Project SUCCESS

SUPER: Substance Use Prevention Evidence-Based Resource, UCLA ISAP
Developer website: http://www.sascorp.org/success.html
Practice record last updated August 29, 2025

Cost	Prevention Category	Practice Focus
Over $500	**Universal Direct, Selective, Indicated**	**SU**

Practice Summary

Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students) is a selective and indicated program designed to prevent and reduce substance use among middle school and high school students. Project SUCCESS operates as an intensive student assistance program, with a dedicated, trained counselor located in the school. This counselor delivers universal prevention education to all students while also providing more focused group and individual-level services. Additionally, the counselor leads school-wide awareness campaigns, conducts parent education programs, and facilitates community referrals for at-risk youth as needed.

Practice Details

Substance Use Prevention Category	• Universal Direct • Selective • Indicated
Practice Level	• Individual • Relationship
Substance Use Prevention Strategy	• Education
Practice Components	**Individual** • Connection to More Services • Education • Psychoeducation • Self-Efficacy or Self-Esteem Enhancement • Skills Training **Relationship** • Parenting Education/Skills • Peer Norm Development **Community/Society** • None
Population Age	• Age 6-12 • Age 13-17 • Age 18-20
Populations of Focus	• General Population
Settings	• School (K-12) • Community-based program
Parent/Caregiver Involvement	• Recommended or optional
Recommended Staffing	• Health or social work counselor, therapist or professional (unlicensed)

Prevention Focus	**Substance Use Prevention Focus** • Alcohol • Cannabis • Tobacco **Mental Health Wellness and Promotion Focus** • None
Training and Technical Assistance	The developer offers in-person and virtual trainings, as well as an implementation manual, an optional resource manual, and a data collection log. Brief questions can be answered for free by phone or email, and more intensive phone and virtual consultations are available for a fee.
Program Costs	Over $500. Please visit the developer's website listed above for updated information about implementation costs.
Adaptations	Project SUCCESS can be translated into any language, and materials can be adapted to reflect the needs and preferences of participants. Other evidence-based substance use curricula can be substituted for Project SUCCESS' Prevention Education Series if they are delivered by a counselor. Providers can also choose to implement parts of the program (rather than the entire thing) if they choose.

Risk and Protective Factors

Youth Substance Use Risk and Protective Factors

Level	Risk Factors	Protective Factors
Individual	• Conduct Disorder • Early initiation of substance use • Favorable attitudes towards substance use • Internalizing behaviors (e.g. anxiety, depression, social withdrawal) • Rebelliousness • Negative emotional state • Poor coping skills and behaviors	• Emotional self-regulation • High self-esteem • Strong coping skills (e.g., problem-solving skills, ability to stand up for beliefs and values)
Family and Relationships	• History of family substance misuse • Substance use among caregivers	• Attachment between caregivers and youth, including unity, warmth, and attachment
School, Peer, and Community	• Peer aggression or violence • Norms favorable towards substance use • Substance use among peers	• Community norms, beliefs, and standards against substance use • Opportunities for prosocial engagement in the school and community • Positive social norms

Youth Mental Health Risk and Protective Factors

Level	Risk Factors	Protective Factors
Individual	• Low self-esteem • Poor social skills (e.g., communication, problem-solving skills) • Negative emotional state • Poor coping skills and behaviors	• Emotional self-regulation • High self-esteem • Strong coping skills (e.g., problem-solving skills, ability to stand up for beliefs and values)
Family and Relationships	• Family history of mental health problems • Substance use among caregivers	• Attachment between caregivers and youth, including unity, warmth, and attachment

Level	Risk Factors	Protective Factors
School, Peer, and Community	• Norms favorable towards substance use • Substance use among peers	• Opportunities for prosocial engagement in the school and community • Positive social norms

Shared Substance Use and Mental Health Risk and Protective Factors

Level	Risk Factors	Protective Factors
Individual	• Negative emotional state • Poor coping skills and behaviors	• Emotional self-regulation • High self-esteem • Strong coping skills (e.g., problem-solving skills, ability to stand up for beliefs and values)
Family and Relationships	• Substance use among caregivers	• Attachment between caregivers and youth, including unity, warmth, and attachment
School, Peer, and Community	• Norms favorable towards substance use • Substance use among peers	• Opportunities for prosocial engagement in the school and community • Positive social norms

Empirical Evidence of Impact

Prevention Focus	Outcome	Population Age	Evidence Strength and Study Populations of Focus
Alcohol	Changes in Knowledge, Attitudes, or Beliefs	High School	Moderate (General Population) [References 1]
Alcohol	Reduced Use or Delayed Initiation	High School	Moderate (General Population) [References 2-4]
Cannabis	Changes in Knowledge, Attitudes, or Beliefs	High School	Moderate (General Population) [References 1]
Cannabis	Reduced Use or Delayed Initiation	High School	Moderate (General Population) [References 2-4]
Tobacco	Reduced Use or Delayed Initiation	High School	Moderate (General Population) [References 2,4]
Behavioral or Conduct Disorder	Symptom Prevention or Improvement	High School	Practice-Based Evidence (General Population) [References 1]
Depression	Symptom Prevention or Improvement	High School	Moderate (General Population) [References 4]
Mental Health (General)	Behavior, Attitudes, and Functioning	High School	Practice-Based Evidence (General Population) [References 1]

References

[1] Clark, H. K., Ringwalt, C.L., Shamblen, S. R., & Hanley, S. M. (2011). Project SUCCESS' effects on substance use-related attitudes and behaviors: a randomized controlled trial in alternative high schools. *Journal of Drug Education, 41*(1), 17–44. https://doi.org/10.2190/DE.41.1.b

[2] Clark, H. K., Ringwalt, C. L., Hanley, S., Shamblen, S. R., Flewelling, R. L., & Hano, M. C. (2010). Project SUCCESS' effects on the substance use of alternative high school students. *Addictive Behaviors, 35*(3), 209–217. https://doi.org/10.1016/j.addbeh.2009.10.004

[3] Vaughn, R., Roberts, K.J., Schweizer, N.E. (2021). The impact of Project SUCCESS on adolescent school and marijuana use. *Unpublished manuscript*

[4] Rosenthal, S. R., Roberts, K. J., & Borden, S. K. (2025). Project SUCCESS: Youth Substance use and Mental Health. *Journal of Drug Education, 54*(2-3), 55-66. https://doi.org/10.1177/00472379241285522

What California Providers Are Saying

We have not yet spoken to any California service providers who have experience implementing Project Success. If you have implemented it, we would like to hear from you and add what you learned about to SUPER. Please contact us.