Wyoming Drug Free Youth Groups:
Factors Impacting Success and Sustainability

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By

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Wyoming Drug Free Youth Groups: Factors Impacting Success and Sustainability

1. Executive Summary

The charge given to the Wyoming Survey & Analysis Center was to review five "successful" drug free youth groups selected by the Wyoming Department of Health, Mental Health and Substance Abuse Services Division. Those five groups represent a variety of communities in the greater Wyoming area, including northwest, southeast, central and tribal regions. The primary goal of the study has been to determine if there are common elements and/or critical factors to the success of these groups. An initial review of literature showed that most existing data on Drug Free Youth Groups is non-existent or unpublished. Therefore literature was also considered related to peer support theories, evidence based intervention, and prevention theories and philosophies.

Due to the personal nature of this review and somewhat small populations it was determined early on that the method of analysis be more qualitative in nature. Researchers established protocols to interview adult and youth leader stakeholders, gather critical content that may provide insight into the history of groups and focus primarily on data collection through focus groups with youth group participants.

Interview and focus group protocols were submitted to the Internal Review Board at the University of Wyoming in March of 2009. Upon IRB approval, a team gathered these data in April and May of 2009 with transcription following. Critical analysis occurred upon finalization of transcription.

A team of two researchers performed data collection, one male one female, who coordinated with primary adult contacts for each of the groups and planned site visits to include five key elements. 1) interviews with one or two adult stakeholders, 2) interviews with one or two youth leaders, 3) a focus group with participating youth, 4) tour of related facilities, and 5) gathering of program documents for content analysis.

A qualitative review of these data revealed that stakeholders and participants overall report nine factors as critical to group success and sustainability.
1. youth led,
2. consistent adult coordinator,
3. positive focus emphasizing the benefits of remaining drug free,
4. motivators in the form of rewards and consequences,
5. youth leadership development emphasis,
6. interpersonal and social skills development component,
7. strong community stakeholder connections and effort to grow these,
8. identified funding source(s) and/or volunteers to aid in maintaining and grow reach,
9. a formal commitment from members to remain drug free.

While each factor may be implemented in a slightly different manner as needed, to work with and within each unique community, some version of these factors is critical to group success in each case reviewed.

2. Introduction

2.1. Background

The Wyoming Survey & Analysis Center (WYSAC) contracted with the Wyoming Department of Health, Mental Health and Substance Abuse Division to identify the common elements of success and sustainability among five Wyoming Drug Free Youth Groups. Included in this study are: Cody CAN, Riverton CAN, Laramie Choice, Youth Empowerment Council in Casper, and UNITY on the Wind River Reservation. These are peer support groups with the objective of helping participating youth maintain a drug-free lifestyle. The following quote by Redden gives a general overview of the goals for similar programs.

> "*The* [Drug Free Youth Group] *program provides students who are making healthy choices with rewards and incentives for remaining drug free. The mentoring component of the program encompasses peers mentoring younger peers with drug and alcohol education. The long-term goal is for the younger students who look up to the older students to observe that remaining drug and alcohol free is the cool thing to do*" (Redden 2006, p. 9).

Through identifying elements that contribute to the success of these Drug Free Youth Groups and sharing this knowledge with key stakeholders such as the Wyoming Department of Health, school administrators, program coordinators and potential future program directors, this research will provide guidance and specific direction based on empirical observation. These efforts hold potential to aid more Wyoming youth in living drug-free lifestyles. Moreover, the purpose of the data gathering is to learn more about the programs as a whole (structure and procedures) so that such knowledge can be shared beyond the handful of stakeholders with current involvement.

2.2. Organization of this Report

This document contains eight sections. Sections 1 and 2 provide an executive summary and an introduction, respectively. Section 3 is a review of related literature and Section 4 describes the methods employed in data collection and analysis. Section 5 reviews participant demographics and Section 6 presents key findings and organizes this information according to query responses, related literature, and nine key success factors.

Section 7 draws conclusions and shares the researchers' insight into how these findings relate to the literature. Section 8 contains citations for reference material used in this report. Additionally, four appendices appear after the references section. Appendix I provides a copy of the IRB Proposal including interview and focus group protocols, parent and adult consent forms and youth assent forms. Appendix II lists the Risk and Protective Factors outlined by Hawkins, Appendix III lists the CSAP Strategic Categories, Appendix IV lists related National Cross Site Evaluation findings and Appendix V lists the 40 Developmental Assets referenced in the review of literature.

3. Review of Literature

WYSAC researchers developed this review of literature around peer youth groups and drug abuse prevention in preparation for this study of groups with a similar goal, of reducing youth drug abuse. Five groups identified by the Wyoming Department of Health, Mental Health and Substance Abuse Services Division have been selected for study inclusion based on perceptions of success. Primary factors in perceived success related to group growth and persistence. With that as a foundation for perceived success, researchers conducted a formal literature review to determine other potential

measures of success, prior to initiating formal data collection. This review represents those findings. Previously established understanding of prevention practices in line with the Substance Abuse and Mental Health Services Administration (SAHMSA) are those identified as evidence based. This review discusses these standards as well as accepted risk and protective factors and what is currently known about peer support groups.

3.1. Youth Drug Use in Wyoming

Drug use by Wyoming youth has been measured for the past decade using two primary instruments. The Prevention Needs Assessment (PNA), a Wyoming student census survey, has been used in even years to provide local and state data. The Youth Risk and Behavior Survey (YRBS), a state sample survey used in odd years provides comparison data and can be compared nationally. Both are administered in school settings and both include questions that can be used to analyze trends in drug use. Some statewide data that will serve as a baseline for this work includes 2008 PNA data and 2007 YRBS data.

3.1.1. Prevention Needs Assessment

The 2008 *Prevention Needs Assessment* (PNA) showed the following results as self reported by Wyoming youth:

•Sixth grade students report lifetime alcohol use (those who have used in their lifetime) of 24%.
•The 8th grade lifetime alcohol use rate of 51% is more than double that of the 6th grade.
•The prevalence rate for lifetime alcohol use was reported at 69% for 10th grade and 77% for 12th grade.
•Alcohol is also the substance with the highest 30-day use prevalence rates.
•Only 6% of 6th grade students reported using alcohol during the past 30 days.
•The prevalence rate for 30-day alcohol use is 23% in 8th grade, 38% in 10th grade and 47% in 12th grade.
•Four percent of 6th grade students, 14% of 8th grade students, 23% of 10th grade students, and 33% of 12th grade students reported having one or more binge drinking episodes during the past two weeks.
•Inhalant use represents one additional area of concern from the current PNA survey.
    •In the 6th grade, inhalants were the second most frequently used substance during the past 30 days at 4%.
    •For lifetime use in the 6th and 8th grade and for 30-day use in the 8th grade, inhalants were the third most frequently used substances.

3.1.2. Youth Risk and Behavior Survey

According to the *Youth Risk and Behavior Survey* (YRBS) results in 2007 alcohol and other drug use in Wyoming was self reported as the following:

•42.4% Drank alcohol during the past month
•29.4% Reported episodic heavy drinking during the past month
•14.4% Used marijuana during the past month
•8.7% Ever used cocaine
•16.7% Ever used inhalants.

3.2. Evidence Based Intervention Philosophy

While *evidence based practices* (EBPs) is terminology often used in the world of prevention it is important to ensure clarity of definition in moving forward. SAHMSA shares on their website at sahmsa.gov, "In the health care field, EBPs refer to approaches to prevention or treatment that are validated by some form of documented scientific evidence." Most professionals agree that those demonstrating the use of evidence based programs and practices hold the greatest potential for success.

For the purposes of this work the definition adopted by SAHMSA's Center for Substance Abuse Prevention (CSAP) was chosen. EBP awareness is important to this project, because Drug Free Youth Groups is not currently an EBP based on criteria 1 or 2. Yet according to WDH-MHSASD the groups reviewed are 'successful' thus making an argument for criteria 3. If this is true, this study will be the first step to establishing protocol to replicate these groups in a manner that is more in line with CSAP's EBP expectations as listed.

To be evidence based a program or strategy should meet one of the following three criteria:
1. Inclusion in a Federal List or Registry of evidence-based interventions;

2. Being reported (with positive effects) in a peer-reviewed journal; OR

3. Documentation of effectiveness based on the following three guidelines:

    -   The intervention is based on solid theory or theoretical perspective that has been validated by research;

    -   The intervention is supported by a documented body of knowledge – a converging of empirical evidence of effectiveness – generated from similar or related interventions that indicate effectiveness; AND

    -   The intervention is judged by a consensus among informed experts to be effective based on a combination of theory, research and practice experience. "Informed experts" may include key community prevention leaders, and elders or respected leaders within indigenous cultures (CSAP, WYSAC 2008).

As mentioned in criteria one, SAMSHA offers a library of rated programs for review called the National Registry of Evidence-based Programs and Practices (NREPP). This resource is intended to assist states and communities in identifying and selecting EBPs that may meet their particular requirements. A review of the site identified 19 programs targeting 13-17 year old substance abuse prevention, where a "peer" component was included. Each program had an education component and most focused on some aspect of developing pro-social behavior.

To determine common factors of these programs that might be identified in drug free youth groups a grid of program components was developed and related to highly regarded formulas for success utilized in the field of prevention. These include Hawkins and Catalono's *Risk and Protective Factors* (2002), the six CSAP *strategic areas* (2002), five National Cross-Site Evaluation *Points of Prevention* (Sale, et. al., 2002) and the eight sub-categories outlined in the Search Institute's *40 Developmental Assets* (1997) found in Table 1. Factors, strategies, points and assets are presented in the table in a manner that demonstrates not only overlap in these concepts, but a pictorial representation of how each of the EBPs identified meets a variety of these measures.

Table 1. NREPP Peer Programs for 13-17 year olds and related research strategies.

40 Developmental Assets (8 sub-categories) →
Support, Empowerment, Boundaries & Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competencies, Positive Identity

Nat. Cross-site Evaluation (6 Points of Prevention) →
Individual, Community, Peer, Society, Family, School

CSAP W-CAPT (6- Strategies) ↓	NREPP Program	Risk Factors (Hawkins, 2002)	Protective Factors (Hawkins, 2002)	Pro-Social Behaviors	Alternative Component	Education Component	Community Component	Family Component	Peer Support Component	Peer Leader Component	Group activity or Class	Individual/ Family
	Dev. Assets:			Positive Values & Commitment to Learning	Social Competence & Boundaries and Expectations	Constructive Use of Time	Boundaries & Expectations	Support	Boundaries & Expectation	Positive Identity, Support	Empowerment	
	6 Points:	Individual	Individual	Individual	Individual, Peer	Individual	Community, Society	Family, Society	Peer	Peer	School, Community	Individual, Family
Educ., Alt., Prob ID/Refer, Envir.	ATLAS	X			X	X			X	X	X	
Alt., Prob ID/Refer, Community Base Process, Environmental	CASASTART	X		X		X	X		X		X	
Educ. Prob ID/Refer.	CAST	X		X		X			X		X	
Educ. Environmental	Class Action			X		X			X	X	X	
Educ. Prob ID/Refer, Environmental	Family Matters	X	X			X		X				X
Education	Keepin' it REAL			X		X			X		X	
Educ., Community Based, Enviro.	Lions Quest Skills for Adolescence			X		X	X	X	X	X	X	
Educ., Environmental	Not On Tobacco (N-O-T)	X	X			X			X		X	
Education	Project ALERT			X		X			X		X	
Educ. Alternatives, Community Bas Info. Dissemination	Project Northland			X	X	X	X	X	X		X	
Educ. Community Based	Project SUCCESS	X		X		X	X				X	
Educ., Problem ID/Referral	Project TNT	X		X		X					X	
Educ., Community Based,	Project Venture		X		X	X	X	X	X		X	
Education	Protecting you/Protecting Me					X					X	
Education	Right Decisions, Right Now	X	X	X		X					X	
Education	Storytelling for Empowerment	X	X	X		X				X	X	
Educ., Environmental	Strengthening Families	X	X	X		X		X				X
Education	Too Good for Drugs		X	X		X					X	
Education, Alternative	Friendly PEERsuasion	X	X	X		X			X		X	

Theory Components: Social Influence Theory, Social Cognitive Theory, Social Influence Model of Prevention, Developing Resiliency

3.3. Prevention Theories and Philosophies

While many prevention activities are administered as educational activities inside the classroom (Tobler, et. al, 2000), in recent years an argument has been made for those activities that are held

outside the classroom (Hill, 2008). Common characteristics of these programs include targeting individuals who do not have existing problems by reaching out to the entire population rather than key individuals. This was shown to be even more effective when the community was involved in the process (Hill, 2008). The concept of social norms (Perkins, 2003) as discussed in the Peer Strategies Section, interrelates theory and practice regarding this idea of reaching the entire community.

Research on prevention is plentiful and yet research specifically on Drug Free Youth Groups, or drug-free peer-groups, is minimal. Therefore, it was necessary to establish a foundation of work upon which to build. To that end, a review of risk and protective factors, the strategies identified by CSAP, findings from SAHMSA's National Cross-site evaluation that relate to youth groups and peer processes as well as an overview of Healthy Communities/Healthy Youth's 40 Developmental Assets, as pictorially represented in Table 1, are shared here.

3.3.1. Risk and Protective Factors

Risk and Protective factor implications for substance abuse prevention were firmly recognized in Hawkins, Catalano and Miller's 1992 work at the University of Washington. The premise is that certain environmental factors can increase the risk a youth might try drugs, such as availability of drugs and/or low attachment to a youth's neighborhood. Counter to risk factors are protective factors, such as pro-social community involvement and rewards for these behaviors, which serve to strengthen resistance. These factors are strongly documented and widely accepted in prevention circles and many of these factors are measured in both PNA and YRBS instruments. The factors identified in the early 1990's have remained nearly constant with terminology and categorization aiding in clarification of interpretation. For a more complete list see Appendix II.

3.3.2. CSAP Strategic Categories

CSAP Strategic Categories is one way to classify prevention strategies. Some strategies fall into more than one category, but all strategies should fall into at least one. The six categories are, Information dissemination, Education, Alternatives, Problem identification, Community-based processes, and Environmental strategies. Descriptions of these strategies can be found in Appendix III (CSAP, 2002).

3.3.3. Six Points of Prevention

Six Points of Prevention, in SAHMSA's 2002 *National Cross-site evaluation*, were identified as integral to substance abuse prevention and diagramed as a web of influence. These broad component parts that mirror the central risk and protective factors identified by Hawkins and Catalano (1992) are: Peer, Community, Society, Family and School, represented as an interconnected web with the Individual at the center (Hermann, 2002). The evaluation demonstrated the need to include all these players, in an effort to maximize programmatic reach. The cross-site evaluation also looked at three critical components of prevention programming: the program setting, intervention strategy, and program implementation (see Appendix IV).

3.3.4. 40 Developmental Assets

40 Developmental Assets while not an evidence-based strategy, is an intuitive list of assets that the fields of psychology, social work, and human development primarily agree are beneficial for youth in negotiating their path toward adulthood. The 40 Assets fall into 8 sub-categories that include the six points of prevention and several protective factors. Examples of specific Assets, include youth as

resources, adult role models, achievement motivation, responsibility, and planning and decision making. For a complete list see Appendix V.

3.3.5.   Four Primary Dimensions

Recently Hansen, Derzon, et. al (2010) wrote a chapter synthesizing much of this information. From that work researchers learn that prevention holds four primary dimensions. These include: *motivation* to make substance use unappealing, *personal competence* to address self management, *interpersonal and social skills* to develop the ability to deal with social influences, and a conducive *social environment*. This overview of some of the foundational principles utilized in substance abuse prevention program development establishes a common framework from which to consider additional works.

It is important to remember Dusenbury, et.al's (2003) notation that fidelity to program implementation is critical to intervention success while acknowledging this may not always be completely possible given local resources, capacity and local social and political climates (Backer, 2001). In fact many programs are adapted locally to meet these expectations (Castro, Barrera & Martinez, 2004) which makes identifying critical factors in program success all the more important. The following section on peer support strategies will explain some of the theory behind peer programming and the methods believed to be effective toward that end.

3.4. Peer Support Strategies

From the literature it is understood that each of the strategies outlined provides beneficial information in moving forward to consider the impact of drug free youth groups as a prevention strategy. Understanding that a shift occurs from protective factors more toward risk factors as youth mature (Sale, 2002), researchers acknowledge the importance of family bonding, school bonding and peer attitudes in substance abuse prevention at this critical phase of development. It is also known from *Social Influence Theory*, sometimes referred to as *Normative Social Influence*, that peers play an important role in this process. These social norms apply social pressure due to a need to conform and a desire to avoid social rejection (Latane & L'Herrou, 1996). The term for this is *Social Impact Theory* as coined by Latane in 1981. These, in combination with *Social Cognitive Theory* (SCT), disclose that peer influence is important but not an end all. For an individual to be likely to take preventative action he/she must first believe the benefits of the desired behavior outweigh the costs, and then the individual must have a sense of personal agency or self-efficacy related to performing the preventative action. This is represented in SCT as a dynamic reciprocal triangle of personal factors related to the environment and behavior (Bandura, 1977).

If one then pulls lessons learned related to peer influence, and applies those to Hawkins, et. al.'s (1992, 2002) peer influenced risk and protective factors in combination with CSAP's (2002) Alternative activity programming, in conjunction with an educational component, one has the foundational principle behind youth groups with intent to prevent substance abuse.

Perkins, H. W. & Berkowitz, A. D. (1986) determined that perceived norms are a force that influences drinking patterns. The term *community norms*, initially coined by them in 1986 evolved into *social norms*. The concept being that if a group proactively addresses issues of alcoholism and drug abuse rather than reactively (Berkowitz, 1997), then it can begin to change social norms. This shift would raise awareness that a majority of one's peers are not using, which is counter to traditional perception (Perkins, 2003).

Researchers also know that empowering communities to act as change agents is key to program success (Brown, et. al, 2007). This same aspect of empowerment, when transferred to youth, can also play a strong role in success as demonstrated by one of the early programs in Nebraska (Nelson & Erickson, 1995). Research by Strauss and Howe (1991) shows that the core values of youth, barring any major outlying circumstances such as abuse, neglect or loss of a parent, are established between the ages of 12 and 15. This not only plays a role in the critical nature of reaching individuals with positive messages during this time frame, but due to the theoretical modeling of early established hero/heroin traits later in life, peer relationships and modeling with a safe adult coordinator become essential to establishing life-long values (Anastasia, 2001). This prior research led researchers to create a qualitative research design that while emergent in nature, seeks to identify correlations with Drug Free Youth Groups, existing literature, and EBPs.

4. Methods

WDH-MHSASD selected five groups for study based on a determination that each is a successful Drug Free Youth Group. To aid in protocol development, a review of relevant literature was launched immediately. Findings from the literature review aided in developing focus group and interview protocols, submitted with a full research proposal (Appendix I) including parent consent and youth assent forms to the Internal Review Board (IRB) at the University of Wyoming.

Upon approval by the IRB, researchers contacted adult coordinators of each group via telephone and email to explain the study and to seek cooperation and support in data collection. After acquiring support from each of the five groups, researchers scheduled site visits at each location. Prior to visiting each site researchers sent electronic versions of parental consent forms for youth participation and fliers to aid in recruitment of participants. Follow up calls to confirm adequate participant recruitment levels were also made prior to leaving on site visits.

At each site visit data were gathered from adults, youth and accessible documents. These include newspaper articles, member pledge forms, group annual reports, and training materials for adults and youth. When possible an outside stakeholder, community volunteer, or a paid group employee was also interviewed. At each site researchers conducted a minimum of one youth focus group, one youth leader interview, and one adult coordinator interview, all of which were recorded for later transcription. One male and one female researcher attended each session, in which one facilitated and the other took observational notes. Prior to beginning each session researchers reminded participants of the audio recording and asked for verbal permission to record each participant. In addition, each was given a consent/assent form to sign upon entering the interview or focus group space. In accordance with the IRB, while all participants will remain anonymous, WYSAC will retain these forms for two years in a secure facility.

To encourage discussion, researchers wrote facilitation protocols as open-ended questions with additional prompts to ensure responses to items identified through the literature review process. Copies of these protocols are in the appendices to the IRB proposal found in Appendix I.

WYSAC researchers conducted analysis of these data using an emergent qualitative process to identify common themes among participants and groups. An inductive coding method was applied to transcribed audio files using the NVivo qualitative analysis software to track consistencies and discrepancies in responses. A check for consistency conducted early in the analysis process,

demonstrated both researchers identifying common themes separately. Because both researchers identified the same nine themes as central to the messages shared by all groups, one researcher was charged with the critical emergent qualitative review process with the second researcher doing a follow up check for consistency and understanding upon completion. The transcriptionist aided in a second check for consistency in consultation with the primary researcher to identify areas or items of emphasis missed, or miss identified, with the loss of voice inflection through transcription.

5. Demographics

Participants represented a cross section of the state of Wyoming. The five participating groups represent a variety of communities in the greater Wyoming area including northwest, southeast, central and tribal regions. A total of 36 youth and 8 adults made themselves available for questioning with an average of 7 youth at each site.

Of the 36, eight youth were Native American and represented Northern Arapaho, Eastern Shoshoni and Crow tribes. While racial demographics were not gathered two participants had Hispanic surnames and the remaining 24 appeared to be White. Two of the adults interviewed are Native American, one coordinator and one adult volunteer. While only two of the eight adult participants were male, a full half or 18 of the youth participants were male. Of the eight adults, five were program coordinators, one was a board member and fiscal agent, one was a volunteer and one a school district employee paid to provide support for the group. One adult coordinator had been involved for 13 years, and one was finishing his first year as coordinator. Only one adult indicated being involved in a similar group when they were in High School.

The youth participants were all in High School with the exception of one who was a recent graduate and apprenticing to help coordinate the group in the future. Of the 33 participants indicating their grade level eight were seniors, 13 juniors and 12 sophomores. Eleven represented group members without designated leadership roles and 25 indicated they held some leadership capacity in their respective group. The average years participants had been involved with the group, of the 25 indicated, was just over three. This average is slightly skewed due to the six participants in one group where pledging is initiated in elementary school indicting eight or more years of involvement while seven others indicated only one year of participation.

6. Key Findings

Identification of key success factors is important to future iterations of similar groups and thus is addressed in this section under 6.3. Just as important is the need to understand how the findings relate to the existing literature as outlined in Section 3. Before responding to those issues an overview of findings related to query responses will provide a foundation for further interpretation. The grid in Table 3 synthesizes some of the basic findings, and the text in this section covers additional items addressed in facilitation protocols.

When coding each focus group was considered one source and each interview was considered one source. This provided for 11 possible data sources from the youth focus groups and youth interviews. The table below shows the variety of coding terms that were identified in these 11 sources. While more than one participant may have discussed an item in a focus group, this is only listed once here, and instead the number of times an item is referred to is listed in the references

column of Table 2. A total of 1066 codes were extracted from the youth data and summarized in the key findings section. These data are listed below alphabetically by code for ease of reference.

Important notations to these data include an awareness that references to "consistent adult necessary" could be combined with "high-energy adult" for a total of 58 references to the importance of this role. Note too that reference by five sources does not mean each of the five groups felt this item was important. In the case of "diverse youth leaders" only three groups referenced this item although it was referenced five times; however, it is important to note, that the emphasis on this importance was critical to those groups who mentioned it. Also, in defining diversity, these groups did not limit their view to the traditional gender or ethnic boundaries, but added in sport, club and class representation as critical. The underlying goal for each seemed to be blanket inclusion of all possible youth.

Table 2. Coding terms, sources and references found in youth interviews and focus groups.

Coded Term	Sources	References
Begin outreach in elementary and junior high	10	47
Communication methods or tools for group	8	23
Conducive community environment	10	70
Consequences for pledge violations	11	45
Consistency in rewards and consequences	10	25
Consistent adult necessary	10	30
Desired changes to group	8	17
Diverse youth leaders-represent all	5	9
Drug testing- both pro and con	7	18
Financial support	10	31
Formal commitment or pledge	10	38
High-energy adult	9	28
Interpersonal skill development	8	37
Leadership development	10	101
Motivation to participate in group	11	136
Negatives of drug use included in program	5	19
Outreach and recruitment activities	11	84
Peer influence role modeling	11	82
Planning board or leadership group	8	64
Positive focus-benefits of being drug free	11	63
Provide community support	6	29
Start small-don't try to do it all at once	5	6
Youth run	10	64

Those items mentioned the most frequently were "motivations to participate" in the group with "positive focus" being emphasized three to one over "negatives of drug use." Beyond the motivation to participate, codes that were referred to most often, by the most sources with a high degree of emphasis are ordered as follows.

1. Leadership development
2. Outreach and recruitment activities
3. Peer influence, role modeling (could be combined with 1 and 6)
4. Conducive community environment
5. Youth run
6. Planning board or Leadership group
7. Begin outreach in elementary and junior high.

Additional items of noted importance include.

1. Consequences of pledge violations
2. Formal Pledge
3. Interpersonal skill development
4. Financial support
5. Adult leadership (would be higher if combined with 'high-energy adult')

6.1. Query Responses

Most responses are summarized in Table 3, Section 6.2 Related to Literature and Section 6.3 Key Findings. Those considered outliers due to deviation from other group findings, or only being answered by one or two groups could not be used to draw formal conclusions about all groups and thus are shared here. These include measures of success, summation of the positives, and desired changes.

6.1.1. Measures of Success

While all groups indicated their best measure of success is a very subjective feeling that the members are happy. All groups who hosted events considered completion of events such as dances, mock car crashes, community wide water fights, as well as presentations secured and completed as successes. In addition each group seemed to consider an increase in membership, resource usage and meeting attendance as measures of success. One group extracted PNA data for the state of Wyoming, their community and a comparison community to graph the dramatic improvement in decreased drug use in their community relative to the state and the comparison community.   However, it should be noted that these data are not available on the community level for all Wyoming communities, so this is not currently a possible measure of success for each of them.

6.1.2. Summation of the Positives

Most of the youth when asked to share the most positive thing about their group shared about issues related to three things: 1) being a role model, teaching and presenting, 2) leadership opportunities, trainings and travel, 3) food and camaraderie with other members and adults in a positive environment.   Some of the specific items mentioned included:

"Hosting junior high dances."
"Teaching elementary students."
"Presenting to elementary kids."
"Pizza."
"Governor's conference."
"Being on a trading card."
"Hosting a prevention conference."

6.1.3. Desired Changes

While no group expressed any need to change anything about their group without being asked directly, each group shared at least one thing they would like to see changed. One group mentioned that they felt only having a 'no drugs policy' was too little. *"Personally would kind of like to lean towards a non-alcohol policy."* However for a majority of groups desired changes can be summarized into changes in consequences, consistency or accountability.

"If we take one person out of the club, we need to like, stay consistent with the reasons why, and if someone else violates those laws we need to follow through with it."

"When they get into high school they have the same contract, but they need to renew their contract."

"I think we need to work more on making sure that a higher percentage of our members are, uh, living up to the contract that they signed, instead of trying to get everyone to sign a contract."

Table 3. Five Wyoming Drug Free Youth Group's Administrative Measures At-A-Glance

DRUG FREE Youth Groups At-A-Glance	Foundational Approach	Formal Agreement	Leadership Agreement	Drug Testing	Incentives	Consequences	Community Advisory	School/Community Agreement	Fiscal Agent	Marketing and Outreach	Training Materials
Cody CAN: Founded-1997 Members-grades 4-12	Youth Led, Recognition, Accountability, Community Support.	3 pages, parents sign w/notary, includes permission to drug test. Does not include alcohol or tobacco.	Includes a pledge not to use alcohol. Grade requirement. Elect officers & class reps.	Y- With resonable suspicion and parent permission.	Computer access, recreation activities, community discounts, scholarships.	Card may be pulled for alcohol violations, leader dismissed from group. Any member dismissed for drug violation.	Adult coordinator is a teacher. Two community members serve on the youth board.	School facility access, designated room w/ off hour access, janitorial support, sponsor time. Present to 3rd & 4th grades.	Financial Planner on CAN board, now on school board.	Youth leader trading cards. Active media promotion PSA's, articles, & member discounts. Youth leaders host dances at middle schools and pizza parties in lower grades. City wide dodge ball tourney. Newsletter.	Developed materials to provide support for other communities seeking to start a C.A.N. group.
Laramie Choice: Founded-2005 Members-grades 9-12	Youth Led, Recognition, Accountability, Community Support.	General membership parent do not sign. pledge to be drug, alcohol and tobacco free.	Includes pledge to allow drug testing, parents must sign w/notary. Grade req. Elect officers & class reps.	Y- With resonable suspicion and parent permission.	Food at meetings group travel to activities, travel to trainings, t-shirts & trinkets.	Dismissed from group for drug or alcohol violation: may reapply if one shows a "desire to change".	Adult coordinator teacher sponsors, and fire chief serve as advisors.	Formal club recognition by school, teacher sponsors, use of facilities upon request.	Community Prevention Coalition	Host drug/tobacco/alcohol awareness activities at the High School. Retail age limit stickers & T-shirts for athletes. Wear club shirts on planned days. Leader trading cards for younger kids.	Youth leaders attend trainings and bring back knowledge to share with members and non-members.
Riverton CAN: Founded-2005 Members-grades 9-12	Youth Led, Recognition, Accountability, Community Support.	Medical release signed and notarized by parents and permission to drug test.	Includes tobacco or alcohol pledge. & grade req. Leaders teach classes and earn a letter. Elect officers & class reps.	Y- With resonable suspicion and parent permission.	CAN room w/latest game technology, large TV, comfortable furniture, ping pong, etc.	Removal for 6 months for any drug violation; leaders may also be removed for 6 months for alcohol; may reapply after that time.	Adult coordinator is an H.S. counselor. CAN room supervisor, sponsored by the school district.	School facility access in off hours, designated room, sponsor time, maintenance. teach 4th, 5th and 6th graders.	School District	Youth leader trading cards, t-shirts for various groups (sports teams, elementary youth) and events. Youth participate in activities with younger grades. dances, parties, etc. Host High School events like MORP.	Developed formal curriculum presented by youth leaders.
UNITY: Founded-1985 Restructured-2006 Members-grades 7-14	Culture Sentric. Education. Peer Support. Comaraderie.	Sign a drug and alcohol free pledge. Agree to not attend events where these are served and keep grades up. Ritual tobacco allowed.	Every member is a leader. Executive Council elected to represent each school.	N- Rely on community of support and integrity of youth to come forward.	Food at meetings comaraderie, trips and trainings.	"Three strikes" of either drug abuse or being around drugs/alcohol and one is removed from the club.	Two or three adult advisors available to youth regularly; many "alumni" of group are available sporadically.	Schools allow UNITY activities to be an excuse to miss class but it is not officially sanctioned.	Governor's Liaison to Reservation	Power Point presentation to groups and organizations. Youth involved as presenters. Youth travel to other states and are involved in the National Organization of UNITY.	Semi-annual multi-day retreats for members. Travel to trainings for leaders
YEC (Youth Empowerment Council): Founded-2001 Members-grades 9-12	Empowering Youth, Suicide Prevention, Community Involvement, Peer Support.	Verbal agreement to not use drugs or alcohol.	Every member is a leader.	Unknown- Possible Drug testing by school district not by YEC.	Food at meetings small door prize drawing at meetings.	Self- policing. Students are not removed unless they remove themselves from the group. strictly voluntary.	One adult coordinator employed by fiscal agent.	Club not affiliated with school. Members follow district rules. City provides meeting facility as needed.	Local health organization	Formal presentations to school assemblies, groups and orgs. Youth involved in creation and presentation. Youth attend community meetings. serve on local boards. and plan & host city wide drug/alcohol free events.	They develop formal presentations to share with community groups and stakeholders. Those doing Suicide Prevention complete *Gatekeepers*.

6.2. Related to Literature

Based on a review of findings, Drug Free Youth Groups implementing the nine factors identified and listed in Section 6.3, with fidelity, will address each of the eight sub-categories in the 40 Developmental Assets (support, empowerment, boundaries & expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity). In addition Drug Free Youth Groups address all six points of prevention identified in the National Cross Site Evaluation (individual, community, peer, society/community, family and school). Of the CSAP W-CAPT six-strategies *community based, alternatives,* and *environment* are essential to fidelity of program replication. Variations on implementation based on community needs empowered four of the five to incorporate an *education* component, and four of the five to incorporate *information dissemination. Problem ID and Referral* was only touched upon when an existing member violated their formal commitment. However, in four of the five cases, permission to drug test was acquired at the point of formal commitment to the group.

Of the *risk and protective factors*, those related to risk were down played by three of the four groups, but all groups emphasized positive pro-social behavior and utilized youth leaders to model this for other youth. Providing *alternatives* for participants was a running theme in all the groups. While some offered daily incentives such as game or computer room access, four of the five planned broader community activities that were marketed as drug and alcohol free events.

While each group played on any anti-drug education already shared with youth via existing school programs or curriculum, one program developed curriculum in support of their goals and got it approved by the district to meet a health standard in the elementary schools. The youth leaders now teach that curriculum in grades 4-6, providing an additional opportunity for role modeling. One group used lunch and passing periods in the High School to provide hands-on education for youth about drinking and incorporated an *education component* into their annual activities.

A *community component* was obvious in each of the five groups. Though the method for and degree of community involvement varied, it was always seen as essential. Youth leaders were encouraged to reach out to community leaders, do presentations to civic clubs and law makers, create relationships with schools and educators. Some focused on building relationships with local business partners to gain member discount incentives as well.

There was not a strong *family component* in any of the groups, although four of the five required parental signatures on participation and pledge forms. In one instance, it seemed that there may have been so much peer pressure to join at an early age that this may have created some pressure on the parents as well.

Peer support seemed to be the strongest component in each of the groups. Whether the focus was on cultural appreciation, suicide prevention, or education around impaired driving, the peer process was utilized to influence youth, peers and adults in each of the communities considered.

An additional area touched on in the literature was one of *group process.* Each of these groups used group process successfully. Those that allowed the youth to make decisions about the overall structure, goals and programming of events seemed to have the strongest sense of group process and thus had a stronger sense of buy-in.

Each of the groups had a component that addressed *social norms* too, some through education, and some through community involvement. One group used some of the moneys set aside for programming and purchased warm-up t-shirts for the high school teams. These shirts shared the benefits of remaining drug free in a positive non-threatening manner. All worked to educate peers through formal presentations that the majority of youth are not using. One group helped another group get started in the state and one group traveled to Montana to assist in the establishment of a similar group. This *youth empowerment* was a theme that ran throughout each of the groups reviewed.

6.3. Success Factors

A review of data reveals that stakeholders and participants overall report nine factors that are critical to group success. Successful groups reviewed were; youth lead, had a consistent adult coordinator, a positive focus emphasizing the benefits of remaining drug free, and incorporated motivators in the form of rewards and consequences. Each group also emphasized youth leadership development, had an interpersonal and social skills development component, had strong community stakeholder connections, identified funding source(s) and/or volunteers to aid in maintaining and growing the groups' reach, and required a formal commitment from members to remain drug free. These factors are explained further below in no particular order.

6.3.1.   Youth Run

Youth run meetings, functions, and activities were identified consistently by both adults and peer participants as critical factors in this type of group's success. All five groups had a strong youth leadership component, and primarily youth made decisions. Youth even participated in reprimanding or sanctioning fellow members who did not adhere to the pledge or code of conduct. Adults served a support and advisory role, but did not get heavily involved in the daily workings of the group. This peer leader component appears to be the most central factor preliminarily identified.

6.3.2.   Consistent High-Energy Adult

Consistent high-energy adult support(s) were uniformly reported as essential. Although adults do not get heavily involved in the daily workings, a consistent high-energy adult is critical to group success. Each group reported thriving under consistent adult guidance and when a change of guard occurred some groups reported a slump in motivation, membership and attendance until momentum could be reestablished. An adult with an average 20 hour per week commitment during the school year, with some summer access depending on program design and facility accessibility is essential. Each leader observed had a high level of energy and enthusiasm for the work. Each adult coordinator shared being strongly motivated by the success of the youth and a belief in what he/she was doing.

6.3.3.   Positive Focus

A Positive focus was fundamental for all groups. All groups <u>emphasized the benefits of remaining drug free</u> as paramount to success, while creating an environment where youth could have fun and spend time with their peers engaging in enjoyable activities.   Only two of the five groups used formal educational programming about substance abuse and related issues such as injuries and fatalities as motivators and in both instances these were decisions by youth leaders to present material or provide education to their peers.

6.3.4. Motivation to Avoid Substance Use

Motivation to make substance use unappealing (consequences) and/or non-use appealing (rewards) was another prominent theme. <u>All groups identified making non-use appealing as a critical factor</u>. Additionally, motivation to remain a member included consequences for leaving in all five scenarios. Four of the five required parental permission to drug test upon suspicion as part of their membership pledge. Positive motivators included a variety of things, but serving food at meetings was always one of them. Identifying a motivator that is <u>unique to the needs of the community</u> seems to be paramount. One group had a special room with games and activities that only members could use, another had a computer lab just for members, and one incorporated cultural components. Most offered travel to leadership conferences as a reward, one went on annual trips with active members, and one held a raffle at each meeting for a small prize.

6.3.5. Leadership Development

Leadership development including personal competence or self management was also often reported as a critical component. All five groups focused on developing youth leaders with adult guidance. These youth leaders were held to an even higher standard of non-use, and were seen as role models who must employ strong <u>self management skills</u> for emulation by other youth. These skills were put on display in a variety of ways, and in all cases youth leaders made presentations to junior high and/or elementary youth. These presentations were seen as recruitment tools, which also served the purpose of modeling.

6.3.6. Interpersonal and Social Skills

Interpersonal and social skills development to strengthen the ability of youth to cope with social influences was incorporated into each program. Each group used youth leaders to <u>reach out to younger individuals</u> in a manner that demonstrated strong social skills. One group developed formal curriculum that incorporated social skill development to be shared with potential members. Many youth reported the opportunity to influence their younger peers as one of the most positive experiences they had with the group. Several stated they took great pride in having a hand in shaping the community in which they live.

6.3.7. Conducive Social and Community Environment

A conducive social and community environment was also deemed helpful. Part of this was an emphasis on building <u>connections to community stakeholders</u>. One group had a youth member that attended city council meetings and other members who served as youth representatives on community boards. Three groups sought out community business partners to provide discount incentives to participants. Some partners donated facilities, some school district partners allow the group to be an officially sanctioned club deserving of a teacher sponsor and/or some administrative support, meeting space, and limited copier access.

This concept of a conducive social environment goes beyond the initial connections with stakeholders to a level of social norming throughout the group and the participating community. When the perceived norm becomes one of non-use, recruiting members and stakeholders becomes much easier. Youth participants in groups whose persistence and focus have been on building critical mass (capacity) of members and stakeholders, seem to respond to questioning with more conviction about reaching out and keeping it going. Those in smaller groups with limited reach often responded with more centrist views and a reduced vision about the potential reach of their actions and activities.

6.3.8. Financial Support

Financial support to ensure program continuity is an important factor for participants and stakeholders. While no group worried about funding sources, and the amount of funding available varied between groups, it appeared programmatic reach was limited or reduced based on funding availability. Reduced financial worry is seen as a critical factor in group success due to the critical nature of <u>consistent adult involvement</u> and the increased potential for adult turnover if funding is variable. Resource needs motivated youth to assist with a variety of fundraisers, which at times related to adult leader's experience or expertise. In some cases these were traditional youth fundraisers and most included some community outreach to get funds, matching funds or member incentive discounts. Some youth worked directly with grant writing on both local and regional grants. Some spoke to local civic organizations and some received consistent funding from private donors. These activities were also conducive to goals related to developing leadership, interpersonal and social skills.

6.3.9. Formal Commitment

A formal commitment to remain drug free was universal. All programs required a formal commitment of participants to remain drug free and most required parental permission or support to participate at the full level of leadership. Some groups required a parent's notarized signature on the permission form, indicating awareness of drug testing if reasonable suspicion exists. Those signed by parents of junior high, middle school and elementary students as early as fourth grade were less comprehensive than those for youth leaders and in programs that only allowed membership to begin at the high school level. Even in the group that only focused on drug abuse the leadership commitment went beyond drugs to include alcohol and tobacco, explaining that these youth are held up a role models to the community.

7. Discussion

The following discussion shares a brief review of components in this study that demonstrated discrepancy as well as some insights the researcher gained in reviewing the qualitative data. These items are shared in the form of conclusions and are followed with a review of future research to establish a firm foundation as groups, individuals, and the state begin to move forward to support similar programs.

7.1. Conclusions

Findings are in line with most of the literature, specifically those recommending *peer social influence* as a key factor and the critical nature of community involvement. Where these findings differ are primarily in the area of emphasis on the negatives of drug use. While Derzon (2010) indicates this as essential our findings show that an emphasis on the positives of not using were often more effective and definitely critical to the success of this type of program. Even those who incorporated education about the negatives of use primarily emphasized the positives to group members and for outreach to elementary, middle and junior high students.

Providing community support appears to be the greatest outreach tool. When youth peers reach out and work to help others in the view of youth, peers and adults it becomes a catalyst for additional

support and increased involvement. In addition, leadership training helps improve this potential reach. Of note is the implication that the reach is more impactful if those youth are above reproach, thus drug, alcohol and tobacco free. If the goal of the youth is to encourage others to be drug free, or if it is some other community service goal, the modeling of their lives and the formality of their drug free commitment serve as examples. This impact is amplified when addressing specific community issues effecting teens. When these issues are approached in a manner that encourages teens to find a solution with and within community resources, the product has an even greater impact.

Interestingly, it seems that because teens are caught in the middle between youth and adulthood, and because this middle ground serves as a critical testing ground, it also holds the greatest potential for influence. Those who are in it are watched from both, those who are looking toward it, and those looking back. Being watched from both sides, makes teen-hood even more stressful unless one's opinion is valued and respected. Showing respect for youth by empowering them to take ownership of the overall product unleashes potential that has been suppressed by society over centuries. Once released it reveals not only a greater capacity for creative approaches to issues, but the respect of fore, aft, and current peers. These individuals are unique leaders with greater capacity to influence than at any other time in their lives.

Additionally, because youth find themselves in this middle ground, a consistent role model is critical. This individual should be an adult with a high energy level to work long hours with the youth who bring an even higher energy level to the table.

7.2. Future Research

This study identified critical factors, but it did not evaluate the impact of Drug Free Youth Groups on individual or community drug and alcohol use. A rigorous outcome evaluation of these sustainable groups might add to our knowledge of youth group success.

In addition, the researchers recommend a follow up fidelity study for these and other drug free youth groups that are initiated in coming years to determine if fidelity to the nine factors identified can be adapted to meet the needs of a variety of communities and still remain true to intent. A longitudinal study to capture data of groups over a three year timeframe would provide indicators of strength, persistence, fidelity, membership, sustainability and success as determined by the preceding five. A follow up review of PNA and YRBS data in subsequent years with designated comparison communities would also prove valuable as Wyoming seeks to be on the cutting edge of this work and potentially establish it as a recognized evidence based strategy.

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9. Appendices

9.1. APPENDIX I. Internal Review Board Proposal

**INSTITUTIONAL REVIEW BOARD
FOR PROJECTS INVOLVING HUMAN SUBJECTS**

Study the Wyoming Drug Free Youth Groups

Submitted for Approval to:
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Study the Wyoming Drug Free Youth Groups

Project time span: March, 2009 through July, 2009

Purpose of research project: WYSAC has contracted with the Wyoming Department of Health, Mental Health and Substance Abuse Division to identify the common elements of success and sustainability among five Wyoming Drug Free Youth Groups. Included in this study are: Cody CAN, Riverton CAN, Laramie Choice, Youth Empowerment Council in Casper, and UNITY on the Wind River Reservation. These are peer support groups with the objective of helping participating youth maintain a drug-free lifestyle. By identifying elements that contribute to the success of these peer support groups, and subsequently sharing this knowledge with the Wyoming Department of Health and other key stakeholders such as school administrators and program directors—individuals and organizations that may at some point in the future be creating new chapters of peer groups or variants based on the peer group model— this research will provide guidance and specific direction based on empirical observation, thus potentially resulting in more Wyoming youth living drug-free lifestyles. Moreover, the purpose of the data gathering is to learn more about the programs as a whole (structure and procedures) so that such knowledge can be transmitted beyond the handful of stakeholders with current involvement.

Description of human subject participation: WYSAC research scientists will conduct focus groups or face-to-face interviews with three classes of human subjects: 1) interviews with key informants made up of adult advisors to the youth groups, and/or other adult stakeholders; and 2) interviews and/or focus groups of current peer group participants who may be minors; and 3) interviews with former peer group members who participated as minors, but have subsequently reached the age of 18 or older.

The adult advisors for each youth group will post advertisements at the youth group facility inviting youth to make contact with the adult advisor if they are interested in participating in the

focus group (Appendix I). If more youth group members express an interest in participating in the focus group than are optimal for a focus group (10-12), youth will be chosen on the basis of attaining a representative group determined by gender and grade level and peer youth group experience (time in the group). Any youth not interested in participating can ignore the invitation without consequence.

The adult advisor will also identify youth group leaders who have been consistently engaged over time in the groups' activities. Youth group leaders from each site will be invited to participate. Two interviews are planned at each site (if indeed two youth group leaders are willing to participate, and their parents are willing to allow their participation). Any youth not wishing to participate can ignore the invitation without consequence.

The adult advisors for each youth group will be invited to participate in an interview. Advisors can decline the invitation without consequence.

In cases where the subjects are minors (most cases), parents or guardians will also have to be willing to allow their children to participate in the study, and sign an informed consent statement (I-Appendices A & B). An informed *assent* form will be given to minors requiring their signature before the interview or focus group begins (I-Appendices C & D). Overall, the criteria for inclusion in the study are: 1) program advisor identification of subjects with ample program experience; 2) the willingness of subjects to participate in the study and sign an informed assent form (I-Appendices C & D); 3) in the case of minor children, the willingness of guardians to consent to children participation (I-Appendices A & B); and 4) in the case of adult subjects, the willingness of the individuals to participate and sign an informed consent form (I-Appendix E). The focus groups with peer youth program participants will include male and female subjects ranging in age from 14 to 18. They will be encouraged to discuss program structure, and additionally their perceptions of program strengths and weaknesses. Incentives will not be offered to focus group or interview participants beyond basic refreshments that will be offered to each group. Approximately 12 individuals at each site will participate in either interviews or a focus group (~60 individuals total).

We will also observe a youth group meeting and/or activity at each location, if possible.

Procedure: We will explain to those who are invited to participate that the study's purpose is to discover and document elements of program structure that contribute to program success, and to explore aspects of program design that could benefit from improvement, if any. The purpose of data gathering is to learn more about the programs as a whole (structure and procedures) rather than the individual experience of participants. A narrative explanation of the project will be included in the informed consent documents (for both interviews and focus groups) that will require guardian signature (I-Appendices A & B). Focus groups and interviews will be conducted at public facilities (the drug free youth facility itself, a public library meeting room, or on school grounds). These groups will be facilitated outside school hours and not during any regularly scheduled activities that would require supervision of these or other participants. Those who are invited to participate will also be informed that:

a. Parental consent forms will be distributed and collected by program coordinators who will provide an additional copy to the parent(s). Each participant will sign the applicable consent or assent form depending on his/her adult status and each participant will be provided a copy for his/her own records.
b. Interviews will last from 15 to 30 minutes and in a private space in a public facility where participant privacy and accessibility can be ensured.
c. Focus groups will last approximately 90 minutes and will be held locally to each group, in a public facility selected by the program coordinator or school administrator where participant privacy and accessibility can be ensured.
d. Both interviews and focus groups will be recorded electronically and transcripts will be produced from these audio recordings.
e. Participants can at any time terminate the interview or leave the focus group without consequence.
f. We will not share personally identifiable data outside the interviews/focus groups, and we will appeal to participants to honor the confidentiality of their peers by not discussing comments made by their fellow participants in focus groups.
g. Protocol as outlined in I-Appendices F, G & H will be read aloud to interviewees and focus group attendees and all participants will be asked to acknowledge acceptance of the protocol and awareness of the recording prior to participation.
h. Document analysis will also be performed, which may include drug-free contracts signed by all students participating for use in determining participant longevity and persistence related to perceived program success.

The focus group and interview protocols include an introduction that will be read to participants explaining that participants do not have to answer any given question if it makes them uncomfortable and they can voluntarily terminate participation at any point. At the completion of the interviews and focus groups, subjects will be thanked for their assistance in helping to strengthen existing programs and providing much-needed guidance to communities developing new drug-free youth programs. They will further be assured that their comments will not be personally attributed, but rather presented in summary form in the final report.

Description of the extent to which subjects will be identified, directly or indirectly through codes or identifiers.

Subjects will not be personally identified, and the final report will take due care to ensure that paraphrasing and summarizing of comments is sufficiently nonspecific with regard to idiomatic language and references to locations and events. Additionally, we will appeal to participants to honor the confidentiality of their peers by not discussing comments made by their fellow participants in focus groups. While interviewees will be allowed to select a pseudonym for use during the interview, focus group participants will be asked to use only first names to aid in dialogue with their peers. The names used during focus groups will then be replaced with pseudonyms during the transcription process.

The audio recordings of the focus groups and interviews will be stored on password protected, secure computers at the University of Wyoming Survey & Analysis Center. Data will be available only to research scientists working on this project. The first names of participants, age, years involved in the group, and whether each had leadership roles

within the group will be compiled at the time of the interviews. Pseudonyms associated with the above will also be created during the transcription process. The original personal identifiers of subjects will be destroyed upon project completion. Data and transcripts of activities will be maintained in a secure environment and subsequently destroyed 2-years beyond the project completion date.

Description of benefits of the research in general and benefits to the subjects, if any.

By identifying elements that contribute to the success of these peer support groups, and subsequently sharing this knowledge with the Wyoming Department of Health and other key stakeholders such as school administrators and program directors, both individuals and organizations that are planning on creating new chapters of peer groups (or variants based on the peer group model) will have this research to provide guidance and specific direction based on empirical observation, thus potentially resulting in more Wyoming youth living drug-free lifestyles. The insight gained in this evaluation will also assist in strengthening existing programs. Thus, the primary benefits of this research are to the greater Wyoming community, but existing members of current drug free youth groups may also experience improvements to their programs (and hence to member success at remaining drug free) as the policy implications of this study are disseminated back to the existing groups. Program improvement action should result from the analysis presented in the study report. When establishing future drug-free youth groups using public funds, the findings of this project can be used to guide stakeholders and assist them in identifying essential elements of successful peer youth groups.

Detailed description of any reasonably foreseeable risks or discomforts to the subjects as a result of each procedure, including exposure to minor pain, discomfort, injury from invasive medical procedures, or harm from possible side effects of drugs. All projects are deemed to involve some level of risk to human subjects, however obvious or obscure.

There is a minor risk that focus group participants may violate the confidentiality of their peer subjects. Again, we will appeal to participants to honor the confidentiality of their peers by not discussing comments made by their fellow participants during the study, outside the focus group.

Minor emotional stress may be experienced by youth as they explain their views on the structure of the program. The focus group and interview protocols include an introduction that will be read to participants explaining that participants do not have to answer any given question if it makes them uncomfortable and they can voluntarily terminate participation at any point. To minimize any stress that may occur, at the completion of the interviews and focus groups, subjects will be thanked for their assistance in helping to strengthen existing programs and providing much-needed guidance to communities developing new drug-free youth programs. They will further be assured that their comments will not be personally attributed, but rather presented in summary form in the final report.

Description of procedure to obtain informed consent or other information to be provided to participant.

For minor subjects, parental consent for either interview or focus group participation will be required. An informed *assent* form will be given to minors requiring their signature before the

interview or focus group (Appendices I-C & I-D). Students will self identify interest in focus groups based on fliers posted at the youth facility and school and shared with the group by the adult advisor(s) while, adult advisors will be asked to identify a representative set of youth participants who have been consistently engaged over time in the groups' activities for interview(s).

Adults will be chosen through their affiliation as adult advisors to, or past participants in the youth program(s) being reviewed. They will sign an informed consent form that explains the purpose of the evaluation and the methods in which their confidentiality will be maintained (Appendix I-E).

Appendices to Appendix I:
> *I-A. Parent consent interview*
> *I-B. Parent consent focus group*
> *I-C. Child assent interview*
> *I-D. Child assent focus group*
> *I-E. Adult consent interview*
> *I-F. Youth interview protocol*
> *I-G. Focus group protocol*
> *I-H. Adult interview protocol*
> *I-I. Focus Group Advertisement*

9.1.1.   APPENDIX I-A. Drug-Free Youth Group Interview Parental Consent Form

Dear Parent(s)/Guardian(s):

Your child will have the opportunity to participate in a study of the success and sustainability of your community's Drug-Free Youth Group. As a member of the _____Drug-Free Youth Group, your child has been invited to participate in an interview with a University of Wyoming, Wyoming Survey & Analysis Center research scientist. Approximately 5 participants will be interviewed for this study. As you know, drug-free peer support groups help participating youth maintain a drug-free life style.

The purpose of the interview is to identify elements of the program that contribute to successful peer support groups. Information gathered through the interview will be used by researchers at the Wyoming Survey & Analysis Center to study how the program is positively impacting the youth it serves. The information gained from these interviews will assist in strengthening existing programs and providing much-needed guidance to communities developing new drug-free programs.

Interview participation is entirely voluntary. The interview will last from 15 to 30 minutes. Participants are free to discontinue participation at any time. If your child feels uncomfortable he or she can leave without consequence.

Minor emotional stress may be experienced by youth as they explain their views on the structure of the program. The focus group and interview protocols include an introduction that will be read to participants explaining that they do not have to answer any question if it makes them uncomfortable and they can voluntarily terminate participation at any point. Participants will be assured that their comments will not be personally attributed, but rather presented in summary form in the final report.

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Confidentiality and Protection of Information

The information gathered through the interviews will be used in a final report in summary form. The names of participants will not be revealed in the report or associated with the summarized comments or ideas. The audio recording of the interview will be stored on password protected, secure computers at University of Wyoming Survey & Analysis Center. The data will be maintained according to applicable federal and state confidentiality laws. If you have questions about the rights of a research subject, please contact the University of Wyoming Institutional Review Board Administrator at 307-766-5320.

</div>

In order for your child to participate in the interview, we need a parent or legal guardian signature on this consent form. Your child will need to return it to _____ at _____.

Child's printed name: _____

I have read this consent form and understand that my child will be participating in an interview with both a male and female interviewer present for the purpose of identifying elements of the drug-free youth group program that contribute to successful outcomes. Trained interviewers from the University of Wyoming will conduct the interview. I understand that my child's participation is voluntary and that my child's refusal to participate will not involve penalty or the loss of benefits of any kind.

_____ I agree to allow my child to be recorded during the interview for research purposes only. (please check)

Parent/Guardian printed name and signature: _____/_____

Date: _____ Phone Number: _____

If you have questions, please contact: Trena Anastasia Ph.D.   tanastas@uwyo.edu   (307) 766-6182
Wyoming Survey & Analysis Center, UW Office Annex 406 S. 21st Street, Laramie, WY 82071

9.1.2. APPENDIX I-B. Drug-Free Youth Group, Focus Group Parental Consent Form

Dear Parent(s)/Guardian(s):

Your child will have the opportunity to participate in a study of the success and sustainability of your community's Drug-Free Youth Group. As a member of the _____Drug-Free Youth Group, your child has been invited to participate in a focus group made-up of other youth participants. As you know drug-free peer support groups are intended to assist participating youth maintain a drug-free life style.

The purpose of the focus group is to identify elements of the program that contribute to successful peer support groups. Information gathered through the focus groups will be used by researchers at the Wyoming Survey & Analysis Center to evaluate how the program is positively impacting the youth it serves. Knowledge gained from these focus groups will assist in strengthening existing programs and providing much-needed guidance to communities developing new drug-free programs.

Focus group participation is entirely voluntary. Focus groups will last approximately 90 minutes. Participants are free to discontinue participation at any time. If your child feels uncomfortable he or she can leave without consequence. There is a minor risk that focus group participants may violate the confidentiality of their peer subjects. Facilitators will appeal to participants to honor the confidentiality of their peers by not discussing comments made by their fellow participants during the study, outside the focus group.

Minor emotional stress may be experienced by youth as they explain their views on the structure of the program. The focus group and interview protocols include an introduction that will be read to participants explaining that participants do not have to answer any given question if it makes them uncomfortable and they can voluntarily terminate participation at any point. To minimize any stress that may occur, participants will be assured that their comments will not be personally attributed, but rather presented in summary form in the final report.

<u>Confidentiality and Protection of Information</u>

The information gathered through the focus groups will be used in a final report in summary form. The names of participants will not be revealed in the report or associated with the summarized comments or ideas. The audio recording of the focus group will be stored on password protected, secure computers at the University of Wyoming Survey & Analysis Center. The data will be maintained according to applicable federal and state confidentiality laws. If you have questions about the rights of a research subject, please contact the University of Wyoming Institutional Review Board Administrator at 307-766-5320.

In order for your child to participate in the focus group, we need a parent or legal guardian signature on this consent form. Your child will need to return it to _____ at _____ .

Child's printed name:_____

I have read this consent form and understand that my child will be participating in a focus group with the purpose of identifying elements of the drug-free youth group program that contribute to successful outcomes. I understand that my child's participation is voluntary and that my child's refusal to participate will not involve penalty or the loss of benefits of any kind.
_____ I agree to allow the audio taping of the formal focus group session my child is participating in. (please check)

Parent/Guardian printed name and signature: _____/_____

Date: _____ Phone Number: _____

If you have questions, please contact:
Trena Anastasia Ph.D.
Wyoming Survey & Analysis Center
UW Office Annex 406 S. 21st Street, Laramie, WY 82071
 tanastas@uwyo.edu   (307) 766-6182

9.1.3. APPENDIX I-C. Minor Assent to Participate in Interview

The purpose of the interview is to identify elements of the program that contribute to successful peer support groups. Information gathered through the interview will be used by researchers at the Wyoming Survey & Analysis Center to study how the program is positively impacting the youth it serves. The information gained from these interviews will assist in strengthening existing programs and providing much-needed guidance to communities developing new drug-free programs.

Interview participation is entirely voluntary. The interview will last from 15 to 30 minutes. You are free to discontinue participation at any time. If you feel uncomfortable about any question please, let us know and we will skip that question. Again, you are free to leave any time if you feel uncomfortable. Two interviewers, one male, one female will be present throughout the interview.

Minor emotional stress may be experienced as you explain your views on the structure of the program. The interview protocols include an introduction that will be read to you explaining that you do not have to answer any given question if it makes you uncomfortable and you can end the interview at any point. Be assured that your comments will not be personally attributed to you, but rather presented in summary form in the final report.

Confidentiality and Protection of Information

The information gathered through the interviews will be used in a final report in summary form. The names of participants will not be revealed in the report or associated with the summarized comments or ideas. The audio recording of the interview will be stored on password protected, secure computers at University of Wyoming Survey & Analysis Center. The data will be maintained according to applicable federal and state confidentiality laws. If you have questions about the rights of a research subject, please contact the University of Wyoming Institutional Review Board Administrator at 307-766-5320.

___ By signing below you indicate your understanding of the above explanation of the process and you give your assent to take part in this interview, and you agree to be audio taped during the interview for research purposes only. (please check)

_____
Printed name

_____   _____
Signature of Participant   Date

9.1.4. APPENDIX I-D. Minor Assent to Participate in Focus Group

The purpose of the focus group is to identify things about your youth group that contribute to its success. Information gathered through this focus group will be used by researchers at the Wyoming Survey & Analysis Center to study how the program is positively impacting you and the other youth it serves. The information gained from this focus group will assist in strengthening existing programs and providing much-needed guidance to communities developing new drug-free programs.

Your participation in the focus group is entirely voluntary and will last approximately 90 minutes. You are free to discontinue participation at any time. Again, you are free to leave at any time, if you feel uncomfortable.

There is a minor risk that others in the focus group may violate your confidentiality or that of your peers. Facilitators request you and all other participants honor the confidentiality of your peers by not discussing comments made during the study, outside the focus group.

Minor emotional stress may be experienced as you explain your views on the structure of the program. The focus group protocols include an introduction that will be read to the group explaining that you do not have to answer any given question if it makes you uncomfortable and you can voluntarily terminate participation at any point. Be assured that your comments will not be personally attributed to you, but rather presented in summary form in the final report.

<u>Confidentiality and Protection of Information</u>

The information gathered through the focus groups will be used in a final report in summary form. The names of participants will not be revealed in the report or associated with the summarized comments or ideas. The audio recording of the interview will be stored on password protected, secure computers at University of Wyoming Survey & Analysis Center. The data will be maintained according to applicable federal and state confidentiality laws. If you have questions about the rights of a research subject, please contact the University of Wyoming Institutional Review Board Administrator at 307-766-5320.

_____ I agree to be audio taped as part of the formal focus group, for research purposes only.

By signing below you indicate your understating of the above explanation of the process and you give your assent to take part in this focus group.

_____
Printed name

_____   _____
Signature of Participant   Date

9.1.5. APPENDIX I-E. Drug-Free Youth Group Study Adult Informed Consent

The University of Wyoming Survey and Analysis Center (WYSAC) has contracted with Wyoming Department of Health, Mental Health and Substance Abuse Division to study the common elements of success and sustainability of five Wyoming Drug Free Youth Groups. Included in the study are: Cody CAN, Riverton CAN, Laramie Choice, Youth Empowerment Council in Casper, and UNITY on the Wind River Reservation.

By identifying elements that contribute to successful peer support groups, and then sharing this knowledge with the Wyoming Dept. of Health and other key stakeholders such as school administrators and/or program directors, this research will provide guidance and motivation that can potentially result in more Wyoming youth living drug-free. Adult advisor interviews are intended to contribute to the identification of effective practices, and the sharing of those practices across the state should result in more successful performance of drug-free youth programs throughout Wyoming including the potential for additional program funding.

The interviews will last between 20 and 40 minutes and are recorded, but recordings and transcripts themselves will not be shared with MHSAD or anyone other than research scientist(s) performing the analysis. Minor emotional stress may be experienced as you explain your views on the structure of the program. Participation is voluntary, and refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may terminate the interview at any time without consequence. The final study report will be written in such a manner that comments cannot be attributed to individuals. The raw interview data will be kept in locked offices on password protected computers to which only the WYSAC evaluation team will have access.

If you have questions about your rights as a research subject please contact the University of Wyoming IRB Administrator at (307) 766-5320.

_____ I agree to having this interview recorded for research purposes. (please check)

_____
Interview Participant printed name

_____   _____
Participant signature   Date

If you have questions, please contact:
Trena Anastasia Ph.D.
Wyoming Survey & Analysis Center
UW Office Annex 406 S. 21st Street, Laramie, WY 82071
 tanastas@uwyo.edu   (307) 766-6182

THANK YOU FOR YOUR PARTICIPATION!

9.1.6. APPENDIX I-F. Drug-Free Peer Group Youth Interview Protocol

Introduction

Hi, I'm _____. Thank you for participating in this interview about the structure and process of the Drug-Free Peer Youth Group (DFPYG). I am a researcher at the Wyoming Survey & Analysis Center and we are here gathering data to better understand the impact of DFPYG. I want to remind you that though your comments and ideas will be recorded, they will be used exclusively for research purposes. Your identity will never be attached to comments, and your name will remain confidential. In fact during the recording you will be allowed to select a fictitious name that I will refer to you as from here on. In the final evaluation report, your comments may be used anonymously and in summary form.

If at any time you feel uncomfortable with the question discussion or decide not to continue your participation in the interview, you are free to leave. There are no consequences to ending the interview at any time.

Over the next 15 to 20 minutes I will pose some questions/topics and ask you to respond with your opinions. All of your opinions are valued, and there are no right or wrong answers.

Do you have any questions before we start?

(BEGIN RECORDING)

Opening Questions

1. What fictitious name would you like to use for this interview? What grade are you in? How long have you been participant in the _____DFPYG?

2. Are you aware that this conversation is being recorded and that you can discontinue the interview at any time without consequence? *(If "yes" continue)*

Introductory Question

3. What has been your most positive experience with the Drug-free Group? Please be specific.

Key Questions

4. Well now that we have identified positive experiences of the group, what would you say about *the structure* of the program? What is it about the program's structure that "works," that contributes to meeting the goal of staying drug-free?
     Prompts, if necessary:
      a. How were you recruited?
      b. What is the program response to members who express a desire to quit the program?
      c. How does governance of the group work? How are leaders selected?
      d. Would you advocate more or less adult advisor involvement?
      e. What incentives are there for joining and/or staying the group?

5. Are there elements or characteristics of the program that you would change to make it more successful? In other words, what suggestions would you offer for improving the program? And moreover, do you perceive any program weaknesses?
    Prompts, if necessary (those above in #4 also):
    a. Where does funding come from for events and trainings?
    b. Should there be more or less severe action taken for instances of program violation?
    c. Are communications between members and group leaders good… adequate?
    d. If you could change a single aspect of the program, what would it be?

Ending Question

6. Is there anything else you would like to say about the program that you believe should be part of this program review?

Closing Comments

Thank you so much for your participation.   Your assistance will help to strengthen existing programs, and provide much-needed guidance to communities developing new drug-free youth programs. Again, your comments will not be personally attributed, but rather presented in summary, anonymous form in the final report.

9.1.7.   APPENDIX I-G. Drug-Free Peer Group Focus Group Protocol

Introduction and Rules

Hello my name is _____. I want to thank you for participating in this group discussion about the structure and process of the Drug -Free Peer Youth Group (DFPYG). Researchers at the Wyoming Survey & Analysis Center are gathering data to better understand the impact of DFPYG. I also want to remind you that though your comments and ideas will be recorded, they will be used exclusively for research purposes. Your identity will never be attached to comments, and your name will remain confidential. In summary form, your comments may be used anonymously in the final evaluation report.

If at any time you feel uncomfortable with the discussion or decide not to continue your participation in the focus group, you are free to leave. There are no consequences to ending the interview at any time. Although I am bound to keep your name confidential and your comments anonymous, I can't guarantee what each of you as individuals might do after leaving this meeting. As such, I ask that each of you do not link names to ideas or comments made during this meeting.

Over the next 90 minutes I will ask a series of questions that lead to discussion, and I hope that you will be open and honest in your answers.

Before we start, let me remind you of a few ground rules.
- Please, only one person talks at a time.
- No side discussions among participants.
- No one should be put-down or rebuked because of opinions expressed.
- All of your thoughts and ideas are valued, and there are no right or wrong answers.

Do you have any questions before we start?

(BEGIN RECORDING)

As you aware this conversation is being recorded and you can discontinue the interview at any time without consequence? By choosing to remain in the room you have agreed to participate and have given permission to be recorded.

Opening Question _____

Round Robin

1. I know that some of you might know each other, but I don't know all of you. So, could you each tell us your name, your affiliation with the Drug-free Group, and how long you have been affiliated?

Introductory Question

2. What has been your most positive experience with the Drug-free Group? Please be specific.

Key Questions

3. Well now that we have identified positive experiences of the group, what would you say about *the structure* of the program that lends itself to such positive outcomes? More specifically, what is it about the program's structure that "works," that contributes to meeting the goal of staying drug-free?

> Prompts, if necessary:
- How is recruiting conducted?
- What is the program response to members who express a desire to quit the program?
- What is the program response to members who are suspected or revealed to be using drugs?
- Does the program have sub-groups or committees with specific roles?
- How does governance of the group work? Are leaders elected?
- Would you advocate more or less adult advisor involvement?
- What incentives are there for joining and/or staying in the group?

4. Are there elements or characteristics of the program that you would change to make it more successful? In other words, what suggestions would you offer for improving the program? And moreover, do you perceive any program weaknesses?

> Prompts, if necessary (those above in #3 also):
- Where does funding come from for events and trainings?
- Should more or less severe action be taken in instances of program violation?
- Are communications between members and group leaders good… adequate?
- If you could change a single aspect of the program, what would it be?

Ending Question

5. Is there anything else you would like to say about the program that you believe should be part of this program evaluation?

Closing Comments

Thank you so much for your participation. Your assistance will help to strengthen existing programs, and provide much-needed guidance to communities developing new drug-free youth programs. Again, your comments will not be personally attributed, but rather presented in summary form in the final report. We also want to encourage you to honor the confidentiality of your peers.

9.1.8. APPENDIX I-H. Drug-Free Peer Group Stakeholder Interview Protocol

Introduction

Hi, I'm _____. Thank you for participating in this interview about the structure and process of the Drug-Free Peer Youth Group (DFPYG). _____ and I are researchers at the Wyoming Survey & Analysis Center and we are here gathering data to better understand the impact of DFPYG. I want to remind you that though your comments and ideas will be recorded, they will be used exclusively for research purposes. Your identity will never be attached to comments, and your name will remain confidential. In the final evaluation report, your comments may be used anonymously and in summary form.

If at any time you feel uncomfortable with the question discussion or decide not to continue your participation in the interview, you are free to leave. There are no consequences to ending the interview at any time.

Over the next 20 to 40 minutes I will pose some questions/topics and ask you to respond with the facts as you know them or your opinion as applicable. All information is valuable, and there are no, right or wrong answers. Our goal is to create a picture of the process, so any information you can provide may be helpful.

Do you have any questions before we start?

(BEGIN RECORDING)

Opening Questions

1. What is your name, title and affiliation with the _____ DFPYG? How long have you been involved with the _____DFPYG and in what capacity(s)?

2. Are you aware that this conversation is being recorded and that you can discontinue the interview at any time without consequence? *(If "yes" continue)*

3. How many members are there in the group? Approximately how many actively participate?

4. What do you believe is the primary goal of the group?

5. Please describe any recruitment and retention efforts used in growing and sustaining the group.

6. How do you measure group success?

7. How does the _____ (sponsoring organization) measure group success?

8. How long has the group been in existence? How has the capacity and/or direction changed during that time?

9. Please describe the organizational structure of the group.

10. For the recording, please share about the facility set up, location, hours, accessibility, etc.

11. What other support and services are available to the group and/or to individual members?

12. Please share about, funding, sponsorship, community involvement and any other things you believe may play a role in group success.

13. Is there any formal programming for participants? If so please describe.

14. What accountability measures are in place for participants?

15. What internal and/or external incentives or rewards exist or have been established for participants?

16. Have school or local media been involved in sharing the groups message? (Have you received any press coverage?) If so, how and do you have copies of any print materials where the group is mentioned? If so, may we have copies of those documents?

17. What has been your most positive experience with the Drug-free Group? Please be specific.

18. What is it about the program's structure that "works," that contributes to meeting the goal of staying drug-free?
    Prompts, if necessary:
- Recruitment?
- What is the program response to members who express a desire to quit the program?
- How does governance of the group work? How are leaders selected?
- Would you advocate more or less adult advisor involvement?
- What incentives are there for joining and/or staying the group?

19. Are there elements or characteristics of the program that you would change to make it more successful? In other words, what suggestions would you offer for improving the program? And moreover, do you perceive any program weaknesses?
    Additional prompts, if necessary
- Where does funding come from for events and trainings?
- Should there be more or less severe action taken for instances of program violation?
- Are communications between members and group leaders good… adequate?
- If you could change a single aspect of the program, what would it be?

Ending Question

6. Is there anything else you would like to say about the program that you believe should be part of this program review?

Closing Comments

Thank you so much for your participation.   Your assistance will help to strengthen existing programs, and provide much-needed guidance to communities developing new drug-free youth programs. Again, your comments will not be personally attributed, but rather presented in summary, anonymous form in the final report.

9.1.9. APPENDIX I-I. Focus Group Advertisement

Are you a member of the

(Drug Free)

Youth Group?

If so…we want your input.

We will be hosting a focus group of 10 to 12 group participants to gather your ideas for what makes **YOUR GROUP** successful. Your ideas will be used to help others start Drug Free Youth Groups.

COME…EAT…SHARE

We need **YOUR IDEAS** for what makes a GREAT Drug Free Group!

Date and Time

To sign up call (program director, contact # or email) by (date)

Project sponsored by the First Lady's Initiative
and coordinated by the University of Wyoming.

9.2. APPENDIX II. Risk and Protective Factors

In a 2002 publication by Hawkins et.al. the following revised list of <u>risk factors</u> were presented as substance abuse indicators.

COMMUNITY
>Availability of drugs
>Community laws and norms favorable to drug use
>Transitions and mobility
>Low neighborhood attachment & community disorganization
>Extreme economic deprivation

FAMILY
>Family history of problem behavior
>Family management problems
>Family conflict
>Favorable parental attitudes and involvement in problem behavior

SCHOOL
>Early and persistent antisocial behavior
>Academic failure beginning in late elementary school
>Lack of commitment to school

INDIVIDUAL/PEER
>Alienation and rebelliousness
>Friends who engage in the problem behavior
>Favorable attitudes toward the problem behavior
>Early initiation of the problem behavior
>Constitutional factors

<u>Protective Factors</u> for the prevention of substance abuse are:

COMMUNITY
>Opportunity for pro-social community involvement
>Rewards for pro-social community involvement

SCHOOL
>Opportunity for pro-social school involvement
>Rewards for pro-social school involvement

FAMILY
>Opportunity for pro-social family involvement
>Rewards for pro-social family involvement
>Family attachment

PEER/INDIVIDUAL
>Religiosity
>Belief in the Moral Order
>Social Skills
>Pro-social peer attachment
>Resilient temperament
>Sociability

9.3. APPENDIX III. CSAP Strategic Categories

CSAP Strategic Categories is one way to classify prevention strategies. Some strategies fall into more than one category, but all strategies should fall into at least one. The six categories are:

- *Information dissemination* is one-way communication with limited outside contact. This strategy alone has not been shown to be effective.

- *Education* involves two-way communication and incorporates interaction between the facilitator and participants.

- *Alternatives* are strategies those that provide an activity to participate in without substances. These have not been shown to be effective at preventing substance abuse on their own.

- *Problem identification* and referral is a strategy whose main purpose is to locate those who are abusing substances and get them in touch with professionals who can offer directed support.

- *Community-based processes* aim to involve the community in growing a system of support through inter-agency collaboration, coalition building and networking.

- *Environmental* strategies are those that seek to change laws or regulations that allow for the empowerment of substance abuse (CSAP, 2002).

9.4. APPENDIX IV. National Cross Site Evaluation findings

SAHMSA's 2002 *National Cross-site evaluation*, 6 *Points of Prevention,* findings related to these critical components , in no particular order, include:

1. After school programs are more effective than in-school for substance abuse prevention.
2. Programs emphasizing life skills and recreation were more effective than those focused on affective activities and knowledge.
3. Activities with an interactive orientation were more effective than those focused on introspection and connection building with adult leaders.
4. Peer leaders demonstrated more effectiveness with connection-building, less with introspection and even less with interactive participation.
5. Program impact is facilitated by a concentrated presence in the lives of youth.
6. Programs structured with a clear purpose and strategy, are more effective at changing substance use patterns. Consistency of delivery is not essential, but beneficial in conjunction with coherent programming.
7. Future program development should focus on life skills and positive alternative approaches.
8. Effective interactive activities should be a focus of future program development.
9. Positive outcomes of coherent programming are enhanced by consistent well-organized schedules of activities.

9.5. APPENDIX V. 40 Developmental Assets

40 Developmental Assets while not an evidence based strategy, is an intuitive list of assets that the fields of psychology, social work and human development primarily agree are beneficial for youth in negotiating their path toward adulthood.

EXTERNAL ASSETS
    SUPPORT
        Family support
        Positive family communication
        Other adult relationships
        Caring neighborhood
        Caring school climate
        Parent involvement in schooling
    EMPOWERMENT
        Community values youth
        Youth as resources
        Service to others
        Safety
    BOUNDARIES & EXPECTATIONS
        Family boundaries
        School boundaries
        Neighborhood boundaries
        Adult role models
        Positive peer influence
        High expectations
    CONSTRUCTIVE USE OF TIME
        Creative activities
        Youth programs
        Religious community
        Time at home

INTERNAL ASSETS
    COMMITMENT TO LEARNING
        Achievement motivation
        School engagement
        Homework
        Bonding to school
        Reading for pleasure
    POSITIVE VALUES
        Caring
        Equality and social justice
        Integrity
        Honesty
        Responsibility
        Restraint
    SOCIAL COMPETENCIES
        Planning and decision making
        Interpersonal competence
        Cultural competence
        Resistance skills
        Peaceful conflict resolution
    POSITIVE IDENTITY
        Personal power
        Self-esteem
        Sense of purpose
        Positive view of personal future