



Betty A. Rosa, Ed.D.
Interim Commissioner, NYSED



Office of Addiction Services and Supports

Arlene González-Sánchez, M.S., L.M.S.W.
Commissioner, OASAS

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Dear Dedicated Professional,

We are fortunate to work in a field where we have the ability to work with students to help them achieve their dreams and provide programs and resources that will positively impact their outcomes. As we have reopened schools after closure due to the COVID-19 pandemic and transitioned to in-person learning, remote learning or a hybrid of the two, we know that social and emotional learning (SEL) has been and will continue to be critical to engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. There has been an unprecedented shift to a new type of learning experience that will have a lasting and profound impact on young people's academic, social, emotional, and life outcomes. Being prepared to support students and staff becomes even more critical. As our research fuels our understanding of what works and what does not, our guidance evolves as well.

At the State level, the NY State Education Department (NYSED) and the Office of Addiction Services and Supports (OASAS) continue to work closely to address integrated supports for students in schools. The ***Evidence-Based Program Guidance for Substance Use Prevention Education in Schools*** document was developed by our agencies to provide a resource rich with information regarding the latest evidence-based practices.

Specifically, the ***Evidence-Based Program Guidance for Substance Use Prevention Education in Schools*** offers teachers and other school personnel an at-a-glance guide to evidence-based programs that can address multiple outcomes for students such as [mental health literacy](#), [social-emotional learning \(SEL\)](#), [trauma-informed approaches](#), [cyberbullying](#), [school violence](#), [substance use prevention](#) (including [trends](#) related to alcohol, Opioids, and vaping), and [problem gambling prevention](#), improved academic performance, and behavioral functioning. The multi-faceted evidence-based programs evaluated in the guidance reflect protective factors and risk factors that can be used to enhance a healthy lifestyle in individual/ peer group, family, community, and school domains.

The ***Evidence-Based Program Guidance for Substance Use Prevention Education in Schools*** can be used in conjunction with other initiatives such as Chapter 323 of the Laws of 2018 regarding access to substance abuse resources and referral information with a related [webpage](#) and [guidance](#) as resources.

Thank you for the essential work that you do each day to enrich the lives of the students of New York in so many ways!

Sincerely,

Betty A. Rosa
Interim Commissioner
New York State Education Department

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