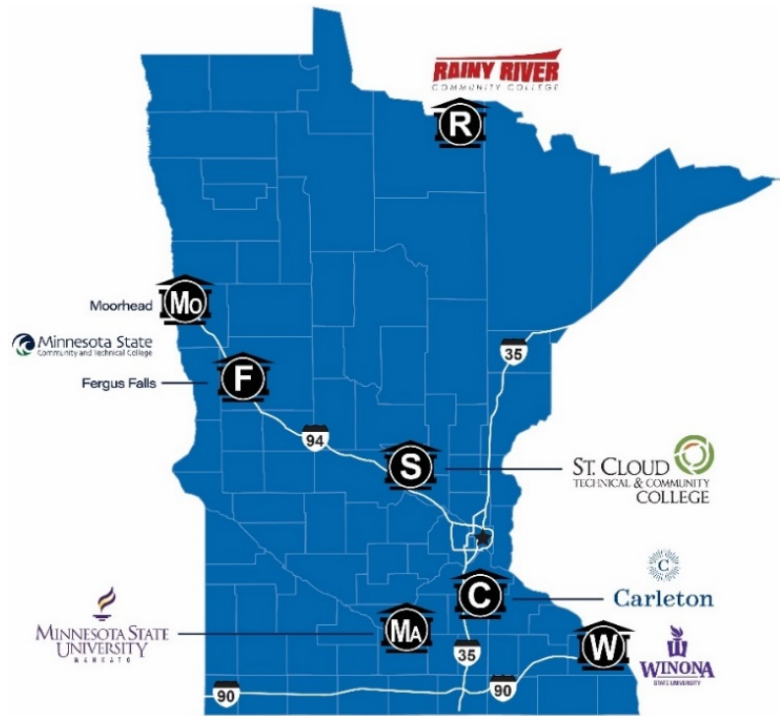


# Overview of Minnesota's Partnership for Success Grant (2016-2020)

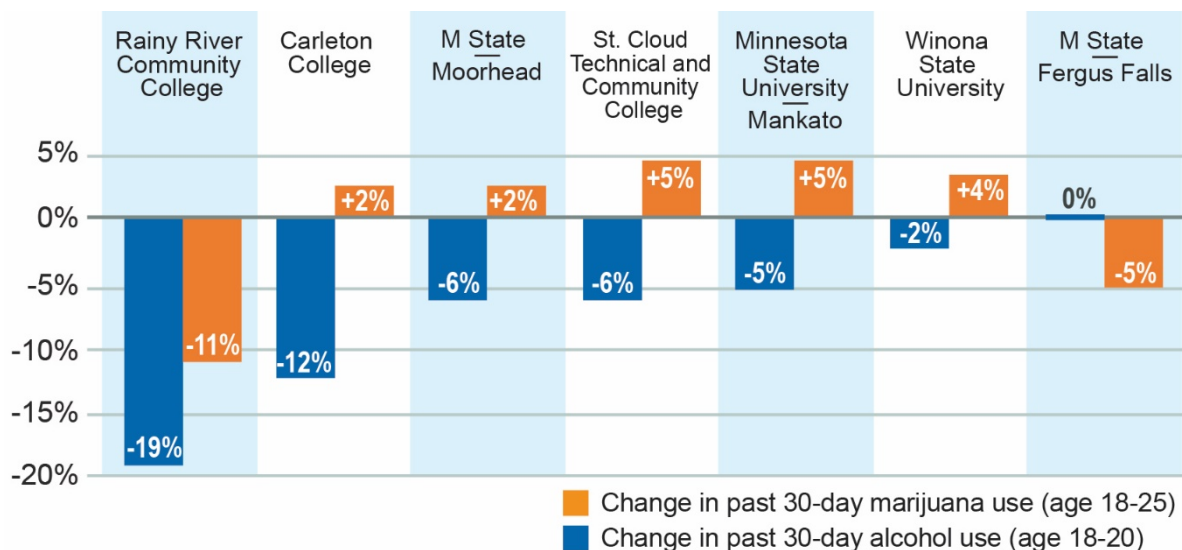
## Introduction

Minnesota's Partnerships for Success grant is aimed at assessing and addressing underage alcohol use and young adult marijuana use on seven college campuses (six schools) across Minnesota. After a 9-month strategic planning process (described below), the funded campuses started implementing prevention strategies in order to address data-driven local conditions that they prioritized for their schools. Most schools began implementing in fall 2016, though some were delayed in starting implementation until fall 2017. Minnesota had funding through 2020, though due to contract delays and COVID-19 many schools were unable to implement their full array of strategies during the 2019-20 school year. Thus, these data represent between two to four years of implementation.



## Changes in underage alcohol use and marijuana use (2015-2019)

Changing campus culture takes time. The PFS schools had funding for a limited period; several were only able to implement for two years. In addition, the impact of the grant may have yet to be measured since the colleges were unable to survey students in 2020 due to contract delays and COVID. Despite those limitations, five campuses saw declines in underage alcohol use of five or more percentage points, and two campuses saw declines in young adult marijuana use of five or more percentage points. The lack of change in marijuana use may be due to the lack of evidenced-based marijuana prevention strategies, and increasing legalization of marijuana nationally, including the legalization of medical marijuana in Minnesota in July 2015.



## SAMSHA's Strategic Prevention Framework



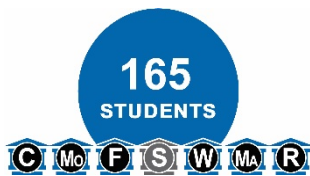
SAMSHA's Strategic Prevention Framework takes a public health approach to substance abuse prevention which starts with a robust planning process. The seven PFS campuses began planning in 2015 by assessing their campus' needs, as well as available resources, to identify gaps. Through training of the grant coordinators and other college staff, they built their capacity to address their individual needs, and then developed a comprehensive strategic plan. Campus-specific data, as well as national research, was used throughout the process to inform their strategic plans. Schools were encouraged to implement strategies that were evidence-based to impact those areas of greatest need on their campus.

Guided by their strategic plans, schools began implementing their selected strategies in either fall 2016 or fall 2017. Wilder Research partnered with them on evaluation with the goal of monitoring and improving upon the selected strategies. At the core of the SPF process is keeping an eye toward sustainability, so that prevention work is self-sustaining and can continue past the life of the grant, and culturally competent to be responsive to diverse communities.

### Over 60,000 potential students reached via 11 prevention strategies

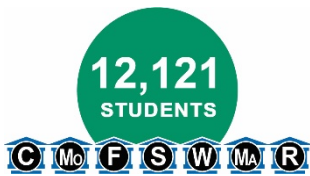
Through a rigorous strategic planning process, each school selected 5-7 alcohol and marijuana prevention strategies, including individual and community interventions that targeted certain students or the entire campus or local community. In total, the schools implemented 11 unique prevention strategies and had the potential to reach over 60,000 unique students<sup>1</sup> across the four years strategies were implemented (2016-2020). Strategies noted with an asterisk (\*) are evidenced-based, and those in green are being sustained.

#### Individual strategies



##### Brief Motivational Interviewing (BMI, BASICS, CASICS)\*

Involves individual in-person sessions with a trained facilitator who focuses on the student's expectancies and motivations while emphasizing personal responsibility and self-efficacy in order to influence behaviors.



##### Online personalized normative feedback interventions\*

Web-based, interactive educational sessions that provide students with personalized feedback about their substance use behaviors, as well as information about the risks associated with substances and how to minimize those risks. Each school offered a variety of different online programs, including: AlcoholWise, MarijuanaWise, AlcoholEdu, eCHECKUP TO GO, and ScreenU. [Note: This count represents an estimate across the multiple courses and may be duplicated if a student participated in more than one.]



##### Wellness Challenge / Outdoor Education

Programming seek to help students manage stress by participating in healthy activities rather than engaging in alcohol/marijuana use.

<sup>1</sup> We estimated the potential reach by combining the campus population of each school for the first year of implementation, then adding the number of new students each year of implementation. Some schools implemented strategies all four years, whereas a few were only able to implement for two years due start-up delays or contract delays in the final year.



## Access strategies

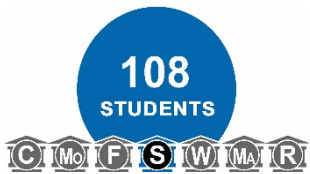
### Responsible beverage server trainings (RBST)\*

Provides education to owners, managers, servers, and sellers at alcohol establishments on how to avoid illegally selling alcohol to underage patrons and overserving intoxicated patrons. Alcohol compliance checks identify licensed establishments that are illegally selling alcohol to persons under age 21.



### Zero Adult Providers (ZAP)

Focuses on decreasing legal adults providing alcohol to minors by investigating how underage adults obtain alcohol and holding adult providers accountable.



## Community norm strategies

### Classroom presentation

An hour-long presentation on the harms and consequences of alcohol and marijuana use, including campus-specific data, is shown in classrooms around campus.



### Marketing campaigns (social norms, injunctive norms, and social marketing)

A campus-wide awareness campaign that informs students about descriptive norms, injunctive norms (see below), or educational information with the goal of changing perceptions and ultimately behaviors.



### Injunctive norms re-education

Injunctive norms are an individual's perceptions of the approval (or disapproval) of specific behaviors by a given group. Re-education sessions are conducted in real time with a live surveying system (such as *Poll Everywhere*). In these sessions, students respond to survey questions about their beliefs and the perceived beliefs of their peers related to substance use; results are used to guide the discussion.

## Policy change, dissemination and enforcement strategies



### Policy dissemination

Campus-wide awareness campaign that identifies key components of the alcohol and/or marijuana policies on campus or in the community and the consequences of policy violations. The goals of these efforts are to increase awareness of the policies and perceptions of policy enforcement.



### Policy change

Two campuses enacted new policies: 1) M State enacted both Bystander and Medical Amnesty policies that protect students from sanctions when they call for help during a medical emergency when drugs or alcohol are being used. 2) The Residential Life policy at Rainy River Community College was changed such that monetary fines were removed and educational sanctions were added.



### Educational sanctions for policy violations

Educational sanctions are provided either in lieu of or in addition to fines to students caught violating campus alcohol or drug policies. They included online personalized normative feedback interventions, such as Under the Influence, Marijuana 101, or AlcoholEdu Sanctions. *[Note: Counts reflect students who participated in these online programs as their sanction, not reflective all sanctioned students.]*

## *Lessons learned in implementing Partnerships for Success at Minnesota colleges*

The seven funded PFS colleges reached a total of 60,000 students with some prevention programming. Despite the broad array of strategies and number of students reached, the extent substance use rates decreased really varied. Coordinators were challenged to implement programs without full administrative buy-in, with turnover in college and DHS staff, and contract delays. Lessons learned for mitigating these challenges and building on successes include:

- ✓ **Administrative buy-in is critical.** PFS Coordinators that were able get support and buy-in from higher levels of their school's administration were more successful. DHS initially approached health and wellness staff to initiate the grant; however, approaching top administrators may have proven more successful at ensuring buy-in from the outset.
- ✓ **Prevention should be built into an overall culture of wellness.** Schools that were able to align substance use prevention programming with other health and wellness initiatives were more successful at implementing their strategies.
- ✓ **PFS Coordinators need support and dedicated time.** PFS Coordinators who had support from their supervisors and other administrative officials, as well as dedicated time to work on prevention activities, had the most success at getting buy-in from faculty and staff in getting programming implemented and sustained.
- ✓ **Streamlining processes across agencies would ease the burden on colleges.** The Minnesota State system and the State of Minnesota have differing policies and procedures around purchasing and contracting that can be difficult to navigate. Resolving those discrepancies early in a partnership would ease the burden on coordinators. In addition, colleges who receive federal funding are required to do a biennial review of their compliance with Drug-Free Schools and Campuses Regulations (EDGAR Part 86). Colleges could benefit from aligning prevention activities with this review.
- ✓ **Additional research and expertise is needed to support schools in implementing evidence-based and culturally-sensitive strategies.** PFS Coordinators struggled to find evidence-based practices to prevention on college campuses, specifically for marijuana use. In addition, research on implementing strategies with cultural-sensitivity is limited. It's important that high-risk groups are not labeled as high-risk users, as that can increase stigma and cause further harm.
- ✓ **Collaboration with the larger community is beneficial.** To the extent possible, colleges should consider partnerships with the larger substance use prevention community. Other community coalitions exist, as well as county public health departments, that can partner with colleges to help reach future students and post-secondary high school students.



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This grant was funded by the Substance Abuse and Mental Health Services Administration and administered by the Minnesota Department of Human Services Behavioral Health Division. This infographic was developed by Jennifer Valorose and Melissa Adolfsen, Research Scientists at Wilder Research. For more information on Minnesota's Partnership for Success grant, contact:

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December 2020