



# Youth to Youth Empowerment Model

Knowledge  Skills  Taking Action

**Steps:**  
**Youth Advocates Trained in Core Knowledge**

Consequences and Risks of Use  
Industry Practices  
Influences of media, advertising and pop culture



**Impact on the Youth Advocate:**

Higher perception of risk  
Youth rebel at being manipulated  
Decreased Use

**Steps:**  
**Skills Training of Youth Advocates**

Public Speaking  
Communication  
Media Development  
Legislative Skills  
Media Literacy  
Problem Assessment & Analysis  
Community Organizing & Collaboration



**Impact on the Youth Advocate:**

Improved Life Skills  
Self-Efficacy  
Increased Self-Confidence

**Steps:**  
**Community Initiatives by Youth**

Community Awareness Activities & Events  
Legislative Action or Policy Change  
Educational Activities & Presentations  
Create Media



**Impact on the Youth Advocate:**

Taking Action  
= Invested in the Message  
= Decreased Use  
= Increased Resiliency



**Impact on the Community:**

Changes in Norms & Attitudes  
Environmental Change  
Increased Knowledge of Risks, etc.  
Changes in Awareness, Attitudes, etc.

# ONE VOICE YOUTH EMPOWERMENT MODEL

## EVALUATION EXECUTIVE SUMMARY

### 2013



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## EXECUTIVE SUMMARY

There is nothing new about the idea of youth participating in substance abuse prevention activities in a community or, more commonly, in a school environment. However, these are often loosely organized club activities and may result in two to three activities being done during the year – usually at graduation time or red ribbon week. In addition, there is generally little to no structured training program or instruction for participants and/or staff.

Many community coalitions have youth representatives sitting “at the table” of an adult coalition to “provide the youth perspective”. However, often these youth are few in number, in the program for only a short time, are sometimes bored by the *adulthood* of the activities, and do not always have the opportunity to become deeply involved. In the worst cases, they are simply *token-youth* because a grant or funder requires “youth participation”.

The way youth are typically participating in prevention lacks intensity and provides little in the way of skills development, training, and structure. Generally, the adult advisors who would be in a position to provide these things are themselves underprepared to guide the youth to do more. When youth are participating in a low intensity school club or are the token voice in an adult coalition, there is involvement. However, youth *involvement is not the same thing as youth empowerment*. Starting in 1992, the One Voice Youth Empowerment Model (One Voice) was developed to address those common shortcomings.

The Centers for Disease Control and Prevention's *Best Practices Users Guide: Youth Engagement – State and Community Interventions* (2010) identified four core practices in for youth empowerment programs: 1) counter-marketing and media advocacy; 2) social norm change; 3) community and school approach; and 4) local policy work. To identify how and if the One Voice approach differed from other youth



The “Brain Campaign” - raising awareness of alcohol's effect on all the parts of the brain.

empowerment models, we studied the list of interventions reviewed by SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP) and compared them to One Voice. This led to the identification of six youth empowerment programs that most closely resembled One Voice in terms of areas of interest (substance abuse prevention); outcome category (alcohol and tobacco); ages (13-17); setting (school or community-based), and study design (quasi-experimental). Most of these programs incorporated two or three of the core components identified in the Guide. One Voice was the only one to address all four including the fourth component: local policy work.

One Voice is a comprehensive, peer-based youth empowerment program developed in Dover, NH. Students in grades 6-12 are organized and actively participate as part of “the solution” to the substance abuse problem. The manualized model has three core elements: **Knowledge > Skills > Action**. When used together, these core parts result in youth who are empowered to create change. The elements are as follows:

**Education/Knowledge:** Students are provided with the background information needed to develop an understanding of the problem at a level of depth that would be

above the average adult. When a person attains a level of expertise about a problem or issue, they begin to see possible solutions to the problem and are inspired to act.

***Skills:*** Being inspired to act is not sufficient, however. Youth are first provided with the skills needed to take action and cause change. These include, for example, media development or public speaking skills. These skills are coached to a high level through drills, exercises and intense practice. This insures the youth have the skills to act effectively.

***Action:*** Youth are provided the opportunity to use the skills in the real world. They are given the chance to present to a classroom, hold a press conference, conduct an informational demonstration, or produce a video for cable access TV. This opportunity to take action and cause change is where the empowerment process is completed.



*Training program participants in video production techniques.*

All three elements are critical to achieve true youth empowerment, preferably in the sequence described above. A carefully crafted logic model depicts the program's theory of change and shows how the program activities lead to expected outcomes.

The program logic is **IF** One Voice is implemented with fidelity **THEN** youth advocates will increase their knowledge about the consequences of use and knowledge of industry practices; increase presentation skills; increase skills around media; increase knowledge of the legislative process aimed at changing the social norms around AOD use; and develop a network of pro-social peers.

Second, **IF** the above happens **THEN** the youth advocates will increase their own perception of harm; increase feelings of self-efficacy and empowerment (perception that they can influence change, competency in skills); increase knowledge of the influence of media and industry in the targeted area; increase feeling accepted by non-using peers; and increase engagement in pro-social activities.

Third, **IF** the above happens **THEN** youth advocates will influence social norms and policies at the community level; delay their own initiation in AOD use; increase perception of harm of AOD use among the community; and decrease AOD use at the community level.

The evaluation of the One Voice Model took place over the course of two study periods (2010-2011 and 2011-2012) in five community- or school-based settings. The Dover implementation site has been running for over 20 years. The four replication sites are all new programs that are just in their first years of implementation. All implementation sites were engaged in the program evaluation and were expected to fully utilize and administer the One Voice evaluation tools.

### **Evaluation Tools**

- Monthly Activity Log
- Advisor Checklists Recruitment Checklist
- Administrative Checklist
- Fidelity Checklists
- Pre-Post Survey
- Presentation Skills Rating Form
- Focus Groups
- Participant and Parent Feedback Surveys

A total of 67 middle school participants completed a baseline (pre-test) and follow-up (post-test) survey. The baseline survey was completed at the beginning of the school year or on a rolling-basis within the first two weeks of enrolling in the program. The follow-up survey was administered at the end of the school year to all participants regardless of if they were still active in the program. The average length of time from baseline to follow-up is 8 months (range: 3-9 months).

*"I have gained a sense of confidence that I would not have otherwise. I would not be the person I am today without One Voice."* – Participant

Using a quasi-experimental research design, the evaluators selected two 6<sup>th</sup> grade classes in the Dover Middle School as a comparison group. The 6<sup>th</sup> grade was chosen as this is the grade in which One Voice participants can first enroll in the program providing a true baseline. Independent-Samples T-Tests across 21 variables – including demographic and substance abuse knowledge, volunteer activities, alcohol and other drug use, screen- and study-time hours outside of school, and self-efficacy – confirmed that there were no differences between the participants and comparison groups at baseline.

Table 1 shows the percent improvement from baseline to follow-up for each of the outcomes measured. Participants demonstrated statistically significant change in all seven short-term outcomes. There was significant change in three of the four intermediate outcomes. Although there was a 28% improvement in participants awareness of alcohol industry practice, this change was not statistically significant. Long-term outcome evaluation is forthcoming.

TABLE 1: ALL MIDDLE SCHOOL PARTICIPANTS OUTCOMES (N=67)		
SHORT-TERM OUTCOMES:	PERCENT IMPROVED*	SIGNIFICANT CHANGE (p<.05)**
Knowledge of consequences of use	13.5%	✓
Knowledge of Industry practices	26.1%	✓
Media Literacy	42.1%	✓
Presentation Skills	89.3%	✓
Knowledge of Legislative process	48.1%	✓
Media development skills	28.4%	✓
Engaging with pro-social peers (groups)	28.0%	✓
INTERMEDIATE OUTCOMES:		
Perceived risk of harm	6.7%	✓
Self-Efficacy (beliefs and behaviors)	10.5%	✓
Awareness of manipulative industry practices	28.1%	No change
Engagement of pro-social activities	33.3%	✓
LONG-TERM OUTCOMES:		
Delayed age of onset among participants	***	***
Community-level perception of harm	***	***
Decrease AOD use among the community/peers	***	***
<i>*Average percent change from Baseline to follow-up across one or more constructs for each outcome.</i>		
<i>**P-value derived from Paired-Samples T-Test (pre- to post-test).</i>		
<i>***The forthcoming evaluation results for the community-level effect will be based on the 2013 Youth Risk Behavior Survey (YRBS) results</i>		

When looking at the 6<sup>th</sup> grade participants there was statistically significant change in ten of the twelve outcomes listed in Table 1. Among the comparison group there was change in only two of the twelve outcomes. The two outcomes that showed change in the comparison group, consequences of binge drinking and media literacy, were the two that did not change significantly for the participants.

Based on these results it is clear that One Voice provides an effective and highly structured approach to youth empowerment. One Voice is successful because it engages and empowers youth to make changes in their community that lead to a reduction in substance abuse and the harm that accompanies it. This is done by recruiting youth, starting in grade 6, to act as leaders and change agents in the community, providing them with the information and knowledge needed to develop a level of expertise and understanding of the targeted problems, and helping them to acquire very highly developed skills needed to take action. The One Voice participants are youth leaders who are empowered to influence change among their peers and their community.

**EXAMPLES OF STATE AND NATIONAL RECOGNITION:**

- **Truth Unfiltered Media Award** presented by the US Centers for Disease Control (1998)
- **Youth Advocate Group of the Year Award** presented by the Campaign for Tobacco-Free Kids (2000)
- Smoke Free NH Alliance **Shoulders of Atlas Award** presented by Smoke Free NH Alliance (2001)
- **Merit Award** for Leadership presented by New Futures (2001)
- **PRIDE Youth Group of the Year** presented by PRIDE (2002)
- **Fulcrum Shield Award for Excellence** in Youth Anti-Drug Programs presented by US Secretary of Defense (2002)
- National Highway Traffic Safety Administration **Region One Teen Safety Award** (2004)
- New Hampshire Governor's **Traffic Safety Commission's Excellence Award** (2005)
- **President's Special Recognition Award** presented by The National Association for Addiction Professionals (2005)
- **Public Service Announcement of the Year Award** presented by The NH Association of Broadcasters (1996, 1999, 2000, 2009)
- **Newsmakers of the Year** presented by Foster's Daily Democrat (2009)
- U.S. Underage Drinking Enforcement Training Center's **2011 Youth Leadership Award** (2011).
- **Public Service Campaign of the Year Award** presented by the New Hampshire Association of Broadcasters (2002 and 2012)

*"The entire program has been positive for the whole family. The information received has generated many open discussions regarding drugs, alcohol, laws, health, expectations, etc. It has been very very helpful in facilitating conversations with our child." – Parent*



*Dover Y2Y members are shown above speaking at a public hearing on marijuana before the NH House of Representatives.*

*"Youth to youth has been a great influence on our daughter. She has been a lot happier being involved with this group then when she was in involved with Girl Scouts. She is more focused and committed to school and she is more responsible." -- Parent*



*Three student participants from Dover Youth to Youth are shown above accepting a flag flown over the US Capitol from (then) US Senator Judd Gregg. The award was in recognition of Y2Y's efforts to encourage passage of federal legislation to give the FDA regulatory control of tobacco products.*

“The program has definitely made a positive impact on my life and I truly hope that it will continue to do so for others in the future.” – Participant

“I love the One Voice Y2Y. What a great way to get youth from different communities to work together on common goals. Not only are they working together on projects, but I feel it also breaks down the stereotypical attitudes about each town.” – Parent



*Dover Y2Y and students from two replication sites joined forces to approach a local fun center to ask them to remove Budweiser beer decals from one of the mini go-carts because they felt it was not a good theme for a kid's amusement ride. The go-cart was done up to look like a "Budweiser race car". The students prepared a letter and delivered it to the manager in person. The owner of the business removed the go-cart from service within two hours of receiving the letter.*

## PROGRAM HISTORY AND BACKGROUND

Youth are often underutilized and an untapped key resource in community efforts to prevent the harm from risk behaviors such as underage drinking, bullying or dating violence. It is well accepted that mobilizing all elements of the entire community (police, parents, media, schools, etc.) to take on targeted high risk behaviors is a sound and fundamental strategy for prevention.<sup>1</sup> These prevention efforts, especially those targeting youth, should involve youth. There is nothing new about the idea of youth participating in prevention activities in a community or, more commonly, in a school environment. However, this work often happens in loosely organized club settings and may result in two to three activities being done during the year. Typically, the way youth are participating in prevention efforts lacks intensity and provides little in the way of skills development, training, and structure. When youth are participating in a low-intensity school club or are the token voice in an adult coalition, there is “involvement”. However, youth *involvement* is **not** the same thing as youth *empowerment*.<sup>2,3</sup> It is from this perspective that the One Voice Youth Empowerment Model was developed by Dover Youth to Youth.

### *Origin of the Program*

In 1992, the Dover, NH Police Department was looking for a youth-element model to use in its expanding community drug prevention effort. The Police Department was the lead agency in the community attempting to bring all elements of the community (police, faith, business, parents, etc.) into the drug prevention effort. Dover Youth to Youth (Y2Y) was created to meet this need. Y2Y was designed to be a comprehensive, peer-based youth empowerment program in Dover, NH. Students in grades 6-12 are organized and aggressively participate as part of "the solution" to the substance abuse problem. It is supervised by the Dover Police Department's Community Outreach Bureau.

To identify how and if the Y2Y approach differed from other youth empowerment models, we studied the list of interventions reviewed by SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP) and compared them to Y2Y. The criteria used to identify these programs were: Areas of Interest (substance abuse prevention), Outcome Category (alcohol and tobacco), Ages (13-17), Settings (school), and Study Design (quasi-experimental). It should be noted that two of the programs reviewed use experimental study design, namely Project Success and Life Skills. The four components of the review were adopted from the Centers for Disease Control and Preventions *Best Practices Users Guide: Youth Engagement – State and Community Interventions* (2010).<sup>4</sup>

The evidence presented in Table 2 represents the four practices identified by the youth engagement users guide: 1) counter-marketing and media advocacy; 2) social norm change; 3) community and school approach; and 4) local policy work.

TABLE 2: COMPARISON OF CORE COMPONENTS OF YOUTH EMPOWERMENT PROGRAMS				
PROGRAM NAME	COUNTER-MARKETING AND MEDIA ADVOCACY	SOCIAL NORM CHANGE	COMMUNITY & SCHOOL APPROACH	LOCAL POLICY WORK
<b>One Voice Youth Empowerment Model</b>	✓	✓	✓	✓
Storytelling For Empowerment	✓	✓	✓	
Reward and Reminder	✓		✓	
All Stars		✓	✓	
Life Skills		✓	✓	
Project SUCCESS		✓	✓	
Protecting You/ Protecting Me		✓	✓	

These four components are essential to the Y2Y intervention which is successfully engaging youth using these approaches. Over the last 10-12 years Dover Y2Y has become nationally recognized for its capacity to empower youth - and the process it employs to do so.

EXAMPLES OF STATE AND NATIONAL RECOGNITION:	
<ul style="list-style-type: none"> <li>• <b>Truth Unfiltered Media Award</b> presented by the US Centers for Disease Control (1998)</li> <li>• <b>Youth Advocate Group of the Year Award</b> presented by the Campaign for Tobacco-Free Kids (2000)</li> <li>• Smoke Free NH Alliance <b>Shoulders of Atlas Award</b> presented by Smoke Free NH Alliance (2001)</li> <li>• <b>Merit Award</b> for Leadership presented by New Futures (2001)</li> <li>• <b>PRIDE Youth Group of the Year</b> presented by PRIDE (2002)</li> <li>• <b>Fulcrum Shield Award for Excellence</b> in Youth Anti-Drug Programs presented by US Secretary of Defense (2002)</li> <li>• National Highway Traffic Safety Administration <b>Region One Teen Safety Award</b> (2004)</li> </ul>	<ul style="list-style-type: none"> <li>• New Hampshire Governor's <b>Traffic Safety Commission's Excellence Award</b> (2005)</li> <li>• <b>President's Special Recognition Award</b> presented by The National Association for Addiction Professionals (2005)</li> <li>• <b>Public Service Announcement of the Year Award</b> presented by The NH Association of Broadcasters (1996, 1999, 2000, 2009)</li> <li>• <b>Newsmakers of the Year</b> presented by Foster's Daily Democrat (2009)</li> <li>• U.S. Underage Drinking Enforcement Training Center's <b>2011 Youth Leadership Award</b> (2011).</li> <li>• <b>Public Service Campaign of the Year Award</b> presented by the New Hampshire Association of Broadcasters (2002 and 2012)</li> </ul>

Dover Y2Y started with a core group of 12 sixth graders and has grown to an active group of 70+ students in grades 6-12 working on four "Teams". More students would like to be involved but staffing limitations prevent the program from being bigger. A team usually has 15-25 students and two or three advisors. Each team has its own projects and activities, although it is common for the teams to work jointly on select projects.

The activities the participants engage in tend to fall into the following four categories: (1) Policy Change, to include legislative initiatives as well as school policies, business practices and similar changes; (2) Media-related activities; (3) Educational efforts aimed at peers, parents, or others; and (4) Community Awareness initiatives or projects designed to raise

awareness or change attitudes toward a specific drug problem within the school or community at large.

Over the years, Dover Y2Y teams have attempted to change attitudes and the environment relating to drug use. They have proposed and helped pass three state laws and six city ordinances, recorded over 70 radio and video PSAs, developed several original presentations, taught thousands of local youth and parents, conducted hundreds of community awareness projects and programs. Dover Y2Y also developed a range of training tools to develop advocacy skills in youth and designed workshops to train other communities how to build the skills of their youth advocates. These student-taught training programs have been presented in communities and at conferences in 19 states across the United States. In addition to local training outside of Dover and regional conferences, the students have presented at several National Conferences on Tobacco or Health, national PRIDE Conferences, Community Anti-Drug Coalitions of America conferences and the last five National Leadership Conferences on Underage Drinking.



*Dover Y2Y members are shown above speaking at a public hearing on marijuana before the NH House of Representatives.*

The Dover Y2Y program evolved into an approach or model of youth empowerment that they use to guide the process of developing youth who were “interested” in getting involved – and transform them into youth who were “empowered” to change their environment.<sup>5,6,7</sup> That model is called the One Voice Youth Empowerment Model (One Voice).\*

In late 2008, the Strafford County and the Portsmouth, NH area Strategic Prevention Framework (SPF) Coalition chose Dover Y2Y’s One Voice Youth Empowerment Model as a core strategy to impact underage drinking in the region. Through a state-wide review process facilitated by the New Hampshire Bureau of Alcohol and Drug Abuse Services (BDAS) the

region officially received approval to establish youth empowerment groups in up to seven area middle and high schools.

Funds were provided by BDAS, as well as other state and local sources, to each of the interested middle and high schools to enable them to hire adult staff (called advisors) to implement One Voice and pay for some supplies. Additional funds were provided to Dover Y2Y for the purpose of providing technical assistance to the seven schools. At that point Y2Y began to formalize and structure its training tools and the system for replicating the program. The centerpiece of that effort was the One Voice Youth Empowerment Toolkit (Toolkit). Having a formal program implemented at the same time in multiple settings set the stage for the development and implementation of a comprehensive program evaluation. An independent evaluator from John Snow Inc.’s Community Health Institute (CHI) was hired in 2009 to develop and implement a comprehensive program evaluation design.

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\* To insure clarity of terms, Dover Youth to Youth (Y2Y) refers to the youth empowerment group that was established in Dover, NH in 1992. This entity eventually created the system, work product, and model that came to be called the One Voice Youth Empowerment Model. We use the term replication site to refer to a location that is attempting to establish a youth empowerment program using the One Voice Model and materials, with some level of assistance by staff and students from Dover Y2Y.

## One Voice Youth Empowerment Model

Youth empowerment is an attractive strategy for a variety of reasons. In most communities, youth are a vast untapped resource in the effort to prevent the harm from underage drinking and other issues. Youth empowerment is also a “two-fer” in that it provides impacts on two levels:

1. The impact on the youth advocates themselves as they gain skills and experiences that can be used to impact their environment.
2. The impact that a group of youth might have on the community as they try to reduce the harm of problems like underage drinking or tobacco use.

The One Voice model to youth empowerment has three core elements: **Knowledge > Skills > Action**. When used together, these core parts result in youth who are empowered to create change.<sup>8</sup> The elements are as follows:

**Education/Knowledge:** Students are provided with the background information needed to develop an understanding of the problem at a level of depth that would be above the average adult. When a person attains a level of expertise about a problem or issue, they begin to see possible solutions to the problem and are inspired to act.

**Skills:** Being inspired to act is not sufficient, however. Youth are first provided with the skills needed to take action and cause change. These include, for example, media development or public speaking skills. These skills are coached to a high level through drills, exercises and intense practice. This insures the youth have the skills to act effectively.

**Action:** Youth are provided the opportunity to use the skills in the real world. They are given the chance to present to a classroom, hold a press conference, conduct an informational demonstration, or produce a video for cable access TV. This opportunity to take action and cause change is where the empowerment process is completed.

All three elements are critical to achieve true youth empowerment, preferably, in the sequence described above.<sup>9</sup> Consider a situation where youth are asked to pass out flyers about underage drinking to pedestrians at an event being planned by an adult coalition. If the students don't understand the contents of the flyer and don't have a real understanding of the issues involved, their participation may be positive and “helpful” *to the adults* but they are not empowered. When youth are involved in prevention activities and do not understand the issues and background info, they are not learning to assess problems and consider solutions - because they lack the *knowledge* element of the empowerment equation.

When youth are involved in action projects but are not provided the appropriate *skills*, those youth advocates may miss an opportunity to learn and are likely to be ineffective.<sup>10</sup> There is a correct way and an incorrect way to teach a class, write a press release, or create a radio PSA. For example, unprepared youth who get in front of an audience to speak, and then perform poorly, are just as ineffective as adults who are unprepared. In either case a chance to have impact was missed.<sup>11</sup>



*Student participants at radio station WOKQ to record a radio spot.*

## ***Aims of the Program***

The primary goal of One Voice is to decrease substance use and abuse by shifting perceptions of risk, increasing knowledge and skills of youth, and implementing policy change and other environmental strategies in the community. The intent of the program is to impact the community through the youth advocates, referred to as “*participants*” in this report, who have been empowered to take action.

Youth participating in One Voice become highly informed, develop core life and advocacy skills, and become very committed to use the knowledge and skills they have gained to take action. Participating students are encouraged to volunteer to be advocates in their school and community. They acquire extensive knowledge about targeted substances. They also practice leadership, volunteerism, developing a message, and using research to guide their activities.<sup>12</sup> The community benefits as youth advocates increase awareness, challenge social norms, implement environmental changes, and hopefully reduce the harm of problems like underage drinking.<sup>13</sup>

The program features strategies and a philosophical foundation that includes:

- Empowering the student members to find and implement solutions to the drug problem.<sup>14</sup>
- Utilizing peer leaders, student role models, and drug-free youth groups to influence and educate fellow students.<sup>15</sup>
- Promoting the view that being drug free is positive, healthy and "cool".<sup>16</sup>
- Undermining the perception that everyone is taking drugs by promoting this large, high profile, anti-drug peer group. Making non-drug use more visible.
- Shifting attitudes and changing the environment through calculated strategies and action steps based on those strategies.<sup>17,18</sup>

## ***Participants in the Program***

In the Dover Y2Y program, participants may begin in any grade from as early as 6th grade and have the opportunity to continue participating through their senior year in high school. Over 90% of Dover Y2Y's current members started in grade 6. Recruitment of participants starts in late elementary or early middle school – ideally, 5th or 6th grade.

In Dover there are typically 300 students to recruit from in the 6th grade each year. Training starts with a one-week, 40-hour basic training summer camp where new members receive training on the knowledge and skills that will be required to institute change. They also have an opportunity to participate in prevention activities during that week.

At the start of the school year, typically in Late September or Early October, One Voice participants are assigned to an “action team” comprised of 15-25 members and each team meets once per week before or after school to plan activities, train, and conduct business. Through these teams, students continue development of knowledge of drug abuse issues and skill training under the mentorship of two adult advisors. Students meet in their action teams each week for two hours and additionally during the week to work on selected

*“Youth to youth has been a great influence on our daughter. She has been a lot happier being involved with this group then when she was in involved with Girl Scouts. She is more focused and committed to school and she is more responsible.” -- Parent*

activities and projects. Students are involved in this program for a minimum of eight, and as much as twelve, months of the year and having students sustain this for four to seven years is commonplace.<sup>19</sup>



Dover Y2Y's Zombie Project promoted awareness of "Drug Take Back Day" in Dover.

Over the course of years, student advocates acquire knowledge and are systematically trained in public speaking techniques, media and message development, working with the press, activism event organizing, leadership, and the legislative process.<sup>20</sup>

The evaluation of One Voice is based on the Y2Y program in the City of Dover's middle and high schools and on the four replication sites (two middle and two high schools) that adopted the One Voice Model in 2009 or 2010.

All four replication sites followed this program pattern described above. The replication program meetings occur in school settings, whereas Dover Y2Y meetings take place in a large, well-equipped community center.<sup>21</sup> Most transportation is provided by parents, or older students drive themselves, except for special events or trips where a bus is provided or city-owned vans are available.

## ***Characteristics of the Materials***

### **The Youth Empowerment Toolkit**

The One Voice Youth Empowerment Toolkit (Toolkit) is a comprehensive four part manual that follows the ***Knowledge > Skills > Action*** model. It contains modules that describe how to develop ***knowledge*** in specific areas; modules on building specific core ***skills*** such as public speaking or media development; and modules on specific ***action*** projects. Each part is designed to be practical and hands-on and to provide everything a group's advisor needs to conduct that particular activity or training: step-by-step instructions, lesson plans, PowerPoint slides, exercises, handouts, sample templates, etc.

The Toolkit was prepared with the idea that the user may be inexperienced in coordinating a youth empowerment group but it was also designed to be useful to more experienced advisors for youth empowerment or prevention groups. The Modules within the Toolkit help advisors be effective regardless of his/her expertise in such issues as media development, public speaking or working with the press.

***Part I: Getting Started*** – This section is directed at the youth group's advisor and the person who supervises the adult staff. *Getting Started* is designed to provide an overview of the issues that a new (or developing) youth empowerment group would have to consider in order to be administered effectively. It provides direction in areas associated with getting a youth empowerment group organized and covers administrative functions such as training staff, recruiting members, and planning meetings/agendas. This section provides a great deal of "nitty-gritty" practical direction, from considerations regarding the location and time of day to meet, to the design of the application form and waiver language.

**Part II: Training Student Members of Your Group** – This section of the Toolkit guides the user in training students in the important background knowledge needed to develop a command of an issue, or the skills needed to take action on an issue. The seven modules in Part II provide direction on how to train students on a variety of skills. For example, Module 2A-1 *The Alcohol Background You Need* provides everything an advisor would need to train their students on alcohol consequences and issues related to underage drinking. This module includes advisor's instructions, lesson plan, PowerPoint, handouts, and supporting training videos. Module 2B *Presentation Skills* is used to train students in the public speaking skills needed to give a presentation, testify at a hearing, or be interviewed on the radio. In addition to the usual resources, this module includes a variety of exercises designed to develop a student's ability to animate their voice, project their voice, or control the speed at which they speak.



*Media literacy presentation being conducted in a 4th grade classroom.*

**Part III: Taking Action** – This section provides instruction and tools on a variety of specific action projects, activities and campaigns that that can be undertaken by a youth empowerment group. Each action project is described in a separate module that includes step-by-step instructions, supporting information, and samples of work product that will help aid replication.

For example, a relatively simple activity like learning a theatrical skit is in Module 3A-4 *Short Theatrical Skits*. This module includes a variety of skit scripts, instructions and video clips showing what the skit looks like when it is performed. A more complex module like 3C-3 *Fridge Campaign* provides directions on a long-term, multi-faceted campaign to get parents to monitor and control access to alcohol in the home. This Module includes creating media messages, conducting presentations, and a variety of community awareness initiatives.

**Part IV: Evaluation** – Program monitoring and evaluation is central to understanding how the One Voice model is working. There are several One Voice-specific evaluation tools that have been developed to help monitor and evaluate the program and are in the toolkit. They include forms and instructions to help advisors to monitor the program using attendance records or Monthly Activity Logs; to enlist feedback using the participant and parent feedback surveys; to ensure fidelity to the model using the individual module fidelity checklists; and to measure outcomes using the pre- and post-tests for youth to complete at the beginning and end of each school year. This section reviews each tool and provides suggestions about how and when to use them.

**Toolkit Flash Drive & DVDs** - The Toolkit comes with several supporting DVDs which are commercially produced but included because they are used for training in selected modules. Another component of the Toolkit is the supporting flash drive which contains every module, PowerPoint, video clip, lesson plan, skit script, radio PSA audio file, handout, exercise and other work product referenced in the Toolkit in an easy to search and access format.

### ***Staff Involved in the Program***

In 2009, a structured approach to implementing One Voice in communities in Dover's surrounding region was undertaken. Four high schools and four middle schools decided to implement a new youth empowerment initiative using the One Voice Model and Toolkit under the guidance of Dover Y2Y's program's staff. The two middle schools and two high schools used in this evaluation were drawn from these initial participating sites. Each new site hired two part-time advisors, located meeting space, and recruited youth. Experienced staff from Dover Y2Y provided advisor training, technical assistance (TA) in getting organized, and training for new student members.

The Dover Y2Y program two part time staff members (30 hours) who run the base program of four youth empowerment teams (70 students) and provide TA to the replication sites. Every replication site has been sponsored by a school and established in a school setting. All advisors in every replication site are school personnel who have taken on the additional duties of advisor to the youth empowerment teams after school.

There is no requirement or preference for placing a youth empowerment team in a school setting – as opposed to a community setting like a Boys and Girls Club. The principles for empowering youth would work the same in either setting. School settings are more common for these groups, probably because they have a built in system for promoting extra-curricular activities, easy access to a broad population of youth, a ready pool of professional staff to recruit advisors from, and a system to pay out stipends.



*Dover Y2Y students prepare to give a press conference at an outdoor rally.*

## DESCRIPTION OF THE EVALUATION

### ***Purpose of the Evaluation***

The primary focus of One Voice is to enhance participant self-efficacy to influence and/or create change in their own community through the development of knowledge and practice of core skills. The target risk behavior or topic area for the implementation site is determined by the youth and the adult advisors and based on, preferably, data-driven needs of the community. The hypothesis that drove the evaluation design and analysis was:

***If you develop the skills and knowledge base of the participants, enhance their confidence, and give them opportunities to take action, then they are put into a position of being positive agents of change among their peers and their community. They become empowered.***

### ***Monitoring and Evaluation Design***

A carefully crafted logic model depicts the program's theory of change and shows how the program activities lead to expected outcomes. Customized evaluation tools were developed to collect program monitoring and evaluation data. A compliment of qualitative data was used to inform the development of validity and reliability instruments as well as to contextualize the outcome results.

A detailed monitoring and evaluation plan was developed in parallel with the survey tools design process to ensure that the research tools used collected only the data needed for this program evaluation. Given the high level of engagement needed for participants in One Voice, the evaluator sought to minimize the amount of time participants spent completing surveys or participating in focus groups.

### **Logic Model**

The One Voice Logic Model depicts the program's theory of change, showing how program activities lead to expected outcomes. There are three problems addressed by One Voice:

1. Youth are a key untapped resource and disenfranchised in the effort to prevent high risk behavior.
2. Youth lack the knowledge and skills needed to effectively mobilize and develop their own voice and capacity to influence change in social norms, policies, and other aspects of the environment in their community.
3. In the targeted risk behavior area of alcohol and other drug use (AOD), there are high rates of AOD use, low rates of perception of harm from AOD use and misperceptions about the consequences of use.

The goals of the One Voice Model are:

- Develop knowledge and skills of youth participants to enhance their sense of empowerment.
- Create an environment where participants are empowered to take action to influence environmental changes around targeted risk behaviors.
- Change social norms around targeted risk behaviors among youth participants and the community at large.

- Reduce alcohol and other drug use among youth participants and their peers between the ages of 12-18 by increasing perceptions of harm and misperceptions of use.

The primary strategy being used to meet these goals is to build knowledge and skills of youth around the target area of AOD and allow them the opportunity to take action steps by implementing One Voice with 15-25 participants and two adult advisors in middle and high schools or community-based settings. Specific activities that were engaged in to launch and run the One Voice program include:

- Getting buy-in from school administration;
- Identifying and training advisors;
- Recruiting students and scheduling initial meetings;
- Developing and implementing an action plan;
- Developing the knowledge and skills of the youth, key staff & advisors;
- Participating in a summer institute and periodic additional student trainings;
- Participating in monitoring and outcome evaluation activities.

The three-tiered theory of change that was used to model the program evaluation is as follows:

First, **IF** One Voice is implemented with fidelity **THEN** youth advocates will increase their knowledge about the consequences of use and knowledge of industry practices; increase presentation skills; increase skills around media; increase knowledge of the legislative process aimed at changing the social norms around AOD use; and develop a network of pro-social peers.

Second, **IF** the above happens **THEN** the youth advocates will increase their own perception of harm; increase feelings of self-efficacy and empowerment (perception that they can influence change, competency in skills); increase knowledge of the influence of media and industry in the targeted area; increase feeling accepted by non-using peers; and increase engagement in pro-social activities.

Third, **IF** the above happens **THEN** youth advocates will influence social norms and policies at the community level; delay their own initiation in AOD use; increase perception of harm of AOD use among the community; and decrease AOD use at the community level.

The short-, intermediate-, and long-term outcomes objectives follow this same three-tiered approach. (*See Appendix A: One Voice Logic Model*)

### **Monitoring and Evaluation Plan**

Using the logic model as a guide, the evaluator set out to design survey tools that were responsive to the needs of the evaluation and would be useful for monitoring the program on an ongoing basis. The Monitoring and Evaluation Plan (M&E Plan) is comprised of two sections. The first is designed to measure how One Voice was implemented: what activities were performed, the process measures or output used to determine how it was implemented, the person responsible and the source or measure of the information.

The second section of the M&E Plan is focused on the outcome measures for the program evaluation and is further segmented by short-term, intermediate, and long-term outcomes.

This section includes the outcome objective, the outcome measure, the data source, the item number as it appears on the pre-post survey tool and the corresponding Toolkit module or activity that would directly influence change in this outcome area. (*See Appendix B: One Voice Monitoring and Evaluation Plan*).

### **Evaluation Tools**

**Monthly Activity Log** – Coordination of meeting and training of student participants was measured using the Monthly Activity Log. The Monthly Activity Logs were expected to be submitted to the evaluator by the 15<sup>th</sup> day of each month for the previous months activities. Measures include the number and level of fidelity to the toolkit modules implemented, student participation in One Voice meetings and activities, and accessing the program developer for TA and support.

All of the replication sites completed the Monthly Activity Logs and returned them to the evaluators. The logs were then entered into a spreadsheet and analyzed to determine what types of activities were being done throughout the year, how often and by which sites. The evaluators revisited the feasibility and usefulness of these logs with the advisors throughout the evaluation and modest revisions were made to ensure that this tool, essential to monitoring One Voice, was providing useful data. (*See Appendix C: Monthly Activity Logs*)

**Advisor Checklists** – A *Recruitment Checklist* was designed, pilot-tested and revised based on the feedback received from the advisors. The Recruitment Checklist was designed to be used by the advisors throughout the school year to ensure that they are engaging in the minimum range of recruitment activities to run and maintain a successful One Voice group. This tool can be used to understand which of the recommended recruitment strategies are used by implementation sites and how that may link to their programs' success. (*See Appendix D: Recruitment Checklist*)

The *Administrative Checklist* was designed to be used by the advisors to ensure the successful management and administration of the youth empowerment program. It was designed to identify the key traits or hallmarks of a successfully run youth empowerment team. For example, the checklist asks/reminds the advisor to consider if they have such things in place as:

- An email distribution list for all student members and their parents to facilitate efficient communication.
- An application form completed for each student, each year that includes parental liability waiver language.
- A regular meeting place, day and time established and predictable – with changes communicated in advance.
- An agenda and plan for any meeting established in advance.

The focus was on ensuring that there was a foundation in place to encourage the team to be run efficiently in terms of information flow, communication, and logistics. (*See Appendix E: Administrative Checklist*)

**Fidelity Checklists** – Module fidelity checklists were provided as a simple one-page resource for each of the 20 modules in the Toolkit. The module fidelity checklists provide the advisors with a step-by-step list of activities associated with successful implementation of

the module. The fidelity checklists were not designed to measure the specific risk behavior or topic covered by the module, as that may vary from implementation site to implementation site.

Once a checklist was developed for each of the modules, they were distributed to use and test. The advisors reviewed the checklists for completeness, usefulness, and ease of use. The evaluators received input and made modifications to the checklists as needed. (*See Appendix F: List of 20 Fidelity Checklists*)

*Implement an Action Plan* – Each of the replication sites were expected to develop and implement an action plan that would engage students at an appropriate age- and maturity-level for that group. It was expected that each group would implement a minimum of five different activities during the school year which would be reported using the Monthly Activity Log.

Experienced Dover staff worked with the advisors during their initial training and as needed to develop a plan with their participants to implement the One Voice activities during the school year. These plans were intended to be flexible and could change during the school year depending on resources, participant interest, community need, and skill level. Although there was no physical document used to record the *Action Plan*, the Monthly Activity Log data could be used to determine the number of unique activities done. These data are used to track success in implementing or modifying each site's plan.

*Participant Survey* – A matched pre-post survey design was used to measure participant outcomes. The participant surveys were coded with a unique ID so that the surveys could be matched using this code. Baseline and follow-up surveys were developed that are directly responsive to the intended goals of One Voice participation. However, this traditional approach was challenged due to the rolling nature of enrollment into the program and the fact that many participants enroll over multiple years. New participants were expected to complete the baseline survey within the first two meetings they attend. On an on-going basis, participating students completed a follow-up (post-test) survey during the last four weeks of each school year. The follow-up surveys were administered to all participants (even if they are no longer active). (*See Appendix G: Participant Pre- and Post-Test Surveys*)

Specific outcomes measured by the survey include: knowledge; skills; engagement with pro-social peers and activities; perception of harm; self-efficacy; perception of alcohol industry; and 30-day alcohol and other drug use. The survey provided data on the short-term, intermediate, and long-term outcomes measures and was designed in direct response to the One Voice logic model and the monitoring and evaluation grid.

*Presentation Skills Assessment* – Presentation skills were evaluated using direct observation and an independent scoring protocol. Youth were videotaped reading the same script and receive a competency score. Presentations were videotaped at the beginning of their participation in One Voice, prior to receiving the presentation skills training module and repeated at the end of the school year to evaluate change in presentation skill competency.

The *Presentation Skills Rating Form* was developed to tabulate skill level in the four key - presentation skill areas: volume control; speed control; animation of voice; and animation of body. High inter-rater reliability was established using Spearman's Correlation Coefficient for each of the four presentation skill domains.

All presentation videos were recorded using the same standards and settings for the camera. For example, all students were the same distance (10 feet) from the camera and were shot from the waist up. Each videographer gave the same instructions to each student. Students were to state his or her name and birthdate and then begin their presentation. Each student was given two minutes to read over each paragraph and ask for any unknown pronunciation of any words prior to being recorded.

Comparison Group Data – The comparison group was comprised of two 6<sup>th</sup> grade classrooms within the Dover Middle School who completed the baseline and follow-up survey and recorded a presentation skills video within the first few weeks of school year 2011-2012. These same classrooms completed the follow-up survey and presentation videos at the end of the school year. One Voice participants present in the classroom were excluded from the comparison group.

Focus Groups – Participating youth at replication sites were to be engaged in focus group discussions. A focus group guide was developed and the discussion focused on the participants' overall experience with One Voice, as well as specific topics such as engagement with pro-social peers and increased acceptance by non-using peers. The evaluators conducted two focus groups with high school-aged members. For each group, the facilitator and the co-facilitator worked as a team to ensure that the participants were focused on the questions being asked and that everyone who wanted to had a chance to speak during the discussion. *(See Appendix H: High School Participant Focus Group Guide)*

A focus group was also conducted with the 6<sup>th</sup> grade participants from Dover Y2Y. This group focused on the construct of public- and self-identity. The information from this group helped to inform the revision, and ultimately the omission, of selected self-identity items on the participant survey. *(See Appendix I: 6th Grade Identity Focus Group Guide)*

Parent Survey – In order to determine if significant people in the participants' life saw any changes or differences as a result of their participation in One Voice, a parent feedback survey was developed and administered as an online survey. Advisors from the replication sites distributed the link to the online survey using the e-mail address provided by participants' parents. Parent surveys included the same unique identifier code as used for the student participant surveys so that comparisons/correlations could be made between these two data sets. The results of this survey was used to test the construct validity of selected components in the participant survey. Feedback provided on the survey was used for program monitoring and gathering suggested changes that could be used for future planning. *(See Appendix J: One Voice Parent Feedback Survey)*

Participant Feedback Survey – The *Participant Feedback Survey* was designed as an online survey which could be administered at any point during the academic year to solicit feedback from participants to help inform program planning. *(See Appendix K: One Voice Participant Feedback Survey)*

## **Research Methods**

The evaluation of the One Voice Model took place over the course of two school years (2010-2011 and 2011-2012) in five community- or school-based settings. The Dover implementation site, as mentioned previously, has been up and running for over 20 years. The four replication sites were all new programs that were just in their first years of implementation. There were two high school replication sites and two middle school

replication sites. All sites were engaged in the program evaluation and were expected to fully utilize and administer the evaluation tools described above.

In order to control for confounding factors (such as grades in school, age, gender, risk behaviors or proclivity to volunteer) a quasi-experimental study design was deemed most appropriate. A comparison group from within the primary intervention community of Dover was enlisted and comprised of the students from two 6<sup>th</sup> grade classes in the Dover Middle School. Through an Independent Samples T-Test, it was determined that there were no significant differences between the participants and the comparison group.

Paired-Samples T-Test analysis was used to determine if there was statistically significant change in knowledge, beliefs, skills or practice from baseline to the first follow-up period (the end of their first year of participation) and then from baseline to the second follow-up period (the end of their second year of participation). Descriptive results were computed for each variable to determine the direction and percentage of change from baseline to follow-up. Statistically significant change is based on a 95% significance level ( $p < .05$ ).

A total of 217 middle and high school participants were enrolled in One Voice during the two-year study period. In order to control for dosage variability, it was determined that the evaluation findings would be more clear if based on the early exposure of the 136 newer middle school participants with little or no prior experience with One Voice. This evaluation report represents the activities that all participants engaged in across all replication sites, including Dover, in order to demonstrate how the One Voice Model was implemented. However, the outcomes and comparison study results include only middle school participants.

#### **Participant Demographics and Survey Response Rate**

Most participants were in 6<sup>th</sup> grade (53.6%) or 7<sup>th</sup> grade (22.4%). Just under two-thirds (60.9%) of participants were female. Nearly half (48.6%) of the participants during this period are from Dover Middle or High School. Ninety percent (90.1%) of participants self-reported that they got mostly A's and B's in school.

A few (11.6%) indicated that they participate in other groups that are specifically designed to influence attitudes about drinking alcohol or drugs such as DARE, Kids Who Care, Boy Scouts, or the NH Teen Institute. Thirty-one percent (31.4%) have been in the One Voice program for more than one school year with most of those participants indicating they had been involved for two to three years. Ten percent (9.8%) indicated that they had never participated in a legislative process prior to participating in One Voice. And 48.1% indicated that they had engaged in specific activities to reduce alcohol in school or community in the past year.

All participants were asked to complete a baseline and follow-up survey in addition to providing feedback during the school year about the program through focus groups or an online anonymous survey. The participant surveys were coded with a unique ID so that the surveys could be matched using this code. The baseline survey was completed by participants within the first two weeks of joining the program. Follow-up surveys were collected at the end of the school year for any participant who was in the program during the school year, even if they were no longer actively involved in One Voice. During the evaluation period there were two follow-up cycles. This is because each participant completed a baseline survey one time only; however, if they were enrolled in the program for more than one school year, they may have completed more than one follow-up survey.

TABLE 3: SURVEY COMPLETION AND MATCHED RATES BY IMPLEMENTATION SITE AND SURVEY CYCLE											
Implementation Site	Baseline			Follow-Up 1 (F1)			Follow-Up 2 (F2)			F1 & F2	
	Total Participants	Pre-Surveys Completed	Completion Rate (Baseline)	Post-Surveys Completed	Follow-Up 1 Matched	Follow-Up 1 Matched Rate	Post-Surveys Completed	Follow-Up 2 Matched	Follow-Up 2 Matched rate	Follow-Up 1 & 2 Matched	Follow-Up 1 & 2 Matched Rate
	<b>Middle School</b>										
Dover Middle School	74	67	90.5%	46	39	84.8%	28	26	92.9%	22	29.7%
Somersworth Middle School	29	22	75.9%	23	17	73.9%	6	5	83.3%	5	17.2%
Strafford School	33	25	75.8%	19	11	57.9%	4	0	0.0%	0	0.0%
<b>Sub-total</b>	<b>136</b>	<b>114</b>	<b>83.8%</b>	<b>88</b>	<b>67</b>	<b>76.1%</b>	<b>38</b>	<b>31</b>	<b>81.6%</b>	<b>27</b>	<b>19.9%</b>
<b>High School</b>											
Dover High School	33	29	87.9%	19	15	78.9%	10	10	100%	8	24.2%
Coe-Brown Northwood Academy	16	10	62.5%	12	5	41.7%	4	4	100%	4	25.0%
Somersworth High School	32	21	65.6%	26	15	57.7%	11	7	63.6%	7	21.9%
<b>Sub-total</b>	<b>81</b>	<b>60</b>	<b>74.1%</b>	<b>57</b>	<b>20</b>	<b>35.1%</b>	<b>25</b>	<b>21</b>	<b>84.0%</b>	<b>19</b>	<b>23.5%</b>
<b>Participant Totals</b>	<b>217</b>	<b>174</b>	<b>80.2%</b>	<b>145</b>	<b>87</b>	<b>60.0%</b>	<b>63</b>	<b>52</b>	<b>82.5%</b>	<b>46</b>	<b>21.2%</b>
<b>Comparison Group</b>											
<b>Comparison Group (CG)</b>	<b>50</b>	<b>49</b>	<b>98.0%</b>	<b>48</b>	<b>47</b>	<b>97.9%</b>					

Table 3 reflects the total number of middle and high school participants enrolled in One Voice, the surveys completed, and the number and rate of the matched pre/post-surveys by site. Baseline surveys were completed by 174 of the 217 participants (80.2%) within the first two meetings of the start of their participation in One Voice. A total of 145 participants (66.8%) completed a follow-up survey at the end of their first year of participation (Follow-Up 1) and 63 participants (29.0%) were still enrolled in the program and completed a survey at the end of their second year of participation (Follow-Up 2).

Baseline surveys were completed by 114 of the 136 middle school participants (83.8%) within the first two meetings of the start of their participation in One Voice. The evaluation report represents the activities that all participants engaged in across all implementation sites (n=217). However, the outcomes and comparison study results include only middle school participants with a matched baseline and follow-up survey (n=67).

**Validity/Reliability Testing** In order to strengthen the One Voice evaluation, it was determined that reliability and validity testing of the program’s evaluation tools was warranted. The results of these tests are presented to the Dover staff in previously submitted evaluation reports.

Inter-rater reliability of the presentation skills assessment was evaluated by looking at the extent of correlation between the results from three independent raters. This analysis was to be based on Spearman’s correlation coefficient and looked at a pair-wise comparison for each of the four constructs in the presentation skills scoring rubric: speed control, volume control, animation of voice, and animation of body. A pair-wise test was run between the scores of the first two raters, who were involved in the design of the form. Inconsistencies

were addressed and modifications made prior to having an independent rater review and rate the presentation videos. A second pair-wise comparison between the two evaluators and the scores of the independent rater established that there was a high level of inter-rater reliability.

Reliability of the participant survey was tested using Chronbach's alpha for key constructs such as public speaking, media messaging or the legislative process. The evaluators also solicited and incorporated feedback from the participants and advisors on the length of the survey and any items that were difficult or challenging for the participants to comprehend or complete. In addition, survey questions from validate instruments in the public domain, such as the Youth Risk Behavior Survey, were utilized when possible.

Internal validity of the study results was established by using a comparison group that was the same grade and school environment as the Dover Middle School participants using Independent-Samples T-Tests across key variables such as grades in school, volunteer work, self-efficacy to make a difference, self-reported use of alcohol or drugs and hours spent watching TV, doing homework, or spent alone without an adult.



*Three student participants from Dover Youth to Youth are shown above accepting a flag flown over the US Capitol from (then) US Senator Judd Gregg. The award was in recognition of Y2Y's efforts to encourage passage of federal legislation to give the FDA regulatory control of tobacco products.*

## IMPLEMENTATION AND REPLICATION

Beyond the individual impact of the program, research on this model needed to be expanded to include a study of contributing factors that may influence the impact of the program. The opportunity to expand the program to additional locations presented itself during the SPF SIG grant period of 2007-2010. During this period the evaluation design and tools were developed and refined to allow for replication in other settings in the region.

To facilitate fidelity of replication and to insure consistency within the program, the One Voice Youth Empowerment Model Toolkit was developed. The Toolkit, as described previously, contains a series of modules on everything from how to recruit members, create a radio Public Service Announcement (PSA), or file a bill before the legislature and serves as a manual on how to implement the One Voice Model. Each module provides step-by-step instructions and includes handouts, lesson plans, PowerPoint presentations, scripts, sample work product, supporting videos, etc.

The replication sites selected were two high schools and two middle schools in the region which were in the initial stages of implementing the One Voice Model and were willing to participate in the evaluation research.

### Training and Skills Building

The One Voice Toolkit outlines much of the information and skills needed to understand the issues. It is assumed that most students, and probably most adult advisors, start their involvement in a youth empowerment program lacking sufficient depth of understanding of one or more of the following:

*"I think all the programs that reinforce making good choices for children through the teen years are so important. The more times they hear from many different sources... parents, Y2Y, DARE, community leaders, friends, etc.... that drugs cause so many problems, the more likely they are to stay away from them entirely." -- Parent*

- Alcohol, tobacco and drug abuse issues and consequences and the effects of binge drinking
- Media literacy, alcohol promotions, and the impact of "pop culture" on the public's attitudes towards alcohol, tobacco and other drugs; the impact of media on use of substances; and industry practices that promote youth use through advertising or use of candy flavorings
- How to pursue solutions or implement actions to address substance abuse problems (i.e., how to propose a law, teach public speaking, or create a video; best practices tried in other communities; the results of research that impact substance abuse issues)

With this information, the participants (and advisors) then learn the skills they need to take action on an alcohol or other drug problem. Skills include: techniques such as radio production; specialized abilities like video editing; and common life skills such as public speaking or letter writing.

Both Dover and the replication sites completed each of the following training modules at least once each during the school years 2010-2011 and 2011-2012.

TABLE 2: TRAINING MODULES CONDUCTED (School Years 2010-2011 and 2011-2012)		
	Dover	Replication Sites
Alcohol Information and Background You Need ( <i>Module 2A-1</i> )	✓	✓
Presentation Skills ( <i>Module 2B</i> )	✓	✓
Media Production ( <i>Module 2C</i> )	✓	✓
Working with the Press ( <i>Module 2D</i> )	✓	✓
Activism Skills ( <i>Module 2E</i> )	✓	✓
Policy Change ( <i>Module 2F</i> )	✓	✓
Other Training provided or attended	✓	✓

Dover’s trainings were far more diverse and their policy work was extensive compared to the replication sites. This is attributed to the fact that the replication sites are just getting started and the Dover Y2Y group is well established and more prepared to take these kinds of actions. The replication sites are still very new programs, and they are working to train their participants in the knowledge and skills needed to accomplish the more advanced activities that Dover has done in regards to policy change and activism.

During the two study years, Dover participants testified before NH House and Senate committees regarding legislation about the drinking age of military personnel and drinking games in bars. They held press conferences on underage drinking and approached Dover city officials regarding smoking policies in the city’s parks. They also organized a *Drug Take Back Day* rally and participated in the *Break the Chain* rally at UNH for Kick Butts Day.

*“Y2Y means so much to [my daughter]. Peers know her stance on drugs and alcohol and are less likely to offer and sometimes seek information. She has become comfortable in a leadership role, working with team members on projects and community awareness. Y2Y has given her the practice, opportunity and guidance to be an effective public speaker. Y2Y has also fostered her desire to volunteer within the community and abroad. The benefits of Y2Y are immense. [One Voice staff] are incredible with these kids.” -- Parent*

### **Presentation and Educational Activities by Participants**

#### **Presentations**

Presenting allows participants to practice and hone their public speaking skills to improve their own ability and confidence as a speaker. One Voice presentation activities include: *Eight Things, Advertising and Media Influences, Freeze Action Theater and Short Theatrical Skits*. One favorite activity for both Dover and replication site participants is *Samantha Skunk*. This is a 25-minute in-school presentation on medicine safety that is delivered to children in grades K, 1 or 2 in local elementary schools.

TABLE 4: PARTICIPANT PRESENTATIONS			
	NUMBER OF PREPARATION MEETINGS	TIMES CONDUCTED ACTIVITY	TOTAL PARTICIPANTS*
<b>Dover</b>	53	64	736
<b>Replication Sites</b>	66	27	172

*\*participants may have been involved in more than one activity.*

As a mature program (and a large program), Dover has opportunities to present to schools and organizations throughout NH and even at national conferences. This may explain why Dover has a larger number of presentations compared to the replication sites.

*“We LOVE the program. The improvement in presenting skills is nothing short of remarkable, and the notion that she can fight hard for a cause and have a voice and make a difference is huge. We are politically active, social and environmental activists and this serves our values well. THANK YOU!” -- Parent*

Although the Toolkit outlines the presentation activities, the Y2Y participants are encouraged to make it their “own”. For example, a replication site rewrote the “Eight Things” presentation with updated slides, videos and a new section on social networking.

### Media Production & Related Activities

The Media Production Module and activities focus on training One Voice participants in media development and production activities. Participants learn how to create video and radio PSAs. Students learn an eight-step process for developing original media. They are also provided with existing scripts which any group can use as a way or learning to record a radio PSA in a studio.

TABLE 5: CREATING MEDIA AND RELATED ACTIVITIES			
	NUMBER OF PREPARATION MEETINGS	TIMES CONDUCTED ACTIVITY	TOTAL PARTICIPANTS*
<b>Dover</b>	37	44	125
<b>Replication Sites</b>	7	14	95

*\*participants may have been involved in more than one activity.*

Dover participants scripted several PSAs about social norming, substance abuse and promotions for upcoming activities and events. They also created several videos, including a version of the Samantha Skunk presentation for cable access TV, and a video version of the *Top 7* tobacco skit which was put on YouTube. On several occasions participants were interviewed on substance abuse-related issues live on-air on local radio stations. They also created and sent a letter and video to the Ellen DeGeneres show complaining about the excessive drinking references and actual drinking during the airing of the show.

Each year the Dover Y2Y group works with the replication sites on media training and developing PSAs during Martin Luther King Holiday. This training allows both Dover and Replication sites the opportunity to learn how to write a script and record a PSA. The more experienced Dover participants are able to offer peer-to-peer training to the younger participants. The media produced (such as PSAs, videos and radio spots) were then

*“I love learning about new techniques in advertising and being able to know what I’m talking about.” -- Participant*

distributed and used to influence social norms and policy change.

### Policy Change

The term policy change encompasses a wide variety of activities designed to change the environment to make substance abuse less likely or less able to flourish. Policy change includes such things as changing the policy of a school or the practices of a business. It also includes legislative activities at the local, state or federal level. During the evaluation period, Dover Y2Y proposed a state law prohibiting drinking games in bars and testified at the NH State House five times on that issue and on other bills up for consideration before the legislature such as the proposal to lower the drinking age.

The effort to cause a policy change at the Hilltop Fun Center (see insert below) is a good example of attempting to cause at a policy change a local business. One of the replication sites proposed a new school policy which would restrict parking privileges for students caught with drugs or alcohol at school.

TABLE 6: POLICY CHANGE			
	NUMBER OF PREPARATION MEETINGS	TIMES CONDUCTED ACTIVITY	TOTAL PARTICIPANTS
Dover	24	25	80
Replication Sites	1	3	9

Policy change is a somewhat more sophisticated form of advocacy for youth or adults and it is not surprising that the replication sites, being relatively new organizations, were less active in that area.



*Dover Y2Y and students from two replication sites joined forces to approach a local fun center to ask them to remove Budweiser beer decals from one of the mini go-carts because they felt it was not a good theme for a kid's amusement ride. The go-cart was done up to look like a "Budweiser race car". The students prepared a letter and delivered it to the manager in person. The owner of the business removed the go-cart from service within two hours of receiving the letter.*

## Community Awareness

Community Awareness activities are designed to make the community aware of substance abuse issues. Activities include *Sticker Shock*, *Gear Exchange*, *the Fridge Campaign*, and *other projects*. The Dover participants worked on a parent information night, and implemented *Sticker Shock* at local grocery and convenient stores in Dover.

TABLE 7: COMMUNITY AWARENESS			
	NUMBER OF PREPARATION MEETINGS	TIMES CONDUCTED ACTIVITY	TOTAL PARTICIPANTS*
Dover	21	15	230
Replication Sites	6	8	154

*\*participants may have been involved in more than one activity.*

Sticker Shock is a fun and informative activity where One Voice participants, with the approval and cooperation of the store owners, place stickers about underage drinking on alcohol beverages. This is a relatively easy activity for a new participant to engage in and provides a lot of exposure of the message in the community.



*Middle school participants from one of the replication sites conducting the underage drinking awareness project called "Sticker Shock" in a local grocery store.*

### School Awareness

The activities included in this section of the Toolkit are the *Logo Lampoon Contest*, *Got Info and Plaster the Walls*. These activities are meant to educate the greater student body about substance abuse. For both Dover and replication sites, the activities were usually centered on national events throughout the year, such as Red Ribbon week, Prom or National Drug Fact week. Another popular activity for participants was to hold an assembly. Again, typically it was centered on national events.

TABLE 8: SCHOOL AWARENESS			
	NUMBER OF PREPARATION MEETINGS	TIMES CONDUCTED ACTIVITY	TOTAL PARTICIPANTS*
Dover	16	9	181
Replication Sites	29	16	127

*\*participants may have been involved in more than one activity.*

Some One Voice programs arranged major school awareness events that took multiple meetings and community resources to organize. For example, one replication site had a *Mock Vehicle Accident*. It included One Voice participants as victims, a drunk driver, two smashed cars, three ambulances, two police cars, two fire trucks, and one hearse. Not only was this a school-wide event that everyone had to watch, but it involved many community members to pull it off.

### Regular Meetings

Because of the large number of participants, the Dover program meets multiple times each week. High school students met on Mondays, and each team of middle school students met on Tuesday or Wednesday.

*“This program is essential in keeping our children away from drugs and alcohol. Having someone of their own age group talk about how bad substance abuse is a huge part in our fight against our children using.” -- Parent*

The replication sites also had their participants meet each week. Three of the replication sites met after school and one met in the morning before school. That site based this decision on feedback from the students as to what worked best for their schedule.

TABLE 9: REGULAR MEETINGS		
	NUMBER OF MEETINGS	TOTAL PARTICIPANTS*
Dover	160	2400
Replication Sites	145	1450

*\*participants may have been involved in more than one activity.*

Dover held three meetings per week for at least 28 weeks of the year with on average 15 participants at each meeting. The four replication sites held one meeting per week for twenty weeks of the school year with an average of ten participants at each meeting.

## **Other Activities**

*Other* activities are those that the participants did but that did not fit into the categories described above. These activities were either prevention activities that were not covered in the Toolkit or events such as fundraisers, invited speakers or end of school year recreational activities.

<b>TABLE 10: OTHER ACTIVITIES</b>			
	<b>NUMBER OF PREPARATION MEETINGS</b>	<b>TIMES CONDUCTED ACTIVITY</b>	<b>TOTAL PARTICIPANTS*</b>
<b>Dover</b>	47	36	245
<b>Replication Sites</b>	3	5	53

*\*participants may have been involved in more than one activity.*

Dover holds an annual fundraiser called Santa's Castle over two weekends each December. In addition, in SY 2011-2012, Dover Y2Y celebrated 20 years since its inception with a large event open to the public. These two events may explain why Dover's numbers under *Other* activities are much higher than the replication sites. Dover also participates in a holiday parade, Freshman Orientation activities at the high school, hosted speaker Kathi Sullivan, and plans an End-of-the-Year Banquet for participant families each year.

The replication sites had a total of five *Other* activities. Four of the five were end-of-year celebrations. One replication site had a daily trivia table for students at their school.

## **Technical Assistance**

Dover: As the entity responsible for developing the One Voice Model, Dover Y2Y is in a position to assist replication sites with technical assistance (TA).

The Dover Y2Y staff offer a great deal of TA to replication sites as well as other youth empowerment groups throughout NH. The staff attended meetings on a regular basis at replication sites and answered questions by phone and email. They also shared training materials with replication sites during advisor meetings.

Replication Sites: A beneficial component of being a One Voice replication site is the TA given by Dover staff. One replication site advisor described the TA as helpful in "keeping us on task but in a fun way." Throughout their implementation, Dover staff kept in regular contact with all replication sites by email and attended special trainings as well as many weekly meetings.

Also, Dover Staff organized an advisor meeting at least twice a year. The main objective of the advisor meetings would be for Dover Staff to conduct advisor trainings; however, these meetings allowed advisors from other schools to meet one another and share insight into how to run a One Voice group.

## ***Participant Outcomes***

### **Participant Results**

There were 136 middle school participants during the evaluation period. Of those, 81 students that had never previously been in a youth empowerment program were used to form the baseline measures (41 from Dover Middle School and 40 from the two replication middle school sites). The researchers compared the two groups, using Independent-Sample T-Tests, to investigate if they were different on any key descriptive measures. The only

difference between the groups is that the replication sites tended to have more 7<sup>th</sup> grade participants. The groups were otherwise the same in terms of grades in school; participation in volunteer work; perception that they can influence change and competency in skills; understanding of the consequences of alcohol or drug use; self-reported use of alcohol or drugs; and the number of hours spent home alone, watching TV or doing homework. A total of 67 participants completed a baseline survey that had a matching follow-up survey. The following results are based on Paired-Samples T-Tests for these matched surveys.

<b>TABLE 11: MIDDLE SCHOOL PARTICIPANTS OUTCOMES (N=67)</b>		
<b>SHORT-TERM OUTCOMES:</b>	<b>PERCENT IMPROVED*</b>	<b>SIGNIFICANT CHANGE (<math>p &lt; .05</math>)**</b>
Knowledge of consequences of use	13.5%	✓
Knowledge of Industry practices	26.1%	✓
Media Literacy	42.1%	✓
Presentation Skills	89.3%	✓
Knowledge of Legislative process	48.1%	✓
Media development skills	28.4%	✓
Engaging with pro-social peers (groups)	28.0%	✓
<b>INTERMEDIATE OUTCOMES:</b>		
Perceived risk of harm	6.7%	✓
Self-Efficacy (beliefs and behaviors)	10.5%	✓
Awareness of manipulative industry practices	28.1%	No change
Engagement of pro-social activities	33.3%	✓
<b>LONG-TERM OUTCOMES:</b>		
Delayed age of onset among participants	***	***
Community-level perception of harm	***	***
Decrease AOD use among the community/peers	***	***
<i>*Average percent change from Baseline to follow-up across one or more constructs for each outcome. Average length of time from baseline to follow-up is 8 months (range: 3-9 months) during the school year.</i>		
<i>**P-value derived from Paired-Samples T-Test (pre- to post-test).</i>		
<i>***The forthcoming evaluation results for the community-level effect will be based on the 2013 Youth Risk Behavior Survey (YRBS) results</i>		

The outcome results presented in Table 11 reflect the short-term, intermediate, and long-term changes for all middle school participants in One Voice. The table includes the percent improvement from baseline to follow-up for each of the outcomes measured. Participants demonstrated statistically significant change in all seven short-term outcomes. There was significant change in three of the four intermediate outcomes. Although there was a 28% improvement in participants awareness of alcohol industry practice, this change was not statistically significant. (See Appendix L: Outcome Result Tables)

Knowledge

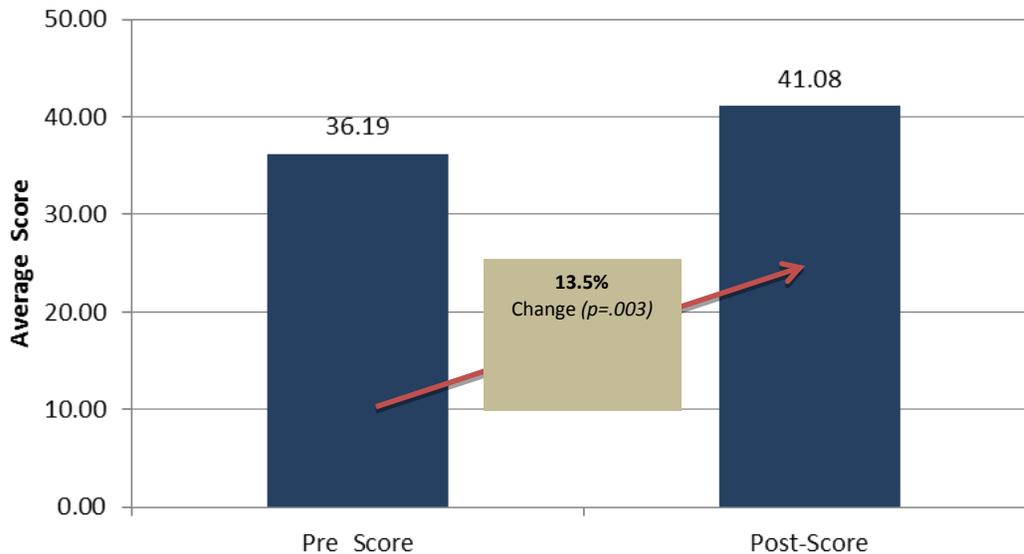
After their first year of participation in One Voice, middle school participants are better informed about current issues related to substance use. A composite score was created from a list of twelve consequences of binge drinking. Each of the 12 items was valued from 1 to 4, with 1 being *No Risk* and 4 being *Great Risk*. A composite score was calculated and the possible range of scores was between 12 and 48.

**ITEMS INCLUDED IN THE CONSEQUENCES OF BINGE DRINKING SCORE:**  
*“How much do people your age put themselves at risk for the following problems if they drink 5 or more alcoholic beverages in a row that is within a couple of hours each weekend?”*

- Alcohol poisoning or death
- Use of other drugs
- Being injured
- Injuring someone else
- Unwanted sexual contact or advances
- Problems with the law
- Problems with school
- Problems with work
- Problems with family
- Unhealthy brain development
- Alcoholism or addiction
- Emotional Problems or depression

When comparing the composite scores from baseline (36.19) to follow-up 1 (41.08), there was significant increased perception that there is great or moderate risk of these consequences as a result of binge drinking ( $p=.003$ ).

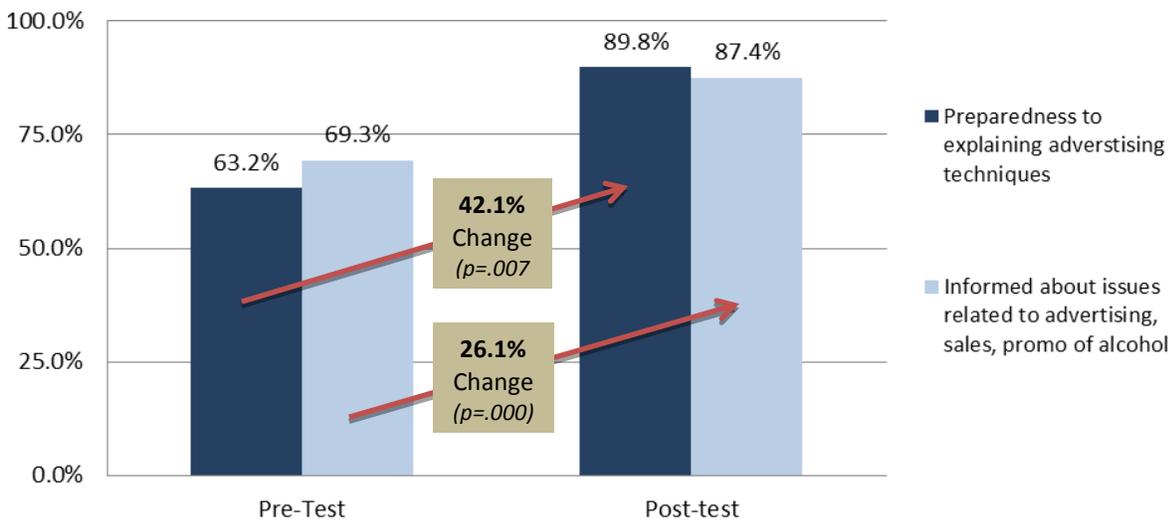
**Figure 1: Average Middle School Participant Consequence of Binge Drinking Score**



Media Literacy and Industry Practices

Participants’ media literacy improved as indicated by the increase in their perception that they are more prepared to explain historical and current advertising techniques ( $p=.007$ ). They are also better informed about current issues relating to advertising or the promotion of alcoholic beverages ( $p=.000$ ).

**Figure 2: Middle School Participant Knowledge of Industry Practice**



Both Dover and the replication sites had significant improvement in participants’ preparedness to explain industry techniques and their sense of being informed about current issues related to advertising. There was a statistically significant improvement in participants’ critical thinking about whether or not what the advertisement says is true ( $p=.016$ ).

TABLE 12: MEDIA LITERACY AND ALCOHOL INDUSTRY PRACTICES			
		Baseline	Follow-Up 1
		% (n)	% (n)
<b>PREPARED TO EXPLAIN HISTORICAL AND CURRENT ADVERTISING TECHNIQUES *</b>	<b>Dover</b>	71.4% (15)	95.2% (20)
	<b>Replication Sites</b>	65.2% (15)	82.6% (19)
<b>INFORMED ABOUT CURRENT ISSUES RELATED TO ADVERTISING **</b>	<b>Dover</b>	61.9% (13)	90.5% (19)
	<b>Replication Sites</b>	78.3% (18)	81.8% (18)
<b>TRUTH IN ADVERTISING ***</b>	<b>Dover</b>	71.4% (15)	66.7% (14)
	<b>Replication Sites</b>	56.5% (13)	78.3% (18)
<b>TARGET AUDIENCE ****</b>	<b>Dover</b>	63.2% (12)	72.2% (13)
	<b>Replication Sites</b>	59.1% (13)	57.1% (12)
<i>*“How prepared do you feel right now to explain the historical and current advertising techniques used by the alcohol industry which are highly attractive to teens” [% Very Prepared/Prepared]</i>			
<i>**“How well informed do you feel about current issues relating to the advertising, sale, promotion or use of alcoholic beverages.” [% Very Informed/Informed]</i>			
<i>***“When I see or hear an advertisement, I think about whether or not what the ad says is true” [%/yes]</i>			
<i>****“Please review the ad above and answer the following question. Who is the target audience of this ad” [% answered correctly]</i>			

Survey respondents were asked to demonstrate their media literacy by identifying the correct target audience for a provided ad. The number of Dover participants who gave the correct answer (*Parents*) did improve slightly from baseline to follow-up but this was not a statistically significant change.



*Please review the ad above and answer the following question. Who is the target audience of this ad?*

- Youth (12 to 18 years old)
- Parents
- Children
- General Population

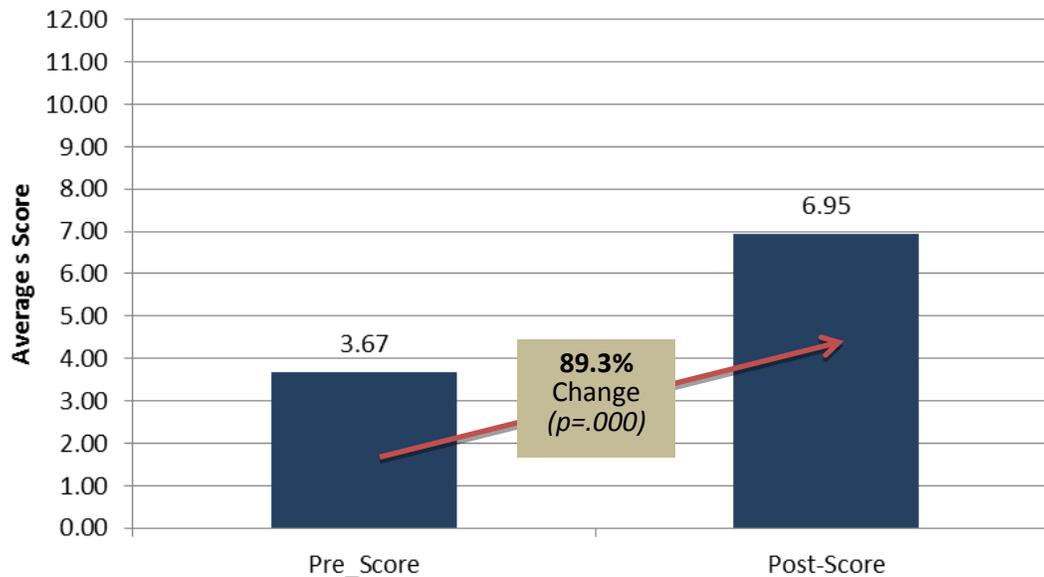
Presentation Skills

Improving the presentation skills of the participants is a central component to the One Voice model. Participants are asked to self-rate their own comfort level with giving a presentation to an audience, their ease with talking in front of a group, and how much they project their voice when speaking to a crowd. Nearly half of all participants indicated they had given a speech or presentation to a large audience before they joined One Voice. There was significant improvement in their comfort level with presenting to a large group ( $p=.002$ ) and the use of voice projection to make a more effective presentation ( $p=.005$ ). Most participants had the opportunity to give a speech or presentation after their first year of participation ( $p=.000$ ).

TABLE 13: PRESENTATION SKILLS			
		Baseline	Follow-Up 1
		% (n)	% (n)
<b>COMFORTABLE PRESENTING TO A LARGE AUDIENCE *</b>	<b>Dover</b>	89.5% (34)	100% (21)
	<b>Replication Sites</b>	75.0% (21)	76.9% (20)
<b>PROJECT MY VOICE WHEN I SPEAK IN CLASS **</b>	<b>Dover</b>	74.4% (29)	97.4% (38)
	<b>Replication Sites</b>	82.1% (23)	92.9% (26)
<b>HARD TO TALK IN FRONT OF A GROUP ***</b>	<b>Dover</b>	15.8% (6)	5.1% (2)
	<b>Replication Sites</b>	35.7% (10)	35.7% (10)
<b>GIVEN A SPEECH OR PRESENTED TO A LARGE AUDIENCE ****</b>	<b>Dover</b>	65.8% (25)	97.4% (38)
	<b>Replication Sites</b>	55.6% (15)	82.1% (23)
<i>**"How comfortable are you presenting to a large audience about a subject you had a chance to practice?" [%Very Comfortable/Comfortable]</i>			
<i>**"I project my voice when I speak in my class at school or in other situations where I am addressing and audience." [%Always/Sometimes Project Voice]</i>			
<i>***"Do you find it hard to talk in front of a group?" [%Yes]</i>			
<i>****"Since joining this youth empowerment program, have you given a speech or presented to a large audience?" [%Yes]</i>			

Using direct observation and an independent scoring protocol, 6<sup>th</sup> grade participants were videotaped reading the same script and received a competency score in four key presentation skill areas. Presentations were videotaped at the beginning of their participation in One Voice, prior to receiving the presentation skills training module and repeated at the end of the school year to evaluate change in presentation skill competency.

**Figure 3: Average Middle School Participant Presentation Skill Scores (n=49)**



Among the 49 participants who completed a baseline presentation, the average score was 3.67 out of a possible score of 12. The average score for the 42 who completed follow-ups was 6.94, a statistically significant increase ( $p=.000$ ). Participants nearly doubled their presentation skills score after their first year of participation in One Voice: there was an 89.3% improvement in scores.

	Baseline	Follow-up	% Change
<b>Dover</b>	n = 33	n = 23	108.1%
	3.45	7.19*	
<b>Replication Sites</b>	n = 16	n = 19	61.7%
	4.12	6.66*	

\*  $p$ -value = <.05

There was significant improvement in Dover and the replication sites; however, the rate of improvement was higher in Dover. This may be due to the more mature nature of the Dover group and a resulting greater number of

opportunities to practice and make presentations to peers and their community.

Legislative Process/Policy Change

One of the primary purposes of One Voice is to help youth build the knowledge and skills they need to take action to influence change in their community. There was significant improvement in participants knowledge about how to change state laws ( $p=.000$ ) and how youth can be involved in getting the government or businesses to change a policy ( $p=.001$ ).

**Figure 4: Middle School Participant Knowledge of Legislative Process**

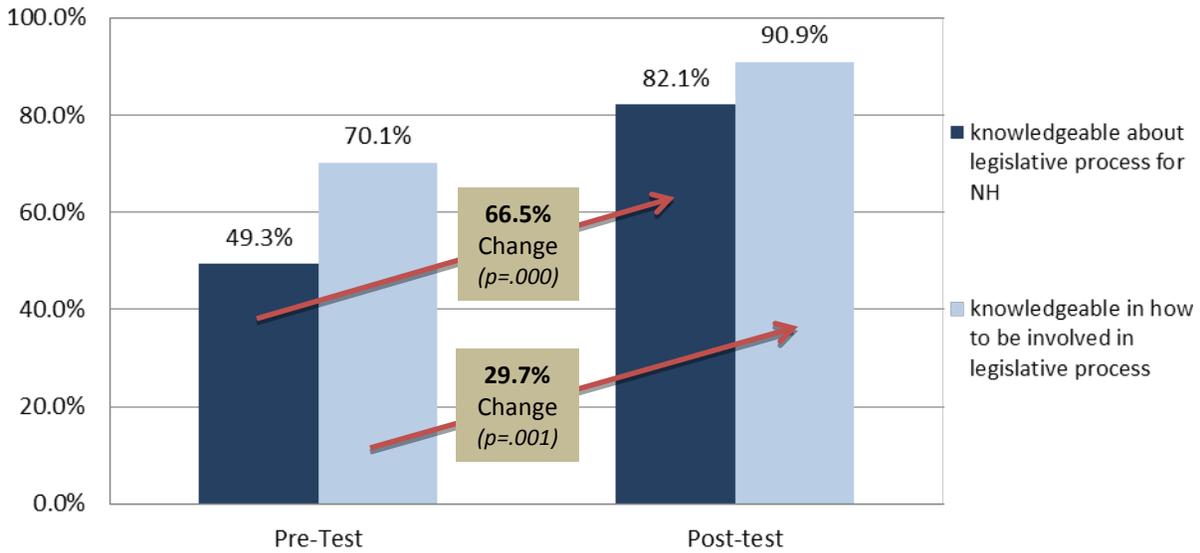


Table 15, shows that all sites demonstrated improvement in knowledge about changing the law and how to get involved. However, the replication sites improved their knowledge about changing state law by 162% compared to 36% in Dover.

TABLE 15: LEGISLATIVE PROCESS AND POLICY CHANGE			
		Baseline	Follow-Up 1
		% (n)	% (n)
<b>KNOWLEDGEABLE ABOUT CHANGING STATE LAWS *</b>	<b>Dover</b>	64.1% (25)	87.2% (34)
	<b>Replication Sites</b>	28.6% (8)	75.0% (21)
<b>KNOWLEDGEABLE ABOUT HOW TO GET INVOLVED IN POLICY CHANGE **</b>	<b>Dover</b>	74.4% (29)	94.9% (37)
	<b>Replication Sites</b>	64.3% (18)	85.2% (23)
<b>CONFIDENT IN ABILITY TO ADVOCATE FOR POLICIES ***</b>	<b>Dover</b>	89.5% (34)	94.9% (37)
	<b>Replication Sites</b>	67.9% (19)	85.7% (24)
<b>EVER PARTICIPATED IN LEGISLATIVE PROCESS ****</b>	<b>Dover</b>	10.3% (4)	10.3% (4)
	<b>Replication Sites</b>	0	0
<i>*"How knowledgeable are you about how to change state laws in your state" [%Very/Somewhat Knowledgeable]</i>			
<i>**"How knowledgeable are you about how youth can be involved in getting the government or businesses to change a policy" [%Very/Somewhat Knowledgeable]</i>			
<i>***"How confident are you in your ability to advocate for policies you support" [%Very Confident/Confident]</i>			
<i>****"Have you ever participated in the legislative process for your state" [%Yes]</i>			

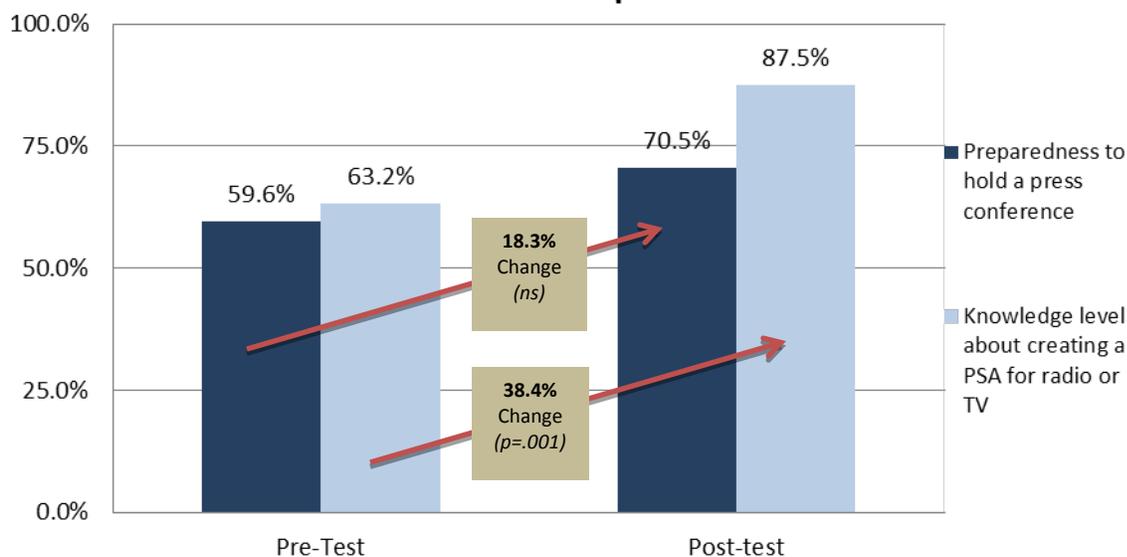
As a result of the activities implemented during the school-year, there was an increase in the number who had knowledge of the legislative process, particularly at the replication sites.

Media Development Skills

The development of media skills, such as creating a Public Service Announcement (PSA) or learning how to hold a press conference, contributes to the participants' ability to effect

change in their community. During the study period, participants created 25 radio PSAs and seven prevention-related videos.

**Figure 5: Middle School Participant Media Development Skills**



There was statistically significant change in participants’ knowledge about creating media ( $p=.001$ ). There was an increase in feeling prepared, however, no significant change in participants’ self-reported preparedness to hold a press conference.

**TABLE 16: MEDIA DEVELOPMENT SKILLS**

		Baseline % (n)	Follow-Up 1 % (n)
<b>PREPARED TO HOLD A PRESS CONFERENCE *</b>	<b>Dover</b>	85.7% (18)	90.5% (19)
	<b>Replication Sites</b>	56.5% (13)	56.5% (13)
<b>KNOWLEDGEABLE ABOUT CREATING A PSA **</b>	<b>Dover</b>	81.0% (17)	95.2% (20)
	<b>Replication Sites</b>	45.5% (10)	87.0% (20)

*\*“How prepared do you feel you are to hold a press conference for a newspaper, radio, TV or reporters”[%Very Prepared/Prepared]*

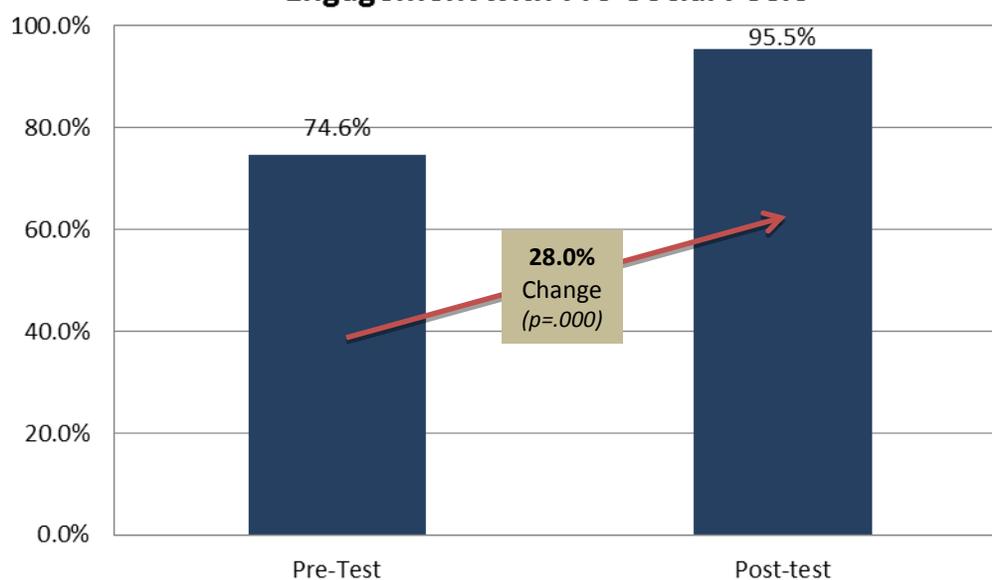
*\*\*“How knowledgeable are you about creating Public Service Announcements (PSAs) for radio or TV”[%Very Knowledgeable/Knowledgeable]*

When looking at the implementation setting, there was more change (72.1%) among the participants at the replication sites in their knowledge about how to create PSAs. Dover participants, although increased their knowledge by 11.7%, started with greater sense of knowledge at baseline so there was less room for change.

*Increase Engagement with Pro-Social Peers*

Participants’ level of involvement with One Voice is reflected in the 28% increase in their having “worked with a group of peers in an organized way to make change or improve my school or community” during the study period ( $p=.000$ ).

**Figure 6: Middle School Participant Engagement with Pro-Social Peers**



When looking at the rate of change in engaging with pro-social peers, Dover participants had a 18.6% change, while the replication sites had a 45% increase from baseline to follow-up. This difference may be simply due to the replication sites starting lower (64.3% at baseline, compared to 82.1% in Dover) and having more room for improvement.

**TABLE 17: ENGAGEMENT WITH PRO-SOCIAL PEERS**

		Baseline	Follow-Up 1
		% (n)	% (n)
<b>WORKED WITH PEERS TO MAKE CHANGE</b> **	<b>Dover</b>	82.1% (32)	97.4% (38)
	<b>Replication Sites</b>	64.3% (18)	92.9% (26)

*\*\*"I have worked with a group of peers in an organized way to make change or improve my school or community" [%Yes]*

**Intermediate Outcomes**

It was hypothesized that by participating in One Voice, youth will increase their own perception of harm, increase feelings of self-efficacy and empowerment (*perception that they can influence change, competency in skills*), increase knowledge of the influence of media and industry in the targeted area, increase feeling accepted by non-using peers, and increase their engagement in pro-social activities.

Increased Perception of Harm

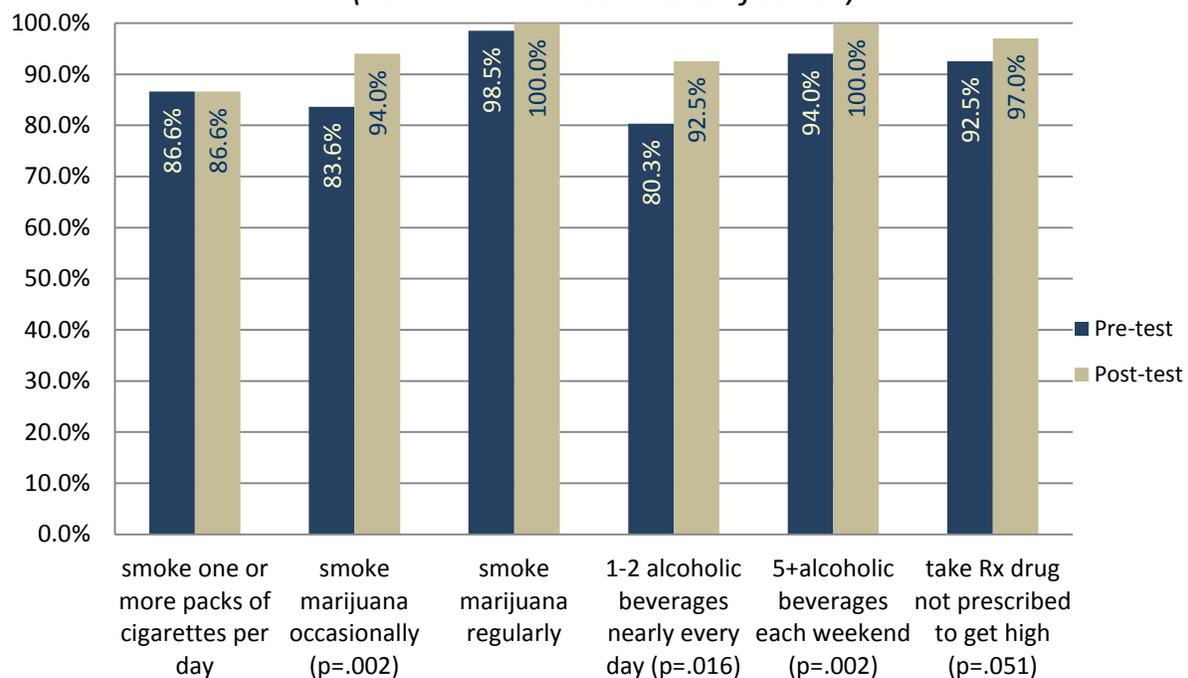
In a series of six questions, participants are asked to rate from “No Risk” to “Great Risk” how much they “*think people risk harming themselves (physically or in other ways) if they:*

- smoke one or more packs of cigarettes per day
- smoke marijuana occasionally
- smoke marijuana regularly

- have one or two drinks of an alcoholic beverage (beer, wine, or liquor) nearly every day
- have five or more drinks of an alcoholic beverage (beer, wine or liquor) each weekend
- take a prescription drug not prescribed to them to get high or change the way they feel

As seen in Figure 7, participants increased their perception that smoking marijuana occasionally, having one or two drinks daily or binge drinking on weekends, and taking prescription drugs not prescribed to them poses a moderate to great risk of harm. There was no change in the perception of harm related to cigarettes or smoking marijuana regularly.

**Figure 7: Risk of Harm by use of Substance Abuse**  
(Moderate to Great Risk of Harm)

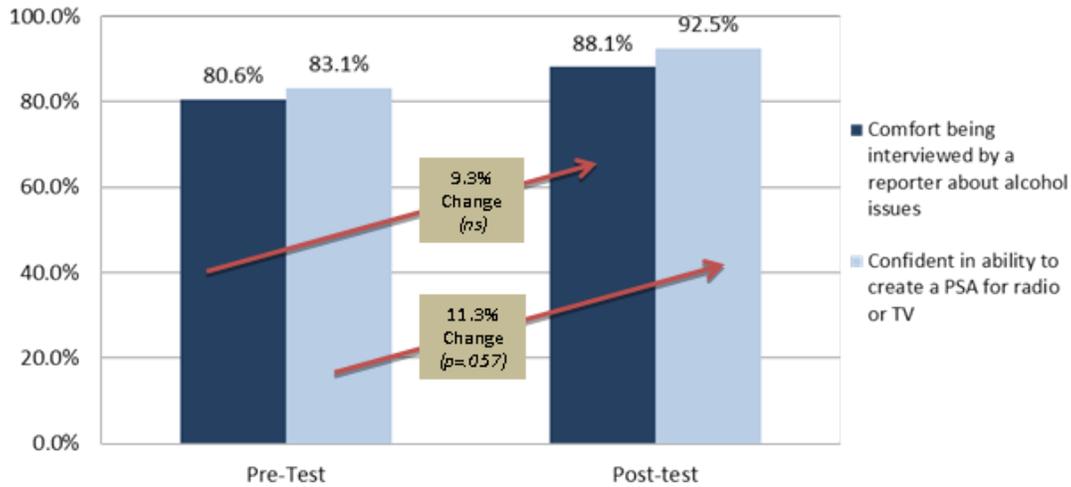


When looking only at the replication sites, the risk of smoking marijuana occasionally was the only perceived risk that increased significantly from baseline to follow-up.

#### Increased Self-Efficacy

Participants were asked a series of questions about their perception that they can influence change and their competency in using their skills to advocate for policies they support. Specific to their media skills, participants did report a slight increase in their comfort level in being interviewed by a reporter (9.3%) as well as in their confidence in their ability to create a PSA for radio or TV (11.3%). However, when looking at the 67 middle school participants as a whole, this change was not statistically significant at the .05 level.

**Figure 8: Middle School Participant Self-Efficacy Around Media Development and Use**



When looking at the Dover group, there was a significant increase in participants' confidence in their ability to create a PSA ( $p=.044$ ).

**TABLE 17: MEDIA DEVELOPMENT SKILLS**

		Baseline	Follow-Up 1
		% (n)	% (n)
<b>LEVEL OF COMFORT BEING INTERVIEWED BY A REPORTER*</b>	<b>Dover</b>	87.2% (34)	94.9% (37)
	<b>Replication Sites</b>	71.4% (20)	78.6% (22)
<b>CONFIDENT IN ABILITY TO CREATE A PSA***</b>	<b>Dover</b>	87.2% (34)	97.4% (38)
	<b>Replication Sites</b>	76.9% (20)	85.7% (24)

*\*"How comfortable do you feel about being interviewed by a reporter about issues related to alcohol"*

*\*\*How confident are you in your ability to create a Public Service Announcements (PSAs) for radio or TV to get a message out to the public"*

A scale was developed to measure self-efficacy, or belief, in participants' ability to influence change and make a difference in their community. After determining that the eight items included in the scale were highly correlated, an average was calculated across all eight items to generate the score.

**ITEMS INCLUDED IN THE SELF-EFFICACY BELIEF SCALE:**

*"To what extent do you agree or disagree with the following statements:"*

- I feel I can make a difference in my community.
- I feel adults in my community will listen to me and my peers on important issues
- I feel like I have influenced a large number of people on important issues related to alcohol and other risky behaviors in the last 12 months
- I feel I play an important part in making my community a better place
- I am knowledgeable about public demonstrations and protests
- I am confident in my ability to organize a public demonstration or protest
- Young people my age are able to make a difference
- I can influence the decisions this organization makes

When looking at the middle school participants as a group, there is a significant increase in self-efficacy from baseline to follow-up ( $p=.045$ ). The three concepts that change the most were:

1. *I feel I have influenced a large number of people about risky issues in the past 12 months (71.6% change)*
2. *I am knowledgeable about public demonstrations and protests (14.8% change)*
3. *I am confident in my ability to organize a public demonstration or protest (12.5% change)*

		<b>Baseline</b>	<b>Follow-Up 1</b>
		<b>% (n)</b>	<b>% (n)</b>
<b>BELIEF IN ABILITY TO INFLUENCE CHANGE OR MAKE A DIFFERENCE*</b>	<b>Dover</b>	84.6%	95.2%
	<b>Replication Sites</b>	76.9%	83.8%

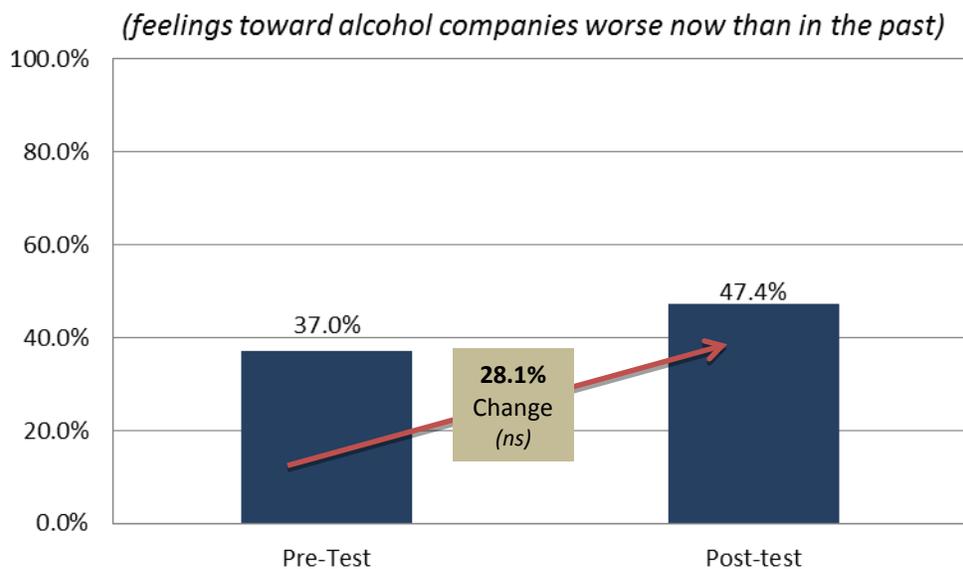
*\*Self-Efficacy Belief Scale is based on the average score across eight variables [%yes]*

The picture changes when you look at the Dover and replication sites separately. In Dover there was a 12.5% increase in score which is statistically significant ( $p=.035$ ). There was an increase at the replication sites as well, 9% change, however this was not a significant change.

*Awareness of Manipulative Industry Practices*

Participant awareness of manipulative industry practices such as trying to get young people to drink or telling lies about their product did not change significantly from baseline to follow-up.

**Figure 10: Middle School Participant Negative Feelings Toward Alcohol Industry**



When asked if their feelings toward alcohol companies had changed, there were more participants who stated they felt worse at follow-up, however this was not a statistically significant change.

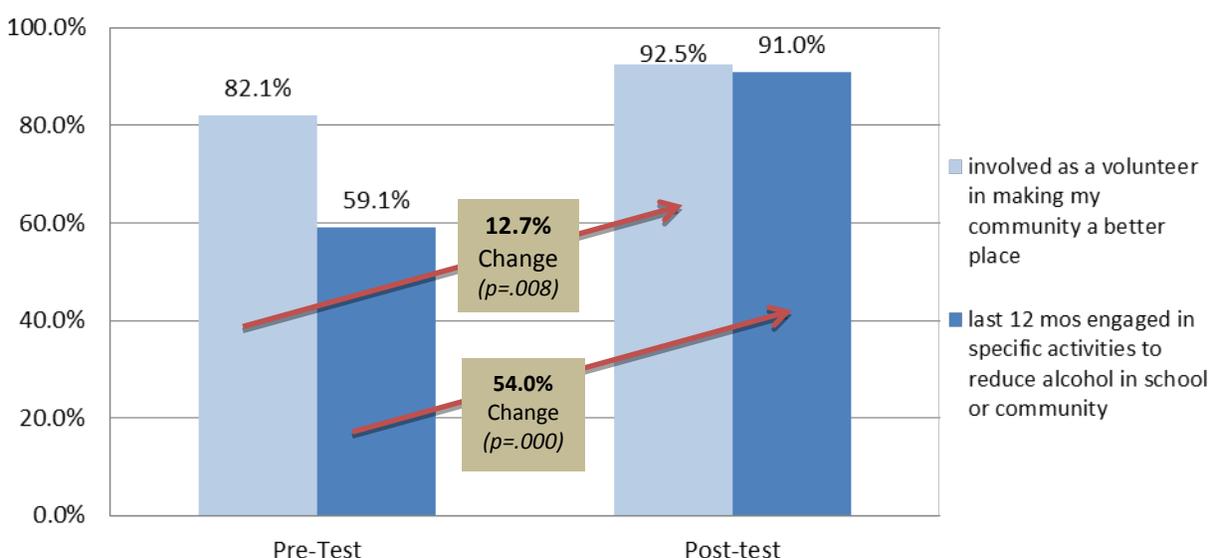
TABLE 20: NEGATIVE FEELINGS TOWARD INDUSTRY			
		Baseline	Follow-Up 1
		% (n)	% (n)
FEELINGS TOWARD ALCOHOL COMPANIES WORSE NOW THAN IN THE PAST*	Dover	34.3% (12)	51.5% (17)
	Replication Sites	42.1% (8)	41.7% (10)

*\*"Would you say you feel better, the same, or worse toward alcohol companies than you have in the past"[%Worse]*

### Increased Engagement in Pro-Social Activities

There was significant change in the participants' involvement with pro-social activities such as volunteering ( $p=.008$ ) and alcohol reduction activities ( $p=.000$ ).

**Figure 11: Middle School Participant Engagement in Pro-Social Activities**



When asked how many times they had performed any organized community service as a non-paid volunteer (such as serving meals to the elderly, engaging in alcohol prevention activities, helping out at a hospital, building homes for the poor, etc.) 35.9% of Dover participants and 33.3% of replication site participants indicated they had done at least one day of volunteering at baseline. At follow-up, this increased to 76.9% ( $p=.012$ ) and 64.3% ( $p=.000$ ), respectively.

TABLE 21: ENGAGEMENT IN PRO-SOCIAL ACTIVITIES			
		Baseline	Follow-Up 1
		% (n)	% (n)
INVOLVED AS VOLUNTEER *	Dover	87.2% (34)	97.4% (38)
	Replication Sites	75.0% (21)	85.7% (24)
ENGAGED IN ACTIVITIES TO REDUCE ALCOHOL ABUSE IN SCHOOL OR COMMUNITY **	Dover	56.4% (22)	92.3% (36)
	Replication Sites	63.0% (17)	89.3% (25)

*\*"I have been involved as a volunteer in making my community a better place."[%Yes]*

*\*\*"In the last 12 months I have engaged in specific activities designed to reduce alcohol abuse in my school or community"[%Yes]*

### Increased Feeling Accepted and Supported By Peers

A series of questions were asked in focus groups as well as on the participant feedback survey in order to gauge participants' feelings about being accepted and supported by their peers when/if they identify as a non-user. An overwhelming majority (98.2%) of the 56 students who completed the satisfaction survey indicated that they describe themselves to others as someone who does not use alcohol or drugs.

When asked how people react if they tell them they don't use alcohol or drugs, most of the participants implied that they were supportive (37.5%), respectful (28%), or indifferent (25%) of their choice. A few participants (18%) indicated that reactions were negative or questioning but that those responses did not influence their decisions to use or not. Other participants indicated they had lost or changed friends because of joining One Voice: *"After starting One Voice, I changed and noticed that one of my friends wasn't really someone I wanted to hang out with anymore."* There were two comments that indicated a negative reaction such as being called "goody two shoes" or that people mock and laugh at them. But overwhelmingly, they felt supported and respected.

#### **FOLLOWING ARE A FEW OF THE COMMENTS MADE BY PARTICIPANTS ABOUT REACTIONS TO THEIR DECISION NOT TO USE ALCOHOL OR DRUGS:**

- *"Depending on the person, some will be surprised while others might be glad and more likely to trust me or like me."*
- *"Generally they are supportive of my decision, and if they are not then I don't consider them a respectful or true friend."*
- *"I feel that they respect me more because they know that I will make good decisions."*
- *"They sometimes don't respond, sometimes they ask why I feel that way, most of the time (I find) they agree with me and say they are the same. Regardless, I have never had someone who disregarded my choice as dumb or stupid. People, whom I've talked to at least, tend to respect my decision to live as I do--some have even gone on to say that they think that it's cool or admirable."*
- *"I don't feel any different but I kinda feel like if I'm around someone whose family [or] parents who have drug problems and stuff, they are more careful of what they say around me."*
- *"They don't really react much in any sort of way. Most, if not all of the people I hang out with, are drug and alcohol free. If anything they'd be proud of me for staying away from unuseful substances."*
- *"The adults in my life are obviously very happy about that and it is most likely assuring to them that they don't need to worry about it, but I can see that some kids in my grade wouldn't feel the same way if I said that to them, and some would."*
- *"Yeah that's cool, bro. But personally I don't give a [expletive]." That is about the average reaction I have gotten thus far in my experiences.*

### Long-Term Outcomes

In the longer term, it is anticipated that participants will delay initiating their own AOD use, could influence social norms and policies at the community level, increase perception of harm of AOD use among the community and decrease AOD use at the community level.

The participant survey questions match those used on the New Hampshire Youth Risk Behavior Survey (YRBS) which is implemented every other year. The YRBS was

administered in spring 2013 in both middle and high schools in Dover and surrounding communities.

Delayed initiation of AOD use among participants can be measured by looking at lifetime use, 30-day use, and age of onset questions on the participant survey. Participant data can be compared to community-level YRBS data to assess 1) if use patterns are different between participants and the community of middle school students; and 2) whether there is a delay in initiation of use by participants. At the time of this report, the 2013 YRBS results are not yet available for analysis. It is anticipated that those data will be available by the end of 2013.

## COMPARISON GROUP RESULTS

### *Comparison Group*

Since most first year members of Dover Youth to Youth program and the four replication sites are in 6<sup>th</sup> grade, it was determined that the comparison group would consist of 6<sup>th</sup> graders as well. The comparison group was drawn from the 6<sup>th</sup> grade class at Dover Middle School (DMS). There are approximately 300 sixth grade students each year at DMS. The evaluator requested that two 6<sup>th</sup> grade classrooms be randomly assigned to act as the comparison group and the DMS principal selected a two-class team (totaling 50 students). The students in these two homerooms are randomly assigned at the beginning of the school year and, therefore, represent a cross-section of students of this age. The comparison group represents about 1/6 of the sixth grade student body at DMS.

In order to test for internal validity, Independent-Samples T-Test analysis were performed across 21 variables to determine if the participant and comparison groups were the same or different. When determining the participant group to include in this analysis, we considered using all middle school participants regardless of grade who had no prior experience with One Voice. However, when looking at the T-Test results based on no experience, there are a number of variables for which they differed from the comparison group. Therefore, this analysis was restricted to 6<sup>th</sup> grade One Voice participants as the comparison group was in the 6<sup>th</sup> grade.

There were no significant differences between the groups in all areas except those related to working with peers, being involved with groups or engaging in volunteer work to help improve the community.

The Dover participants were more likely to be engaged in these types of activities and also have a stronger sense of self-efficacy about their ability to make a difference in their community. This is not surprising that individuals who self-selected to participate in a volunteer program were more likely to have engaged in this type of activity and is a reflection on the participant's interest and motivation to contribute to their community.

Since Dover Y2Y middle school students largely attended the school (DMS) where 100% of the comparison group also goes to school – the comparison group is exposed to the youth advocates generally in school and some of their activities, projects and media with specific drug prevention messaging. Members of the comparison group were exposed to and/or participated in the Logo Lampoon artwork contest, the Plaster the Walls anti-tobacco campaign in March of each year, and were all very likely to be exposed to Dover Y2Y's very

active media campaign on local radio stations. Their radio PSAs alone are broadcast on local radio stations between 200-400 times each month.

In addition, it can be assumed that 90% or more of the comparison group were exposed to one or two presentations by Dover Y2Y in the six-month period prior to being assigned to the comparison group. This exposure includes a heavy emphasis on media literacy surrounding advertising, tobacco use consequences, and risks of underage drinking.

**THE FOLLOWING ITEMS WERE COMPARED USING INDEPENDENT SAMPLES T-TESTS:**

1. Gender
2. Grade currently entering in Fall
3. Participate in other groups that influence attitude about drinking alcohol or drugs
4. Involved with Y2Y in past school years
5. **Involved as a volunteer in making my community a better place\***
6. **Work with peers to make a change or improve school or community\***
7. **Last 12 months engaged in specific activities to reduce alcohol in school or community\***
8. Past 30 days times you engaged in any community service as a volunteer
9. Past 30 days how many days did you smoke cigarettes
10. Past 30 days how many days did you have a drink of alcohol
11. Past 30 days number of times used marijuana
12. During life number of times taken a prescription drug not prescribed to you
13. Past 30 days number of times taken a prescription drug not prescribed to you
14. During life number of times taken over-the-counter drugs to get high
15. Past 30 days number of times taken over-the-counter drugs to get high
16. Past 12 months has anyone offered sold or given you illegal drug on school property
17. Hours doing homework or studying
18. Hours watching TV
19. Hours spending time at home with no adults present
20. **Self-Efficacy Belief\***
21. Consequence of Binge Drinking Score

*\*Dover participants were more likely to have endorsed these items.*

Among the 6<sup>th</sup> grade participants, there was significant improvement in 10 of the 12 short-term or intermediate outcomes measured. For the comparison group there were two areas of change.

TABLE 22: ONE VOICE YOUTH EMPOWERMENT MODEL 6 <sup>TH</sup> GRADE PARTICIPANT AND COMPARISON GROUP OUTCOMES		
	SIGNIFICANT CHANGE ( <i>p</i> <.05)	
	6 <sup>TH</sup> GRADE PARTICIPANTS ( <i>N</i> =26)	COMPARISON GROUP ( <i>N</i> =47)
<b>SHORT-TERM OUTCOMES:</b>		
Knowledge of consequences of use	<i>No change</i>	✓
Knowledge of Industry practices	✓	<i>No change</i>
Knowledge of Legislative process	✓	<i>No change</i>
Presentation Skills	✓	<i>No change</i>
Media Literacy	<i>No change</i>	✓
Media development skills	✓	<i>No change</i>
Engaging with pro-social peers (groups)	✓	<i>No change</i>
<b>INTERMEDIATE OUTCOMES:</b>		
Perceived risk of harming	✓	<i>No change</i>
Self-Efficacy (beliefs and behaviors)	✓	<i>No change</i>
Awareness of manipulative industry practices	✓	<i>No change</i>
Engagement and range of pro-social activities	✓	<i>No change</i>
<b>LONG-TERM OUTCOMES:</b>		
Lower rate of initiation of AOD use among participants ( <i>Delayed age of onset</i> )	*	*
Community-level perception of harm	*	*
Decrease AOD use among the community/peers	*	*
<i>*The forthcoming evaluation results for the community-level effect will be based on the 2013 Youth Risk Behavior Survey results</i>		

Given the similarity between the two groups at baseline and the fact that both groups were exposed to the same school environment, it can reasonably be implied that the One Voice program had an impact on the participants.

## DISCUSSION & CONCLUSION

One Voice is successful because it engages and empowers youth to make changes in their environment and community that reduce substance abuse and the harm that accompanies it. The core elements of this approach are: (1) Recruiting youth in grades 6-12 to act as leaders and change agents in the community; (2) Providing them with the information and knowledge needed to develop a level of expertise and understanding of the targeted problems; (3) Providing them with very highly developed skills needed to take action; and (4) Give these youth leaders the opportunity to take action in the adult world that result in environmental change.

The results indicate that both the short- and intermediate outcomes objectives were achieved. For the short-term outcomes, both Dover and replication sites, the youth statistically significantly increased their knowledge about the consequences of use and knowledge of industry practices; increased presentation skills; increased skills around media; increased knowledge of the legislative process aimed at changing the social norms around AOD use; and developed a network of pro-social peers.

*"Keep doing what you're doing! You are helping to create confident, knowledgeable, well-informed citizens who will be civic-minded and take action according to their beliefs." – Parent*

In the intermediate outcomes, the results showed significant improvement in all but one indicator. The indicators that showed a statistically significant improvement were perceived risk of harm, increased feelings of self-efficacy and empowerment (perception that they can influence change, competency in skills), and increased engagement in pro-social activities. There was no change in participant awareness of the manipulative industry practices. This may be due in part to youth who participant having increased knowledge in the influence of media and industry.

As denoted earlier in this report, the long-term outcomes objectives will be analyzed once YRBS information is released later in 2013. The data will show whether or not the long-term outcomes were achieved for this program showing that youth advocates influenced social norms and policies at the community level, decreased their own AOD use, increased perception of harm of AOD use among the community, and decreased AOD use at the community level.

*"The program has definitely made a positive impact on my life and I truly hope that it will continue to do so for others in the future." – Participant*

Success can in part be attributed to the level of buy in and support from Dover and replication sites' leadership and school administration. Dedicated staff versus advisors doing this over and above regular teaching/job may play a role in the successful implementation of the program. This may explain why

the more mature Dover group had slightly better results than the replication sites. Given the challenge of advisor inexperience or turn over, the replication sites still demonstrated positive outcomes. For example, when looking at the Dover group, there was a significant increase in participants' confidence in their ability to create a PSA ( $p=.044$ ) which could be attributed to a more experienced team of leaders who are more confident in themselves in their ability to train participants in media development.

Comparison Group analysis indicates that the baseline data are reflective of a typical 6<sup>th</sup> grade student at the Dover Middle School and that the participant sample was not any different from their peers on key variables.

### Challenges & Facilitators

#### Dedicated Advisors

All sites were expected to have two advisors in order to successfully implement One Voice. There were practical problems with meeting this expectation in some instances. Three sites were faced with the loss of one of their advisors, either permanently due to retirement/relocation or temporarily for maternity leave. Two of those sites sustained their programs and were able to recover from this reduction in staffing but did lose some productivity as a result. The third continued with one advisor and that resulted in reduced programmatic output. This highlights the importance of the hiring process and making sure the sites strive to maintain two advisors. Advisors must also be hired with the required skills or be directed to participate in training or available TA in order to enhance their skills.

One indicator of the need to have two dedicated advisors can be seen in the replication sites completing the minimum five activities in a school year. The two high school replication sites exceeded the goals for the number of activities and were able to maintain the program with two advisors. The two middle school sites struggled to complete five activities. Both of these groups suffered the loss of an experienced advisor (one never being replaced) and had a high rate of participant turnover. One Voice staff assisted these sites in adjusting to these challenges through support to advisors and providing training for participants.

#### Student Attendance

The replication sites, like the Dover site, run the One Voice program from October until spring but are school-based compared to Dover's community-based approach. This school-based presence enhances the opportunity for the group to prepare and implement activities and develop student participant skills. The flip side to this practice of running this program for the entire school year is that there is a certain amount of "coming and going"

*"The Dover Y2Y program has been one of [daughter's] favorite activities. She looks forward to the meetings, activities and participating in the community service activities. It has been a great program and has contributed greatly to her success in school and provided a good foundation for social and peer pressures of middle school. I would recommend this program to any parent and student that wanted to develop communication and social skills that are a valuable life skill." – Parent*

among student participants who are very active for a portion of the year and then depart due to a school play or a seasonal sport. This breaks up the continuity of the group somewhat as the year progresses – but it is unavoidable and manageable. It does make it challenging to insure that everyone who completed a baseline surveys in the fall is available to take a follow-up survey in the spring.

There is also a certain unavoidable level of attrition of student participation and membership due to families leaving the district, loss of interest and other causes. New members are always joining so attrition does not threaten the existence of any of the sites. What attrition does is throw off the continuity of team training and again makes surveying for participants more challenging.

### Monthly Activity Log

The advisors were given the Monthly Activity Logs. Once trained, most advisors used the Monthly Activity Logs successfully. Struggles in getting the advisors to complete the logs and other needed paperwork had more to do with organizational skills of the advisor or the lack of time to get the logs completed on time. Those advisors who were more organized had no problem completing the logs. However, advisors struggled to complete all required paperwork given the demands of running a resource-limited program. In some schools where there were two consistent advisors, it was more likely that the paperwork was completed in a timely manner. The key to getting advisors to comply was the signed contract that clearly spelled out what was needed from them and by when in order to receive their stipend at the end of the school year. In March 2011, the evaluators had each advisor sign a contract that clarified the role they played in the evaluation and what was expected of them. Advisors agreed to comply with all evaluation activities and submit the forms in a timely manner in order to receive their stipend.

Regardless, the struggle continued in receiving the Monthly Activity Logs in a timely manner. The Monthly Activity Logs were usually sent to the evaluating team only after a reminder was sent out to the schools regarding the due date on the 15<sup>th</sup> of the following month. The evaluating team put in place an automated e-mail reminder to the One Voice Advisors team to help facilitate the submission of the forms.

### Advisor Checklists

A Recruitment Checklist and Administrative Checklist were developed to help an advisor to better facilitate a successful One Voice program in a step-by-stop process. Although the evaluating team collects these checklists to determine that they have been done, there was no oversight by the evaluating team to make sure that the steps have actually been completed by the advisor. Again, this was not the purpose of the checklists but it makes it unrealistically difficult to analyze the data collected and link it to the success of the program.

### Participant Surveys

Participant surveys were successfully administered to all participants who were still active in the program. However, the advisors struggled to get follow-ups completed by participants who were no longer active with One Voice. Some sites were able to contact non-participating students because their One Voice meetings were held at the school and were better able to track down former participants who were still in the school. The Dover site, however, is located in a community setting away from the school, so it is more difficult for staff to locate and contact former participants. To address this challenge in the future, the advisor training was modified to include suggestions and strategies for how to best contact non-active participants to maximize their response rates and match baseline and follow-ups for the evaluation of One Voice. In addition, it was suggested that follow-up surveys are collected in April/May rather than waiting until the very end of the school year.

### Additional Challenges

Funds for after school programs of all types are generally supported by a combination of government grants, local tax-based funding and community-based charitable support. In the current economic climate – all of those sources have seen cuts and reduced availability. The replication sites have struggled to sustain funding and have had to absorb cuts. The primary Dover site has sustained the loss of \$75,000 in annual funding and is seeking to

replace some of those funds in the City budget and through user/participant fees. In order to keep all replication sites up and running, One Voice staff helped facilitate conversations with the schools about possible funding solutions for the future, such as fundraising, user fees, and local charitable support. One key element of sustainability has been achieved, however. In all four replication sites, the program has been accepted as an element of the school's programming. Its mission is understood and those in administrative circles value the activities and impact of the group's efforts.

One factor facilitating this evaluation was the ability to work with an independent evaluation contractor, JSI Research & Training Institute, Inc.'s NH-based Community Health Institute, which was dedicated and willing to work with the One Voice program to keep the program moving forward with the evaluation, regardless of funding or a fully executed contract. The contracted evaluator was able to build a strong evaluation team with the capacity to leverage internal resources, such as on-staff statisticians and technical support that make the enhancements stronger and more successful. The evaluation team was comprised of a lead evaluator, data manager, statistician, and a senior PhD-level consultant.

Another facilitating factor has been the backing of the City of Dover (particularly the Police Department and School Department). The Dover Police Department has helped to facilitate the grant as fiscal agent and has facilitated the One Voice work through leveraging of small grants and connections with local businesses. The Dover School Department has been a vital collaborator, not only in the actual programming (e.g. allowing presentations in the schools) but in the evaluation process generally and in helping us establish and have access to the in-school comparison groups in particular. There is also broad interest from other locations across the state in supporting the demonstration of One Voice as an Evidence-Based Program (EBP). This interest made it easier to identify and recruit the replication sites to include in evaluation efforts.

In Dover, the staff has two dedicated full-time employees available to implement all One Voice activities in Dover as well as to provide technical support for replication sites. This is unique to Dover, as the other sites are using school staff on a part-time or volunteer basis to implement the program. The full-time One Voice team is able to maximize personnel and resources and each other's skills to support the program's efforts. The One Voice Staff also have the ability to tap into graduated One Voice students to take on pieces of work. For example, One Voice hired a former participant to help draft the Fidelity Checklists under the guidance of the Program Director.

### Evaluation Lessons Learned

There is an inherent challenge to collecting evaluation data in a dynamic setting. This reality requires an evaluation design that is non-invasive and serves multiple purposes. Tools such as the advisor checklists, monthly activity logs and fidelity checklists, provide essential process evaluation data; they are also useful tools that can help the advisors implement their One Voice program. In order for the evaluation tools to serve this multipurpose role, it is important to solicit and incorporate the feedback of advisors at all levels of experience.

Validation of an evaluation tool requires a rigorous analytic process and resources need to be allocated for this purpose. In order to lessen this challenge, it is best to use already validated measures when possible; although we do recognize that not all measures of interest are readily available. Careful consideration about what exactly you want to learn

from the data is the best way to sharpen the focus on how to best collect those data. For example; there are few measures of self-identity and peer social networks. After an extensive literature review it was determined that the best approach to measuring these constructs would be through a combination of quantitative and qualitative inquiry.

There was a great deal learned with regard to evaluating the presentation skills. For example, the use of written scripts and instructions for recording presentation skills videos helped to control implementation bias. In spite of our best efforts, there was some variation between recording locations. However, the staff followed the same set-up guidelines of setting the camera the same distance from the reader, the volume was set at the same level and the students were all given the same instructions and paragraph to read. The literacy level of the paragraph that was to be presented was too high for some of the readers and some assistance was provided to help them pronounce certain words. It would be better for future assessments to use a paragraph that had a lower literacy level so that the raters could focus more on presentation skills and not on the reading level of the presenter. In future rounds of presentation skills assessment the program should utilize a more structured or regimented approach to conducting the video of both control and intervention subjects. The actual instructions to those who will be reading the materials will be written out so that it is clear that everyone got exactly the same instructions in the same way.

It is also recognized that through testing the intervention's fidelity and effectiveness across various contexts and settings we could gain a better understanding of whether the *Skills>Knowledge>Action* model driving One Voice can be generalized to other areas of youth's lives beyond AOD. This requires a study design that includes mixed methods and allows for following participants longitudinally.

In the short-term, the One Voice team plans to complete the evaluation activities that were initiated in the current school year. Project briefs, press releases and other materials will be developed based on the results and findings of the evaluation. These materials will be used to support grant writing and the promotion of One Voice at local and national conferences.

In the long-term, the One Voice team looks forward to submitting an application for consideration on the National Registry of Evidence-Based Programs and Practices (NREPP). It is expected that results of this evaluation will facilitate the expansion of the One Voice to additional replication sites and ultimately, facilitate the sustainability of the program.

Based on these evaluation results it is clear that One Voice provides an effective and highly structured approach to youth empowerment. One Voice is successful because it engages and empowers youth to make changes in their community that reduce substance abuse and the harm that accompanies it. This is done by recruiting youth in grades 6-12 to act as leaders and change agents in the community, providing them with the information and knowledge needed to develop a level of expertise and understanding of the targeted problems, and helping them to acquire very highly developed skills needed to take action. The One Voice participants are youth leaders who are empowered by the knowledge, skills they develop and the action they take in the adult world that results in environmental change.

*"I think this program is essential to our youth, as much negative peer pressure and advertising as kids are exposed to today, this is positive peer pressure to help not only the kids in the program." – Parent*

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## **LIST OF APPENDICES**

**Appendix A: One Voice Logic Model**

**Appendix B: One Voice Monitoring and Evaluation Plan**

**Appendix C: Monthly Activity Logs**

**Appendix D: Recruitment Checklist**

**Appendix E: Administrative Checklist**

**Appendix F: List of Fidelity Checklists and Sample Checklist**

**Appendix G: One Voice Participant Pre-Test Survey**

**Appendix H: One Voice Presentation Skills Rating Form**

**Appendix I: High School Participant Focus Group Guide**

**Appendix J: 6th Grade Participant Identity Focus Group Guide**

**Appendix K: One Voice Parent Feedback Survey**

**Appendix L: One Voice Participant Feedback Survey**

**Appendix M: Outcome Result Tables**

**Appendix A:**

**One Voice  
Programmatic Logic Model**

# One Voice Empowerment Model: Addressing Alcohol and Other Drug Use Logic Model

PROBLEMS	GOALS	STRATEGIES & ACTIVITIES	“IF-THEN” STATEMENTS (THEORY OF CHANGE)	OUTCOME OBJECTIVES
<p>Youth are a key untapped resource and disenfranchised in the effort to prevent high risk behavior.</p> <p>Youth lack the knowledge and skills needed to effectively mobilize and develop their own voice and capacity to influence change in social norms and policies in their community.</p> <p>In the targeted risk behavior area of alcohol and other drug use (AOD), there are high rates of AOD use, low rates of perception of harm from AOD use and misperceptions about the consequences of use.</p>	<p>Develop knowledge and skills of youth to enhance their sense of empowerment.</p> <p>Create an environment where participants are empowered to take action to influence environmental changes around targeted risk behaviors.</p> <p>Change social norms around targeted risk behaviors among youth participants and the community at large.</p> <p>Reduce alcohol and other drug use among youth participants and their peers between ages of 12-18 by increasing perceptions of harm and misperceptions of use.</p>	<p><u>STRATEGY:</u> Build knowledge and skills of youth around the target area of AOD and allow them the opportunity to take action steps by implementing One Voice with 10-20 participants and 2 adult advisors in middle and high schools.</p> <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> <li>• Get buy in from school administration</li> <li>• Identify advisors</li> <li>• Train advisors</li> <li>• Recruit students to Y2Y</li> <li>• Schedule initial meetings</li> <li>• Develop knowledge and skills of the youth, key staff, advisors</li> <li>• Develop and Implement action plan</li> <li>• Participate in summer institute</li> <li>• Periodic additional student training</li> <li>• Technical Assistance provided as needed by individual program sites.</li> <li>• Implement program process, monitoring and outcome evaluation</li> <li>• Promote and Publicize program and evaluation findings.</li> </ul>	<p><u>IF</u> One Voice is implemented</p> <p><u>THEN</u> youth advocates will increase their knowledge about the consequences of use and knowledge of industry practices; increase presentation skills; increase skills around media; increase knowledge of the legislative process aimed at changing the social norms around AOD use; and develop a network of pro-social peers</p> <p><u>IF</u> the above happens</p> <p><u>THEN</u> youth will increase their own perception of harm, increase feelings of self-efficacy and empowerment (perception that they can influence change, competency in skills), increase knowledge of the influence of media and industry in the targeted area, increase feeling accepted by non-using peers, increase engagement in pro-social activities.</p> <p><u>IF</u> the above happens</p> <p><u>THEN</u> youth will influence social norms and policies at the community level, decrease their own AOD use, increase perception of harm of AOD use among the community, and decrease AOD use at the community level.</p>	<p><u>SHORT TERM: Participants</u></p> <ul style="list-style-type: none"> <li>• Increased knowledge (e.g., consequences, risks, industry practices, media, etc.)</li> <li>• Increased skills (e.g., presentation skills, critical thinking around media and industry practices, media development skills, etc.)</li> <li>• Increased engagement with pro-social peers</li> </ul> <p><u>INTERMEDIATE: Participants</u></p> <ul style="list-style-type: none"> <li>• Increased perception of harm among youth</li> <li>• Increased self-efficacy (perception that they can influence change, competency in skills)</li> <li>• Increase knowledge of the influence of media and industry</li> <li>• Increased engagement in pro-social activities</li> </ul> <p><u>LONG TERM: Participants and Community</u></p> <ul style="list-style-type: none"> <li>• Positively influence social norms at the individual participant and community level</li> <li>• Lower rate of initiation of AOD use among participants</li> <li>• Increased perception of harm among the community</li> <li>• Decrease AOD use among the community</li> </ul>

**Appendix B:**

**One Voice Monitoring  
and Evaluation Plan**

## One Voice Youth Empowerment Model Monitoring and Evaluation Plan

### STRATEGY: Implementing One Voice Youth Empowerment Model (One Voice)

ACTIVITY	PROCESS MEASURES/ OUTPUT	PERSON RESPONSIBLE	SOURCE/MEASURE
Get buy-in from school administration and key community leaders (police department, local businesses, coalition leaders...)	<ul style="list-style-type: none"> <li>• School agrees to implement One Voice</li> <li>• Contract signed and/or toolkit purchased</li> </ul>	Entity or person establishing the program E.g., One Voice Coordinator, Dana Mitchell	Consistent with toolkit section "Getting Started"
Identify Advisors	2 adult advisors identified and selected per school	School administration	Consistent with toolkit section "Getting Started"
Training and Technical Assistance for Advisors: <ul style="list-style-type: none"> <li>• Initial orientation and training</li> <li>• Periodic technical assistance as needed</li> </ul>	Hours of training and TA requests	One Voice Coordinator (Dana Mitchell)	Administrative, Recruitment, Fidelity Checklists; Monthly Activity Logs;
Recruit Students: <ul style="list-style-type: none"> <li>• Peer presentation</li> <li>• Advisors trained in outreach</li> <li>• Flyers and signs posted</li> <li>• In school announcements</li> <li>• Outreach to parents of potential student members</li> <li>• Distribute registration forms</li> </ul>	Checklist of student recruitment activities <ul style="list-style-type: none"> <li>• Peer presentation done</li> <li>• Advisors outreach to individual students</li> <li>• Flyers and signs put up in public places</li> <li>• 5 or more school announcements made</li> <li>• Outreach to parents of potential students</li> <li>• Distribute and collect registration forms</li> <li>• Other outreach and recruitment efforts</li> <li>• ___ completed</li> <li>• ___ somewhat completed</li> <li>• ___ not completed</li> </ul>	Program Advisor	Administrative and Recruitment Checklists
Schedule and Coordinate Meetings: <ul style="list-style-type: none"> <li>• Schedule initial meeting</li> </ul>	<ul style="list-style-type: none"> <li>• First meeting within 2 weeks of student presentation</li> </ul>	Program Advisor	Monthly Activity Log

<ul style="list-style-type: none"> <li>Schedule ongoing meetings on a weekly basis</li> <li>Meeting logistics (publish space and time, snacks, agendas)</li> </ul>	<ul style="list-style-type: none"> <li>Administer pre-test survey</li> </ul>		Pre-Test Surveys
<p>Training of Student Members:</p> <ul style="list-style-type: none"> <li>Develop key knowledge and skills at meetings</li> <li>Participate in Summer Training Program</li> <li>Attend youth conferences as available provided by outside sources (PRIDE, CADCA, UDETC)</li> <li>Technical assistance on site from the developer as needed</li> </ul>	<ul style="list-style-type: none"> <li>Implement the toolkit</li> <li>Complete fidelity checklist for toolkit modules used</li> <li>Number of participates at training/summer program</li> <li>Pre and post tests</li> </ul>	Program Advisors and Youth to Youth Trainer	Fidelity checklists Monthly Activity Log Pre and post test
Develop and Implement Action Plan	<ul style="list-style-type: none"> <li>Engage students at an appropriate level for group maturity</li> <li>Implement action plan</li> <li>Complete a minimum of 5 unique activities</li> </ul>	Program Advisors and Students	Monthly Activity Log
<p>Surveying of Students:</p> <ul style="list-style-type: none"> <li>Pre test at first meeting</li> <li>Pre test on an ongoing basis as new students join (within first 2 weeks of participation)</li> <li>Post test as indicated</li> </ul>	<ul style="list-style-type: none"> <li>Administer pre-test at first meeting</li> <li>Administer pre-test on an ongoing basis as new students join</li> <li>Administer post-test last four weeks of school year</li> <li>Submission of completed surveys to evaluator</li> </ul>	Program Advisor and Evaluator	Pre- and Post-test
<p>Reporting:</p> <ul style="list-style-type: none"> <li>Complete Monthly Activity Report</li> </ul>	<ul style="list-style-type: none"> <li>Submission of monthly activity report within first 7 days of the following month</li> <li>Submission of completed surveys to evaluator</li> </ul>	Program Advisor	Monthly Activity Log

**One Voice Youth Empowerment Model  
Monitoring and Evaluation**

OUTCOME OBJECTIVE	OUTCOME MEASURE	Data Source	Item	One Voice Module	Results <i>Statistically Significant Change?</i>	
					ALL MS (n=67)	6 <sup>th</sup> grade (n=26)
<b>SHORT TERM</b> <ul style="list-style-type: none"> <li>Increased knowledge (e.g., consequences of use, industry practices, )</li> </ul>	Knowledge of consequences of use	Pre- Post-test Survey	YEM #1, 4	2A	Yes	No
	Industry practices	Pre- Post-test Survey (Truth campaign)	YEM #2, 3	2A	Yes	Yes
<ul style="list-style-type: none"> <li>Increased skills (e.g., interpretation and understanding of media and industry practices, legislative process, presentation skills, media development skills, etc.)</li> </ul>	Presentation Skills	Pre- Post-test Survey Direct observation/ Presentation Skills Rating Form	YEM #8, 9, 10, 11	2B	NA	Yes
	Media Literacy	Pre- Post-test Survey (Lifeskills: 12, 13)	YEM #16, 17, 23	2C, 2A	Yes	No
	Media development skills	Pre- Post-test Survey	YEM #13, 14	2C, 2D ,2E (Activism Skills)	Yes	Yes
	Legislative process	Pre- Post-test Survey	YEM #6, 6a, 6b, 7	2F	Yes	No
<ul style="list-style-type: none"> <li>Increase engagement in prevention activities</li> </ul>	Tabulation of activities and attendance	Monthly Activity Log	Count of activities; Attendance		Yes	Yes
<ul style="list-style-type: none"> <li>Increased engagement with pro-social peers</li> </ul>	How often engaging with pro-social peers (groups)?	Pre- Post-test Survey	YEM #24a, f-g		Yes	Yes

OUTCOME OBJECTIVE	OUTCOME MEASURE	Data Source	Item	One Voice Module	Results <i>Statistically Significant Change?</i>	
					ALL MS (n=67)	6 <sup>th</sup> grade (n=26)
<b><u>INTERMEDIATE:</u></b> <ul style="list-style-type: none"> <li>Increased Perception of harm</li> </ul>	How much does person risk harming themselves if they	Pre- Post-test Survey (YRBS 2011)	YEM # 5a-f, 26		Yes	Yes
<ul style="list-style-type: none"> <li>Increased self-efficacy (perception that they can influence change, competency in skills)</li> </ul>	How confident/comfortable do you feel You matter in the community	Pre- Post-test Survey (YRBS 2011 #80; Breathe NH Survey #10,12; National Youth Tobacco Survey #64)	YEM #6b, 12, 15, 24b-e, 24h-k, 24l		Yes	Yes
<ul style="list-style-type: none"> <li>Increase negative feelings towards the industry</li> </ul>	Awareness of manipulative industry practices	Pre- Post-test Survey (Truth Survey #b11)	YEM #18-22		Yes	No
<ul style="list-style-type: none"> <li>Increased engagement in pro-social activities</li> </ul>	Number of pro-social activities; Range of pro-social activities	Pre- Post-test Survey (YRBS 2011 #78, 79; TAP #138-146)	YEM # 27a-j, 28		Yes	Yes

OUTCOME OBJECTIVE	OUTCOME MEASURE	Data Source	Item	One Voice Module	Results <i>Statistically Significant Change?</i>	
					ALL MS & HS (n=67)	6 <sup>th</sup> grade only (n=26)
<b>LONG TERM:</b> <ul style="list-style-type: none"> <li>Lower rate of initiation of AOD use among participants</li> </ul>	30 day use; Age of onset; Lifetime use	Pre- Post-test Survey (YRBS 2011)	YEM # 30 – 35*		2013	2013
<ul style="list-style-type: none"> <li>Increased perception of harm among the community/peers</li> </ul>	Community-level perception of harm (control group and community)	Middle School YRBS			2013	2013
<ul style="list-style-type: none"> <li>Decrease AOD use among the community/peers</li> </ul>	30 day use; Age of onset; Lifetime use (control group and community)	Middle School YRBS			2013	2013
<b>Perspective record analysis</b>	Baseline Demographics for participants, comparison group	Pre- Post-test Survey;	YEM #d1, d2, d2a, d3, d6, 25a, 25f, 25g, 30, 32, 34, 36, 37, 38, 39, 40, 41, 29a, 29d, 29h, Self-Efficacy_Behavior Score, Self-Efficacy_Belief Score, and Consequence of Use Score		No**	No**

*\*NOTE: 5/30/12 – Changed from age of onset to lifetime use questions for alcohol and marijuana, as the age of onset worked well for High School students but not Middle school students. YRBS does not have a lifetime use question for cigarettes. We will need to use the age of onset as a proxy for lifetime use.*

*\*\* There were no statistically significant differences between the intervention and comparison groups: gender; grade; grades in school; involvement in prevention groups; being involved as a volunteer to improve community; 30-day or lifetime use; and consequences of binge drinking. Although participants tended to have a stronger sense of self-efficacy; had worked with peers to improve community; and had engaging in community volunteering more often.*

**Appendix C:**  
**Monthly Activity Log**

## ONE VOICE Youth Empowerment Model: Monthly Activity Log

Month/Year: \_\_\_\_\_ School/Group: \_\_\_\_\_ # Registered Members: \_\_\_\_\_ Advisors: \_\_\_\_\_

Please complete the following information by the 15<sup>th</sup> day each month for the previous months activities.

Activities Conducted:		Total Days of Preparation	# Times Conducted Activity	Total (Non-duplicated) Participants	Notes/ Comments
<b>Presenting</b>	<input type="checkbox"/>	Eight Things ( <i>Module 3A-1</i> )			
	<input type="checkbox"/>	Advertising and Media Influences ( <i>Module 3A-2</i> )			
	<input type="checkbox"/>	Freeze Action Theater ( <i>Module 3A-3</i> )			
	<input type="checkbox"/>	Short Theatrical Skits ( <i>Module 3A-4</i> )			
	<input type="checkbox"/>	History of Tobacco Lies ( <i>module 3A-5</i> )			
	<input type="checkbox"/>	Other ( <i>Specify</i> ):			
<b>Creating Media</b>	<input type="checkbox"/>	Creating Radio PSAs ( <i>Module 3B-1</i> )			
	<input type="checkbox"/>	Creating Video PSAs ( <i>Module 3B-2</i> )			
	<input type="checkbox"/>	Other ( <i>Specify</i> ):			
<b>Community Awareness</b>	<input type="checkbox"/>	Sticker Shock ( <i>Module 3C-1</i> )			
	<input type="checkbox"/>	Gear Exchange ( <i>Module 3C-2</i> )			
	<input type="checkbox"/>	Fridge Campaign/Project ( <i>Module 3C-3</i> )			
	<input type="checkbox"/>	Other ( <i>Specify</i> ):			
<b>School Awareness</b>	<input type="checkbox"/>	Logo Lampoon Contest ( <i>Module 3D-1</i> )			
	<input type="checkbox"/>	Got Info ( <i>Module 3D-2</i> )			
	<input type="checkbox"/>	Plaster the Walls ( <i>Module 3D-3</i> )			
	<input type="checkbox"/>	Other ( <i>Specify</i> ):			
<b>Other</b>	<input type="checkbox"/>	Regular Group Meeting			
	<input type="checkbox"/>	Other ( <i>Specify</i> ):			

## ONE VOICE Youth Empowerment Model: Monthly Activity Log

### Training Provided:

	Training	Total Days of Preparation	# Times Conducted Activity	Total (Non-duplicated) Participants	Notes/ Comments
<input type="checkbox"/>	Alcohol Information and Background You Need ( <i>Module 2A-1</i> )				
<input type="checkbox"/>	Presentation Skills ( <i>Module 2B</i> )				
<input type="checkbox"/>	Media Production ( <i>Module 2C</i> )				
<input type="checkbox"/>	Working with the Press ( <i>Module 2D</i> )				
<input type="checkbox"/>	Activism Skills ( <i>Module 2E</i> )				
<input type="checkbox"/>	Policy Change ( <i>Module 2F</i> )				
<input type="checkbox"/>	Pop Culture Influences ( <i>Module 2G</i> )				
<input type="checkbox"/>	Other Training provided or attended (Specify):				

**Technical Assistance Received:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Accomplishments/ Success/ Progress:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Attachments:** Please attach any news articles, agendas or minutes for each meeting, activity flyers or relevant support documents.

**Reports should be completed monthly and sent to:**

**Appendix D:**  
**Recruitment Checklist**

# ONE VOICE Youth Empowerment Model

## CHECKLIST: Recruitment for Youth Empowerment Programs

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Team Name: \_\_\_\_\_

The following questions are designed to prompt you to take the kinds of steps that are associated with successful recruitment of students to participate in a youth empowerment program.

✓ STEPS		Completed	Started	No
1	I have an updated application form that I can use to sign up students onto my team in the current year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I have notified members of the team from the prior school year about how to sign up again for this upcoming year. <i>[NOTE: this should be done 4-8 weeks prior to the anticipated start of the activity year. Having an annual sign up process is a critical part of keeping your roster current and for updating contact info.]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The application form has been provided to each student who wishes to participate in the upcoming year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I have a short written explanation (bio) of my team that includes: what the group is; what it does; adviser info; contact information; projected meeting times and place; and how to sign up. <i>[NOTE: a document like this should be no more than one page and is designed as something an interested student could bring home and show a parent – and have the parent understand the nature of the group their child wants to join.]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Advisers and/or student team members have engaged in targeted recruiting (approaching specific students who would be interested in an advocacy program).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The following recruitment steps have been taken to promote the group and advertise sign up procedures:			
	▪ Signs/posters around the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	▪ In school announcements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	▪ School extra-curricular info night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Other steps taken. (Specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

✓ STEPS		Completed	Started	No
7	<p>We have conducted a recruitment presentation to the students that are now eligible to join the team?</p> <p><i>[NOTE: Ideally this would be conducted by students who have already been active in the group – but this may not be an option for a new group. In those cases members of an outside group could do the presentation of the prospective adult adviser.]</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<p>We have held an informational or introductory meeting where prospective members may come and ask questions about the group and its activities.</p> <p><i>[NOTE: First impression matters. Have a plan for how you will conduct this event that includes snacks, activities, and information about plans for the year.]</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<p>Our team has a concrete recruitment plan (this year) to reach out to the students that will be eligible to join the team next year?</p> <p><i>[For example: a high school team having a plan to recruit from this year's 8<sup>th</sup> graders.]</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**If you have “Completed” all of these steps, then you are doing the core things that should lead to success or improve your team’s chances of being successful!**

**Appendix E:**  
**Administration Checklist**

# ONE VOICE Youth Empowerment Model

## CHECKLIST: Administration of Youth Empowerment Programs

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Team Name: \_\_\_\_\_

The following checklist is designed to prompt you, as a youth team adviser, to take the kinds of steps that are associated with successful management and administration of a youth empowerment program. The focus is on insuring that there is a foundation in place to encourage the team to be run efficiently in terms of information flow, communication, and logistics.

	✓ STEPS	Completed	Started	No
1	My Youth Empowerment team has two advisers that work with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I have a completed "Application Form / Waiver" on file for each member (from the current school year).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I have an email "contact" for each student member of the group or I have other electronic system (such as a spread sheet) that allows quick access to all student phone, address and email information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I have an email distribution list for all my members and advisers so I can quickly send a message to everyone without having to look up email addresses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Parent emails are on the distribution list as well - if that info was provided on the app form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	My immediate supervisor and the ONE VOICE Coordinator - and all of the advisers for the team are on my email distribution list.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	We have a regular and predictable meeting place, day of week, and time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Students know in advance what we will be doing at the meeting in <i>most</i> cases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The entire team receives at least one email from me each week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	At least twice a month (for part of a meeting) we do some training to build knowledge or skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Meetings are planned, have an agenda and only rarely are there students who come to a meeting who have nothing to be a part of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Our team has agreed upon a specific recruitment plan for new members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Our team has completed the <i>Recruitment Checklist</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	We have multiple projects in the "pipeline" or at varying stages of preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	The students on my team feel busy and engaged by the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<u>All student members</u> of my team have completed a One Voice survey for evaluation purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	We are caught up on any reporting required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***If you have "Completed" all 17 steps, then you are doing the core things that should lead to success or improve your team's chances of being successful!***

## **Appendix F:**

### **List of Fidelity Checklists and Sample Checklist**

## APPENDIX F: LIST OF FIDELITY CHECKLISTS

- Module 2A-1: Alcohol Checklist
- Module 2B: Presentation Skills
- Module 2C: Media Production
- Module 2D: Working with the Press
- Module 2E: Activism Skills
- Module 2F: Policy Change
- Module 2G: Pop Culture Influences
- Module 3A-1: Eight Things
- Module 3A-2: Advertising and Media Influences
- Module 3A-3: Freeze Action Theatre
- Module 3A-4: Short Theatrical Skits
- Module 3A-5: History of Lies
- Module 3B-1: Radio P.S.A.
- Module 3B-2: Video P.S.A.
- Module 3C-1: Sticker Shock
- Module 3C-2: Gear Exchange
- Module 3C-3: Fridge Campaign Project
- Module 3D-1: Logo Lampoon
- Module 3D-2: Got Info
- Module 3D-3: Plaster the Walls

# One Voice Youth Empowerment Model

## CHECKLIST: Eight Things (Module 3A-1)

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Team Name: \_\_\_\_\_

The following checklist is designed to prompt you, as a youth team adviser, to take the kinds of steps that are associated with successfully presenting the **Eight Things** lesson.

✓ STEPS		Completed	Partially Completed	Did Not Complete	N/A
1	<b>Preliminary</b>				
	• Set date and Location to present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Arrange transportation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Students selected to present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Review and training provided for presenters on presentation skills (see Module 2B).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• PowerPoint, videos and props organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• On-site logistics established: AV equipment available on-site, start/finish times set, & audience size and seating pattern set.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<b>Practice</b>				
	• Lesson plans handed out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Parts assigned for the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Students create their note cards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Students practice and master their parts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Assign responsibility for props displayed during the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Full run-thru of the presentation with props/visuals is mastered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<b>Information provided to presenters:</b>				
	• Proper decorum and behavior at the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Proper attire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Materials to bring (note cards and lesson plans).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• The date, time & place to present, where to meet and transportation issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<b>Presentation Day</b>				
	• Pack all props and materials needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Students have their note cards and lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Partial or full run through before the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Review & critique of performance; lessons learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Appendix G:**  
**One Voice Participant**  
**Pre-Test Survey**

**ONE VOICE YOUTH EMPOWERMENT MODEL  
PARTICIPANT SURVEY – PRE-TEST**

Thank you for agreeing to complete this very important survey. We will use this information to see if the Youth Empowerment Model is helping you build the knowledge and skills you need to take action in your community. The results will be looked at all together and no one person’s responses will be singled out. Your name is not being recorded with your answers.

We do want to be able to keep track of who completed the survey at the beginning of the program and who completed it at the end. In order to do that we need you to fill in the following information that will be used to create a unique code for you alone.

First Initial of your **last** name

The **date** of the month you were born  
*(if your birthday is on May 17<sup>th</sup> you would enter ‘17’ in the boxes)*

The last two digits of the **year** you were born  
*(If you were born in 1999, you would write in ‘99’ in the boxes)*

First Initial of your **first** name

**ALCOHOL ISSUES AND CONSEQUENCES:**

There are at least eight significant consequences/risks associated with underage alcohol use, that relate to alcohol’s effect on different parts of the brain.

- |   |   |
|---|---|
| <p><b>1. How comfortable do you feel <u>right now</u> to explain the consequences of alcohol and underage drinking (i.e. things such as addiction, alcohol poisoning, impact on depression &amp; mental illness, and judgment or decision making) to a small group of teens?</b></p>                    | <p><input type="checkbox"/> Very Comfortable<br/> <input type="checkbox"/> Comfortable<br/> <input type="checkbox"/> Uncomfortable<br/> <input type="checkbox"/> Very Uncomfortable</p> |
| <p><b>2. How prepared do you feel right now to explain the historical and current advertising techniques used by the alcohol industry which are highly attractive to teens?</b></p>   | <p><input type="checkbox"/> Very Prepared<br/> <input type="checkbox"/> Prepared<br/> <input type="checkbox"/> Unprepared<br/> <input type="checkbox"/> Very Unprepared</p>             |
| <p><b>3. How well informed do you feel about current issues relating to the advertising, sale, promotion or use of alcoholic beverages. By “current issues” we mean such issues as alcohol drinks with caffeine in them, lowering the drinking age, sponsorship of college sports or alco-pops.</b></p> | <p><input type="checkbox"/> Very Informed<br/> <input type="checkbox"/> Informed<br/> <input type="checkbox"/> Uninformed<br/> <input type="checkbox"/> Very Uninformed</p>             |

**ONE VOICE YOUTH EMPOWERMENT MODEL  
PARTICIPANT SURVEY – PRE-TEST**

<b>4. How much do people your age put themselves at risk for the following problems if they drink <u>5 or more alcoholic beverages in a row that is within a couple of hours each weekend:</u></b>	<b>No Risk</b>	<b>Slight Risk</b>	<b>Moderate Risk</b>	<b>Great Risk</b>	<b>Don't Know or Can't Say</b>
a. Alcohol poisoning or death	<input type="checkbox"/>				
b. Use of other drugs	<input type="checkbox"/>				
c. Being injured	<input type="checkbox"/>				
d. Injuring someone else	<input type="checkbox"/>				
e. Unwanted sexual contact or advances	<input type="checkbox"/>				
f. Problems with the law	<input type="checkbox"/>				
g. Problems with school	<input type="checkbox"/>				
h. Problems with work	<input type="checkbox"/>				
i. Problems with family	<input type="checkbox"/>				
j. Unhealthy brain development	<input type="checkbox"/>				
k. Alcoholism or addiction	<input type="checkbox"/>				
l. Emotional Problems or depression	<input type="checkbox"/>				

<b>5. How much do you think people risk harming themselves (physically or in other ways)...</b>	<b>No Risk</b>	<b>Slight Risk</b>	<b>Moderate Risk</b>	<b>Great Risk</b>
a. if they smoke one or more packs of cigarettes per day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. if they smoke marijuana occasionally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. if they smoke marijuana regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. if they have one or two drinks of an alcoholic beverage (beer, wine or liquor) nearly every day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. if they have five or more drinks of an alcoholic beverage (beer, wine or liquor) each weekend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. if they take a prescription drug not prescribed to them to get high or change the way they feel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**LEGISLATIVE PROCESS:**

<b>6. How knowledgeable are you about how to change state laws in your state?</b>	<input type="checkbox"/> Very Knowledgeable <input type="checkbox"/> Somewhat Knowledgeable <input type="checkbox"/> Somewhat Unknowledgeable <input type="checkbox"/> Very Unknowledgeable
<b>6a. How knowledgeable are you about how youth can be involved in getting the government or businesses to change a policy?</b>	<input type="checkbox"/> Very Knowledgeable <input type="checkbox"/> Somewhat Knowledgeable <input type="checkbox"/> Somewhat Unknowledgeable <input type="checkbox"/> Very Unknowledgeable



**ONE VOICE YOUTH EMPOWERMENT MODEL  
PARTICIPANT SURVEY – PRE-TEST**

- |   |  |
|---|--|
| <p><b>15. How confident are you in your ability to create a Public Service Announcement (PSA) for radio or TV to get a message out to the public?</b></p> | <input type="checkbox"/> Very Confident<br><input type="checkbox"/> Confident<br><input type="checkbox"/> Unconfident<br><input type="checkbox"/> Very Unconfident |
| <p><b>16. When I see or hear an advertisement, I think about whether or not what the ad says is true.</b></p>   | <input type="checkbox"/> Never<br><input type="checkbox"/> Sometimes, but not often<br><input type="checkbox"/> Often<br><input type="checkbox"/> All the time     |
| <p><b>17. When I see or hear an advertisement, I remind myself that the ad is trying to get me to buy something.</b></p>                                  | <input type="checkbox"/> Never<br><input type="checkbox"/> Sometimes, but not often<br><input type="checkbox"/> Often<br><input type="checkbox"/> All the time     |

Please indicate how much you agree or disagree with each of the following statements.	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>18. Alcohol companies try to get young people to start drinking.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>19. Alcohol companies lie.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>20. Alcohol companies work hard to warn you about the hazards of alcohol use.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>21. I don't want to drink alcohol because it would mean alcohol companies are using me.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 22. When you think of alcohol companies, list 3 words or phrases that come to mind.**
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_



- 23. Please review the ad above and answer the following question. Who is the target audience of this ad?**
- Youth (12 to 18 years old)
  - Parents
  - Children
  - General Population

**ONE VOICE YOUTH EMPOWERMENT MODEL  
PARTICIPANT SURVEY – PRE-TEST**

**GENERAL MEASURES:**

<b>24. To what extent do you agree or disagree with the following statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>a.</b> I have been involved as a volunteer in making my community a better place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b.</b> I feel I can make a difference in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c.</b> I feel adults in my community will listen to me and my peers on important issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d.</b> I feel like I have influenced a large number of people on important issues related to alcohol and other risky behaviors in the last 12 months.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e.</b> I feel I play an important part in making my community a better place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>f.</b> I have worked with a group of peers in an organized way to make change or improve my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>g.</b> In the last 12 months I have engaged in specific activities designed to reduce alcohol abuse in my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>h.</b> I am knowledgeable about public demonstrations and protests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>i.</b> I am confident in my ability to organize a public demonstration or protest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>j.</b> Young people my age are able to make a difference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>k.</b> I can influence the decisions this organization makes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>l.</b> I like to wait and see if someone else is going to solve a problem so that I don't have to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>25. Has what you learned in school helped you feel it is okay to say "No" to friends who offer you alcohol?</b>	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> Not sure
<b>26. Do you stop and think about all of the things that may happen as a result of your decisions?</b>	<input type="checkbox"/> Never
	<input type="checkbox"/> Sometimes, but not often
	<input type="checkbox"/> Often
	<input type="checkbox"/> All the time

**HOW DO YOU SPEND YOUR TIME?**

Mark the number of *hours per week* you spend in each activity. If there is something you never do, mark "none" for that activity.

<b>27. How many hours per week do you spend doing the following:</b>	<b>None</b>	<b>Less than 1 hour per week</b>	<b>1-4 hours per week</b>	<b>5-9 hours per week</b>	<b>10-15 hours per week</b>	<b>16-20 hours per week</b>	<b>More than 20 hours per week</b>
<b>a.</b> Doing homework or studying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ONE VOICE YOUTH EMPOWERMENT MODEL  
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27. How many hours per week do you spend doing the following:	None	Less than 1 hour per week	1-4 hours per week	5-9 hours per week	10-15 hours per week	16-20 hours per week	More than 20 hours per week
b. Doing extra-curricular school activities such as sports, band, clubs, yearbook, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In non-school activities such as music or dance lessons, 4-H, scouts, recreation department activities, religious youth group meetings, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Watching TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Play video or computer games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Using the internet for social purposes (facebook, myspace, aim, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Surfing the Web or using the computer for something other than school or the activities listed above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Spending time at home with no adults present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Spending time with friends outside of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Working at a job for pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. During the past 30 days, how many times did you perform any organized community service as a non-paid volunteer, such as serving meals to the elderly, engaging in alcohol prevention activities, helping out at a hospital, building homes for the poor, etc.?
- 0 times
  - 1 time
  - 2 or 3 times
  - 4 or 5 times
  - 6 or more times

*The next few questions are about cigarettes, alcohol, and other drugs.*

29. During the past 30 days, on how many days did you smoke cigarettes?
- 0 days
  - 1 or 2 days
  - 3 to 5 days
  - 6 to 9 days
  - 10 to 19 days
  - 20 to 29 days
  - All 30 days

30. During the past 30 days, on how many days did you have at least one drink of alcohol?
- 0 days
  - 1 or 2 days
  - 3 to 5 days
  - 6 to 9 days
  - 10 to 19 days
  - 20 to 29 days
  - All 30 days

**ONE VOICE YOUTH EMPOWERMENT MODEL  
PARTICIPANT SURVEY – PRE-TEST**

	0 times	1-2 times	3-9 times	10-19 times	20-39 times	40 or more times	
31. During the past 30 days, how many times did you use marijuana?	<input type="checkbox"/>						
32. During the past 30 days, how many times have taken a prescription drug (such as OxyContin, Percocet, Vicodin, Adderall, Ritalin, or Xanax) without a doctor's prescription?	<input type="checkbox"/>						
33. During the past 30 days, how many times have you taken over-the-counter drugs to get high?	<input type="checkbox"/>						
34. During the past 12 months, has anyone offered, sold, or given you an illegal drug on school property?						<input type="checkbox"/> Yes	<input type="checkbox"/> No

*The next few questions are about you.*

D1. What is your gender?	<input type="checkbox"/> Male	<input type="checkbox"/> Female
D2. What grade are you currently in? (If you are completing this survey in the summer, what grade will you be in the fall?)	<input type="checkbox"/> 5 <sup>th</sup> <input type="checkbox"/> 6 <sup>th</sup> <input type="checkbox"/> 7 <sup>th</sup> <input type="checkbox"/> 8 <sup>th</sup> <input type="checkbox"/> 9 <sup>th</sup>	<input type="checkbox"/> 10 <sup>th</sup> <input type="checkbox"/> 11 <sup>th</sup> <input type="checkbox"/> 12 <sup>th</sup> <input type="checkbox"/> Another grade: _____
D2a. During the past 12 months, how would you describe your grades in school?	<input type="checkbox"/> Mostly A's <input type="checkbox"/> Mostly B's <input type="checkbox"/> Mostly C's	<input type="checkbox"/> Mostly D's <input type="checkbox"/> Mostly F's
D3. Are there other groups you participate in that you think influence young people's attitude about drinking alcohol or using drugs?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
D3a. If yes, what are those groups? _____		
D4. How did you hear about this youth empowerment program?	<input type="checkbox"/> Friend <input type="checkbox"/> Teacher <input type="checkbox"/> Other school staff <input type="checkbox"/> Parent or Other adult <input type="checkbox"/> Poster <input type="checkbox"/> Presentation <input type="checkbox"/> Another way: _____	
D5. What school (full name) do you currently attend? _____		

**ONE VOICE YOUTH EMPOWERMENT MODEL  
PARTICIPANT SURVEY – PRE-TEST**

---

**D6. Have you been involved with this youth empowerment program in past school years?**       Yes       No

---

**D7. If yes, what was the first school year you participated in this youth empowerment program?**      \_\_\_\_\_ (school year)

---

**D8. What are some of the specific skills or information you are hoping to get from participating in the youth empowerment program?** \_\_\_\_\_

---

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**THANK YOU!**

**Appendix H:**

**One Voice Presentation  
Skills Rating Form**

# One Voice Youth Empowerment Model

## Public Speaking and Presentation Skills Rating Form

Rater Initials: \_\_\_\_\_

Pre       Post

Student ID Code: \_\_\_\_\_

School: \_\_\_\_\_

RATING CATEGORY	BEHAVIORIAL RATING ANCHORS & SCORE				SCORE	COMMENTS
	0	1	2	3		
<b>VOLUME CONTROL AND PROJECTION</b> <i>The power of the voice -- the carrying power; shear volume. How loud is it? Projection is using the diaphragm to force air to make the voice louder.</i>	<input type="checkbox"/> Speaking almost completely from the throat and not projecting voice. Very soft, passive and/or timid sounding. In a full classroom of students, many students would struggle to hear. Voice seems to have almost no confidence and authority.	<input type="checkbox"/> Louder and mostly audible throughout, but mostly from the throat. Often does not seem as if the voice would carry within a full classroom of kids and at times some might struggle to hear the speaker. Voice does not carry much authority or confidence.	<input type="checkbox"/> Voice would carry adequately throughout a full size classroom. Projecting some or all from the torso and rarely from throat. May not project with full “authority” or confidence, but can be effectively heard.	<input type="checkbox"/> Projects voice to the extent it “fills the room.” Voice would carry beyond a standard classroom of listeners. Voice sounds confident, authoritative and credible.		
<b>SPEED CONTROL</b> <i>The process of speaking at a rate (words-per-minute) that provides for sufficient comprehension and retention and at a pace that is comfortable for the listener. Overall delivery pace.</i>	<input type="checkbox"/> Way too fast. No pauses within or in between sentences. Verbally “machine-gunning” the listener. Or way too slow.	<input type="checkbox"/> Faster than optimum but there may be an occasional short pause. Gives the impression of “rushing through it to get it done”. Still too fast.	<input type="checkbox"/> Adequate to good speed control. Regular pauses between sentences and core ideas. Pauses tend to not vary much in length.	<input type="checkbox"/> Very effective, well controlled tempo. Pauses vary in length and occur regularly between and within sentences. Smooth delivery with fluid changes in speed and variation in length of pauses.		

# One Voice Youth Empowerment Model

## Public Speaking and Presentation Skills Rating Form

Rater Initials: \_\_\_\_\_

RATING CATEGORY	BEHAVIORIAL RATING ANCHORS & SCORE				SCORE	COMMENTS
	0	1	2	3		
<b>ANIMATION OF VOICE:</b>						
<b>EMPHASIZE WORDS</b> <i>The technique of selecting and placing emphasis on key words.</i>	<input type="checkbox"/> No special emphasis on any words. Technique not used.	<input type="checkbox"/> Technique attempted but did not add meaning or clarification to presentation.	<input type="checkbox"/> Emphasis effectively placed on at least one word to convey some meaning but not done consistently throughout.	<input type="checkbox"/> Emphasis placed on more than one word or phrase. Using technique for dramatic effect or to emphasize a key point.		
<b>VARY SPEED</b> <i>Varying the pace or speed with in a sentence or paragraph.</i>	<input type="checkbox"/> Technique not used. No variation in speed. Highly rhythmic presentation.	<input type="checkbox"/> Slight variation in speed but still too rhythmic. Speed does not vary significantly during presentation.	<input type="checkbox"/> Technique clearly applied to prevent rhythmic sounding presentation but not to achieve dramatic effect.	<input type="checkbox"/> Smooth variance of speed to achieve dramatic effect or to draw attention to a key point.		
<b>STRETCH WORDS</b> <i>Selecting certain words to stretch out to create an effect or emphasis.</i>	<input type="checkbox"/> Technique not used.	<input type="checkbox"/> Technique attempted but did not stretch word that added meaning or dramatic style.	<input type="checkbox"/> Technique clearly applied on at least one word and added interest to the presentation.	<input type="checkbox"/> Technique applied effectively to one or more word in a highly animated, confident and dramatic style.		
<b>VARY PITCH</b> <i>Vary the pitch of your voice within a sentence or phrase to prevent monotone..</i>	<input type="checkbox"/> Monotone. Technique not used.	<input type="checkbox"/> Some slightly detectable attempt to vary pitch.	<input type="checkbox"/> Clearly using the technique to avoid monotone.	<input type="checkbox"/> Using the technique in a highly animated way consistent with the nature of the material being presented.		

**One Voice Youth Empowerment Model**  
**Public Speaking and Presentation Skills Rating Form**

Rater Initials: \_\_\_\_\_

RATING CATEGORY	BEHAVIORIAL RATING ANCHORS & SCORE				SCORE	COMMENTS
	0	1	2	3		
<b>ANIMATION OF BODY</b> <i>A variety of non-verbal techniques that add expression and emphasis to a presentation and that do not distract the audience.</i>	<input type="checkbox"/> Technique not used. You may see a “Talking soldier at attention” or <i>poor posture or stance</i> much of the time. Almost no use of <i>facial expression</i> and no <i>use of arms and hands</i> for emphasis. No <i>eye contact</i> was made.	<input type="checkbox"/> Some limited evidence of either facial expression or use of body, arms/hands consistent with context of material presented and no eye contact was made.	<input type="checkbox"/> Clear use of either facial expression or body movements to support what is being presented and consistent with the context of the material. The techniques are evident and distracting or nervous movements are limited. Effort to make eye contact at least once.	<input type="checkbox"/> Highly effective use of facial expression and the rest of the body to support what is being presented and all are consistent with the context of the material. Posture and stance is balanced. No distracting fidgeting or nervous movement. Regular eye contact with audience.		
<b>Calculate score on next page.</b>						

# One Voice Youth Empowerment Model

## Public Speaking and Presentation Skills Rating Form

Rater Initials: \_\_\_\_\_

***How to calculate a final proficiency rate:***

For each of the four sections a participant is given a score of 0-3 based on the rater's assessment of their use of each public speaking strategy. The four scores (one for each skill set) are then added together to create the "Final Score". The highest score possible is a 12. Calculate a proficiency rate for each student by dividing their score by 12.

*For Example:* J.B.'s scores were as follows:

A	Volume Control	2	
B	Speed Control	1	
C	Animation of Voice	2	← = (Emphasize Words + Vary Speed + Stretch Words + Vary Pitch)/4
D	Animation of Body	0	
<b>FINAL SCORE</b>		<b>5</b>	← = A+B+C+D
<b>PROFICIENCY</b>		<b>41.6%</b>	← = FINAL SCORE/12

**Student ID Code:** \_\_\_\_\_

	Rating Category	Score
<b>A</b>	<b>Volume Control</b>	
<b>B</b>	<b>Speed Control</b>	
<b>C</b>	<b>Animation of Voice</b>	
	<i>To calculate the score for animation of voice, add the four scores given for each category and then divide that score by 4.</i>	
	<i>Emphasize Words</i>	
	<i>Vary Speed</i>	
	<i>Stretch Words</i>	
	<i>Vary Pitch</i>	
	<b>Subtotal</b>	
	<i>Total Divided by 4=</i>	
<b>D</b>	<b>Animation of Body</b>	
<b>Final Score</b>		
<b>PROFICIENCY</b>		

**Appendix I:**  
**High School Participant  
Focus Group Guide**

## **Dover Youth to Youth Participant Focus Group Guide**

### **A. INTRODUCTION**

- a) Hi everybody and thank you for being here. My name is Rachel Kohn and I am here to talk with you all about the Youth to Youth program. This is my colleague Shasta Jorgensen, who is here to listen and take notes. The Youth to Youth program has been awarded a one-year federal grant to evaluate the impact of implementing the Y2Y program in various communities. Essential to the success of this evaluation is collecting different types of information at the ground level. That is why we are here today talking with you about your thoughts on your involvement with Youth to Youth. Again, thank you for taking time to participate in this discussion group. We will keep the meeting to 1 hour. We won't take any breaks during the session, so please get up to use the bathroom or get food as you need. Also, please turn off your cell phones.
- b) You have been invited to participate in this discussion group with other Y2Y members to help us find out how you think the Y2Y program is going, including how it is run and your expectations of the program.
- c) As moderator for our discussion, my job is to make sure that we stay focused on the topic, get to all the questions, and see that everybody gets to participate. Your job is to give your ideas, and share your experiences related to my questions and to comments made by other members of the group. I will ask general questions, and I want you to discuss the questions with one another as a group. Please remember that there are no right or wrong answers! Everything you tell us is valuable. Please speak loudly and clearly, one person at a time. Be respectful of what others have to say, but if you don't agree we want to hear why, and how your experience was different.
- d) We are taping today's discussion so that we can review your comments. We expect that we will be discussing a lot of important issues and we don't want to miss anything you say. If, at any point, you would like us to turn off the tape recorder to say something that you are not comfortable saying on the tape, please just let us know. Is it ok, if we tape this discussion?
- e) I want to emphasize that the discussion today will remain absolutely confidential. This means that your name will never be mentioned in our report or conversations with Youth to Youth program staff. Instead we will say, 'some people in the group felt that', and 'it was stated that...' This also means that what is discussed today stays within this group.

## **B. PARTICIPANT INTRODUCTIONS AND WARM-UP**

- 1) Let's start by having everybody introduce him/herself: please tell us your first name, grade and how long you have been involved with Y2Y.
- 2) Thinking about this year, how is Y2Y working for you logistically?
  - a. Do you like the schedule?
  - b. Are you happy with the number of meetings?
  - c. How about where you meet?
- 3) Do you have a clear understanding about the expectations of the program?
  - a. What is expected of you as an Y2Y participant?
- 4) What is your favorite part of Y2Y?
- 5) What did you learn during the Y2Y program that you wouldn't have learned otherwise?
  - a. What new skills did you gain?
  - b. Have you had a chance to use new skills you gained from Y2Y in settings outside of Y2Y?
  - c. What new knowledge have you gained?
  - d. Have you had a chance to use any of this new knowledge you gained from Y2Y in settings outside of Y2Y?
- 6) Because of being in Y2Y, do you feel that you spend more time with other youth who are not using alcohol or drugs?
- 7) Besides other Y2Y members, do you feel that you spend more time with other youth who are not using alcohol or drugs?
- 8) How do you think you are perceived and reacted to by non Y2Y students in your school?
  - a. Do you get flack because of being a non-user of alcohol and drugs?
  - b. Do you get flack because of being a member of Y2Y?
- 9) How comfortable do you feel about making suggestions about the Y2Y program to Y2Y staff or your advisors?
  - a. Do you feel like you have a lot of say in how things are run?
- 10) What, if anything, would you do to improve the Youth 2 Youth program in your school?

## **Appendix J:**

# **6<sup>th</sup> Grade Participant Identity Focus Group Guide**

**Youth 2 Youth**  
**6<sup>th</sup> Graders Focus Group Guide**  
**October 5, 2011**

**A. INTRODUCTION**

- a) Hi everybody and thank you for being here. My name is Rachel Kohn and I am here to talk with you all about the Youth to Youth program. This is my colleague Shasta Jorgensen, who is here to listen and take notes. The Youth to Youth program has been awarded a one-year federal grant to evaluate the impact of implementing the Y2Y program in various communities. Essential to the success of this evaluation is collecting different types of information at the ground level. That is why we are here today talking with you about your thoughts on the Dover Youth Empowerment Model Survey. Again, thank you for taking time to participate in this discussion group. We will keep the meeting to 45 minutes. We won't take any breaks during the session, so please get up to use the bathroom or get food as you need. Also, please turn off your cell phones.
- b) You have been invited to participate in this discussion group with other Y2Y members to share your thoughts on the Dover Youth Empowerment Model Survey which you all should have completed over the past few weeks. Is there anyone here who does not remember filling out the survey?
- c) As moderator for our discussion, my job is to make sure that we stay focused on the topic, get to all the questions, and see that everybody gets to participate. Your job is to give your ideas, and share your experiences related to my questions and to comments made by other members of the group. I will ask general questions, and I want you to discuss the questions with one another as a group. Please remember that there are no right or wrong answers! Everything you tell us is valuable. Please speak loudly and clearly, one person at a time. Be respectful of what others have to say, but if you don't agree we want to hear why, and how your experience was different.
- d) We are taping today's discussion so that we can review your comments. We expect that we will be discussing a lot of important issues and we don't want to miss anything you say. If, at any point, you would like us to turn off the tape recorder to say something that you are not comfortable saying on the tape, please just let us know. Is it ok, if we tape this discussion?
- e) I want to emphasize that the discussion today will remain absolutely confidential. This means that your name will never be mentioned in our report or conversations with Youth to Youth program staff. Instead we will say, 'some people in the group felt that', and 'it was stated that...' This also means that what is discussed today stays within this group.

## B. FOCUS GROUP QUESTIONS AND ACTIVITIES

- 1) Let's start by having everybody introduce him/herself: please tell us your first name, grade and how long you have been involved with Y2Y.
  
- 2) I want to start by doing a little brainstorming with you. Tell me the names of groups of people at your school are what people may consider themselves. As you say the names I am going to write them up on the flip chart to make sure we capture them correctly.
  - a. What are some of the groups of people at your school?
  
  - b. How do people in your school identify themselves?
  
  - c. How do you identify different people in your school? (*For example, athlete, popular, goth.*)
  
- 3) We noticed that a lot of students who have taken the survey have checked off "partier", what does it mean to be a partier?

Words Used to Describe Yourself		Grade			
		6th		7 <sup>th</sup>	
		Pre	Post	Pre	Post
<b>1</b>	<i>Artist</i>	62.2%	63.2%	41.4%	36.0%
<b>2</b>	<i>Athletic</i>	<b>73.0%</b>	68.4%	72.4%	60.0%
<b>3</b>	<i>Drinker</i>	0	0	0	0
<b>4</b>	<i>Emo</i>	0	0	0	0
<b>5</b>	<i>Environmentally Conscious</i>	40.5%	42.1%	34.5%	28.0%
<b>6</b>	<i>Goth</i>	0	0	0	4.0%
<b>7</b>	<i>Honors Student</i>	59.5%	89.5%	65.5%	64.0%
<b>8</b>	<i>Lesbian Gay Bi Transsexual (LGBT)</i>	0	0	0	4.0%
<b>9</b>	<i>Musician</i>	59.5%	52.6%	44.8%	36.0%
<b>10</b>	<i>Nonconformist</i>	8.1%	15.8%	3.4%	20.0%
<b>11</b>	<i>Non User of Drugs</i>	91.9%	100%	100%	80.0%
<b>12</b>	<i>Non User of Alcohol</i>	91.9%	100%	<b>96.6%</b>	80.0%
<b>13</b>	<i>Partier</i>	13.5%	26.3%	10.3%	40.0%
<b>14</b>	<i>Popular</i>	27.0%	10.5%	31.0%	36.0%
<b>15</b>	<i>Scene</i>	0	0	0	0
<b>16</b>	<i>Smoker</i>	0	0	0	0
<b>17</b>	<i>Socially Active</i>	43.2%	63.2%	55.2%	52.0%
<b>18</b>	<i>Straightedge</i>	24.3%	5.3%	3.4%	12.0%
<b>19</b>	<i>Student Leader</i>	32.4%	36.8%	24.1%	44.0%
<b>20</b>	<i>Theatrical</i>	24.3%	21.1%	31.0%	28.0%
<b>21</b>	<i>Other</i>	36.1%	36.8%	41.4%	36.0%

- 4) Do you feel that you spend time with youth who are in different groups than those you hung out with before you joined Y2Y?
  
- 5) How do you think you are perceived and reacted to by non-Y2Y students in your school?
  - a. Do you get treated differently because of being a member of Y2Y?
  - b. If you consider yourself a non-user of alcohol and drugs, do you get treated differently because of being a non-user?
  
- 6) How comfortable do you feel about making suggestions about the Y2Y program to Y2Y staff or your advisors?
  - a. Do you feel like you have a lot of say in how things are run?
  
- 7) What, if anything, would you do to improve the Youth 2 Youth program in your school?

**Appendix K:**

**One Voice Parent  
Feedback Survey**

# One Voice Parent Survey

## One Voice Parent Survey

Thank you for agreeing to complete this very important survey. We will use this information to see if the One Voice Youth Empowerment Model (One Voice) is helping your child build the knowledge and skills he/she needs to take action in his/her community. **If you have more than one child who participates in One Voice, please complete one survey for each child** (there will be an option at the end of the survey to provide feedback for each child).

Your feedback is essential to us in our effort to monitor the program and provide the highest quality of services. The answers you provide will be kept private and confidential. At no time will your name be linked with any of your responses. Feel free to provide additional comments and/or to contact the Program Manager if you'd like to discuss anything further. Thank you for taking the time to answer these questions. We value your feedback.

We would like to be able to match completed surveys with survey results of One Voice students. The results are matched using a unique ID code and not the students name or other identifying information. In order to do this mapping we need you to fill in the following information about your child:

**As a reminder: if you have more than one child who participates in One Voice, please complete one survey for each child (there will be an option at the end of the survey to provide feedback for each child).**

### \*Unique ID code:

First Initial of your child's **last** name.

The **day** of the month your child was born.

*(If your child's birthday is on May 17th you would enter '17' in the boxes)*

The last two digits of the **year** your child was born. *(If your child was born in 1999, you would write in '99' in the boxes)*

First Initial of your child's **first** name.

### What is your relationship with the child enrolled in One Voice?

- Mother
- Father
- Foster Parent
- Legal Guardian
- Other (please specify)

# One Voice Parent Survey

**Does your child participate regularly in the One Voice program?**

- Yes
- No

**How long has your child been enrolled in the One Voice program, including this current school year?**

**(If your child has left One Voice, how long was he/she in the program?)**

- less than a month
- 1 semester or less
- 1 school year or less
- 2 school years
- 3 school years
- 4 school years or more

**How well do you think your child understands the risks and/or consequences of using alcohol or drugs?**

- Very Knowledgeable
- Somewhat Knowledgeable
- Somewhat Unknowledgeable
- Very Unknowledgeable

**In the past year, have you had discussions with your child about advertising and how it is used by the alcohol industry?**

- Yes
- No

**In the past school year, has your child developed, expanded or practiced skills regarding how to create media such as a Public Service Announcement (PSA), radio spot, a press release or short video?**

- Yes
- No

# One Voice Parent Survey

**Prior to joining One Voice, how comfortable do you think your child was at presenting to a large audience?**

- Very Comfortable
- Comfortable
- Uncomfortable
- Very Uncomfortable

**How knowledgeable is your child about how to change state laws in your state?**

- Very Knowledgeable
- Somewhat Knowledgeable
- Somewhat Unknowledgeable
- Very Unknowledgeable

**Does your child engage with peers outside of One Voice who are involved in other positive and healthy activities?**

- Yes
- No
- Unsure

**Does your child identify themselves as someone who does not use alcohol or drugs?**

- Yes
- No
- Unsure

# One Voice Parent Survey

## How much do you agree or disagree with the following statements?

### As a result of my child's involvement with One Voice...

	Strongly Agree	Agree	Disagree	Strongly Disagree
My child has more confidence when speaking about things that matter to him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has learned more about the alcohol industry's use of marketing, promotion and advertising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has a better understanding of how substances can have a negative impact on his/her life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my child makes better choices today because of their involvement with One Voice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is more comfortable presenting in front of a large audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am happy with my child's involvement in the One Voice program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### I feel that my child's participation in One Voice has helped with his/her performance in school.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

## Your Opinions about One Voice

### Is there anything you would like to see different or improved about the One Voice program?

### Do you have any addition comments or feedback about the One Voice program?

# One Voice Parent Survey

## **\*Do you have a second child who currently participates in One Voice?**

- Click here to enter an additional child who is in One Voice
- Click here if you have entered all of your children participating in One Voice

Please click on the link below to enter information for your second child.

Thank you!

**[One Voice Parent Survey for second child](#)**

**Appendix L:**  
**One Voice Participant  
Feedback Survey**

# One Voice Participant Feedback Survey

## One Voice Participate Feedback Survey

Thank you for agreeing to complete this very important survey. We will use this information to get your feedback about One Voice. The results will be looked at all together and no one person's responses will be singled out. Your name is not being recorded with your answers.

Your feedback is essential to us in our effort to monitor the program and provide the highest quality of services. The answers you provide will be kept private and confidential. At no time will your name be linked with any of your responses. Thank you for taking the time to answer these questions. We value your feedback.

We do want to be able to keep track of who completed this survey. In order to do that we need you to fill in the following information that will be used to create a unique code for you alone.

### \* Unique ID code:

First Initial of your **last** name.

The **day** of the month you were born.

(If your birthday is on May 17th you would enter '17' in the boxes)

The last two digits of the **year** you were born.

(If you were born in 1999, you would write in '99' in the boxes)

First Initial of your **first** name.

### \*What is the name of your current school?

### How long have you been enrolled in the One Voice program, including this current school year?

#### (If you left One Voice, how long were you in the program?)

- less than a month
- 1 semester or less
- 1 school year or less
- 2 school years
- 3 school years
- 4 school years or more

# One Voice Participant Feedback Survey

**Do you have a clear understanding of what is expected of you in One Voice?**

- Yes
- No

**Have you had a chance to use any new skills you gained from One Voice in settings outside of One Voice?**

- Yes
- No

If yes, please describe the skill and setting it was used.

**Have you had a chance to use any new knowledge you gained from One Voice in settings outside One Voice?**

- Yes
- No

If yes, please describe the setting it was used.

**To what extent do you agree or disagree with the following statements?**

**As a result of my involvement with One Voice...**

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have learned more about the alcohol industry's use of marketing, promotion and advertising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a better understanding of how substances can negatively impact my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I make better choices today because of my involvement with the One Voice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I'm more comfortable presenting in front of a large audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my participation in One Voice has helped with my performance in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am happy with my involvement in the One Voice program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# One Voice Participant Feedback Survey

**Since you became a member of One Voice, do you think more about the peers and groups you hang out with?**

- Yes
- No

**Do you identify yourself as someone who does not use alcohol or drugs?**

- Yes
- No

**How comfortable do you feel about making suggestions about the One Voice program to One Voice staff or advisors?**

- Very Comfortable
- Comfortable
- Uncomfortable
- Very Uncomfortable

**How well do you think the One Voice staff or the advisors are running One Voice?**

- Very Good
- Good
- Fair
- Poor

**What suggestions do you have for your advisors/One Voice staff?**

## Your Opinions about One Voice

# One Voice Participant Feedback Survey

**What is your favorite part of One Voice?**

**Is there anything you would like to see different or improved about the One Voice program?**

**Do you have any additional comments or feedback about the One Voice program?**

**Appendix M:**  
**Outcome Result Tables**

## One Voice Middle School Participant and Comparison Group Outcomes (Paired-Samples T-test)

		Baseline to Follow-up 1 (n=67)	Baseline to Follow-up 2 (n=41)	6 <sup>th</sup> grade Participants Only (n=26)	6 <sup>th</sup> grade Comparison Group (n=47)
<b>Variables by Key Outcomes:</b>		<i>p-value*</i>	<i>p-value*</i>	<i>p-value*</i>	<i>p-value*</i>
<b>Knowledge about Industry and Alcohol and Other Drugs:</b>					
1	comfort with explaining topics to teens	0.057	0.186	0.461	0.221
2	Consequence of Binge Drinking Score	<b>0.003</b>	<b>0.000</b>	0.100	<b>0.005</b>
3	risk of alcohol poisoning or death	0.360	<b>0.012</b>	0.434	0.898
4	risk of use of other drugs	0.080	<b>0.032</b>	0.070	0.786
5	risk of being injured	0.497	<b>0.031</b>	1.000	<b>0.027</b>
6	risk of injuring someone else	<b>0.015</b>	<b>0.000</b>	0.406	<b>0.000</b>
7	risk of unwanted sexual contact or advances	<b>0.009</b>	<b>0.000</b>	0.096	<b>0.008</b>
8	risk of problems with law	0.228	0.077	0.840	0.269
9	risk of problems with school	0.278	0.070	0.833	<b>0.013</b>
10	risk of problems with work	<b>0.022</b>	<b>0.003</b>	0.527	0.070
11	risk of problems with family	0.651	0.133	0.825	0.062
12	risk of unhealthy brain development	0.877	<b>0.049</b>	<b>0.050</b>	0.391
13	risk of alcoholism	0.795	<b>0.048</b>	0.283	0.215
14	risk of emotional problems or depression	0.107	0.088	0.503	0.282
15	risk if smoke cigarettes per day	1.000	0.256	0.691	0.577
16	risk if smoke marijuana occasionally	<b>0.002</b>	0.183	0.603	0.481
17	risk if smoke marijuana regularly	0.109	0.168	0.425	0.628
18	risk if drink alcoholic beverage nearly every day	<b>0.016</b>	0.077	<b>0.020</b>	0.685
19	risk if drink alcoholic beverage each weekend	<b>0.002</b>	0.440	<b>0.018</b>	0.664
20	risk if take prescriptions drugs not prescribed to them	<b>0.051</b>	0.090	0.232	0.384
21	what you learned in school helped you to say no when offered alcohol	0.172	0.855	0.096	0.118
22	think about all the things that may happen as a result of your decisions	0.551	0.378	0.503	0.063
<b>Media Literacy and Industry Practices:</b>					
23	prepared to explain historical and current advertising techniques	<b>0.007</b>	<b>0.032</b>	<b>0.005</b>	0.569
24	Informed about current issues related to advertising, sales and promo of alcohol	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	0.627
25	see or hear an ad think about if what the ad says is true	<b>0.016</b>	0.457	0.664	<b>0.001</b>
26	feelings toward alcohol companies	0.124	<b>0.001</b>	0.299	<b>0.041</b>
27	see or hear an advertisement reminded that the ad is selling me something	0.907	0.864	0.327	<b>0.046</b>
28	alcohol companies try to get young people to drink	1.000	0.210	0.876	<b>0.031</b>
29	alcohol companies lie	0.871	0.412	0.664	0.141
30	alcohol companies work hard to warn about hazards of alcohol use	0.091	1.000	0.548	0.511
31	dont drink because alcohol companies use me	0.771	0.440	0.723	0.390
32	target audience of ad	0.113	0.535	0.308	0.128
<b>Presentation Skills:</b>					
33	Presentation Skills Score (Observed)	<b>0.000</b>	na	<b>0.005</b>	0.707
34	comfort level with speaking or presenting	<b>0.002</b>	<b>0.038</b>	<b>0.008</b>	0.313
35	hard to talk in front of group	0.321	0.262	<b>0.031</b>	0.133

## One Voice Middle School Participant and Comparison Group Outcomes

36	prior to joining this group given speech or presented to an audience	<b>0.000</b>	<b>0.002</b>	<b>0.000</b>	na
37	project my voice when I speak	<b>0.005</b>	0.689	<b>0.021</b>	0.086
<b>Legislative Process:</b>					
38	knowledgeable about legislative process for NH	<b>0.000</b>	<b>0.000</b>	<b>0.019</b>	0.736
39	knowledgeable in how to be involved in legislative process	<b>0.005</b>	<b>0.003</b>	0.175	0.192
40	confident in ability to advocate for policies	<b>0.010</b>	0.294	0.814	0.323
41	ever participated in legislative process	1.000	<b>0.003</b>	1.000	0.420
<b>Media Skills:</b>					
42	comfortable being interviewed by a reporter	0.742	0.700	0.664	0.441
43	prepared to hold press conference with news paper radio TV or reporters	0.391	0.864	0.574	0.660
44	knowledgeable about creating PSA for radio or TV	<b>0.001</b>	<b>0.003</b>	<b>0.030</b>	0.279
45	confident in ability to create PSA for radio or TV	<b>0.001</b>	<b>0.000</b>	0.212	0.883
<b>Ability to Effect Change:</b>					
46	Self-Efficacy Belief	<b>0.045</b>	<b>0.014</b>	<b>0.053</b>	0.892
47	feel make a difference in community	0.151	0.534	0.542	0.279
48	feel adults listen to me and my peers on important issues	0.643	0.244	0.802	0.348
49	feel I can influence a large number of people about risky issues in past 12 months	<b>0.000</b>	<b>0.001</b>	<b>0.000</b>	0.868
50	feel I play an important part in making my community a better place	<b>0.008</b>	0.073	<b>0.009</b>	0.543
51	knowledgeable about public demonstration and protests	<b>0.003</b>	<b>0.003</b>	<b>0.008</b>	0.772
52	confident in my ability to organize a public demonstration or protest	0.713	0.310	0.824	0.323
53	young people are able to make a difference	0.172	0.767	0.814	1.000
54	able to influence decisions One Voice makes	0.117	0.391	0.284	na
<b>Pro-Social Peers and Activities:</b>					
55	involved as a volunteer in making my community a better place	<b>0.008</b>	<b>0.005</b>	<b>0.025</b>	0.472
56	work with peers to make a change or improve school or community	<b>0.000</b>	<b>0.011</b>	<b>0.005</b>	0.814
57	last 12 months engaged in specific activities to reduce alcohol in school or community	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	0.254
58	past 30 days times you engaged in any community service as a volunteer	<b>0.000</b>	<b>0.004</b>	<b>0.033</b>	0.242
<b>Lifetime or 30-day Use of AOD:</b>					
59	age when smoked a whole cigarette	0.471	0.323	0.478	0.210
60	past 30 days how many days did you smoke cigarette	0.321		0.327	0.323
61	age when first drank alcohol other than a few sips	0.742	0.323		0.323
62	past 30 days how many days did you have a drink of alcohol	0.182			
63	age when tried marijuana for first time		0.323		0.323
64	past 30 days number of times used marijuana	0.321		0.327	0.323
65	during life number of times taken a prescription drug not prescribed to you	0.837	0.160	0.416	0.323
66	past 30 days number of times taken a prescription drug not prescribed to you	0.471		0.478	0.323
67	during life number of times taken over-the-counter drugs to get high	0.321		0.327	0.323
68	past 30 days number of times taken over-the-counter drugs to get high	0.321		0.327	0.323
<b>Count of Changed Indicators</b>		<b>28</b>	<b>27</b>	<b>20</b>	<b>9</b>
<b>% Change (out of 68 indicators)</b>		<b>41.2%</b>	<b>39.7%</b>	<b>29.4%</b>	<b>13.2%</b>

*\* Statistically significant change is being declared when the p-value derived from Paired-Samples T-Test is less than the predetermined significance level (p<0.05).*

## 6<sup>th</sup> Grade Participant and Comparison Group Outcomes

		Baseline to Follow-up 1	
		6 <sup>th</sup> grade Participants Only (n=26)	6 <sup>th</sup> grade Comparison Group (n=47)
		<i>p-value</i>	<i>p-value</i>
<b>Knowledge about Industry and Alcohol and Other Drugs:</b>			
1	comfort with explaining topics to teens	0.461	0.221
2	Consequence of Binge Drinking Score	0.100	<b>0.005</b>
3	risk of alcohol poisoning or death	0.434	0.898
4	risk of use of other drugs	0.070	0.786
5	risk of being injured	1.000	<b>0.027</b>
6	risk of injuring someone else	0.406	<b>0.000</b>
7	risk of unwanted sexual contact or advances	0.096	<b>0.008</b>
8	risk of problems with law	0.840	0.269
9	risk of problems with school	0.833	<b>0.013</b>
10	risk of problems with work	0.527	0.070
11	risk of problems with family	0.825	0.062
12	risk of unhealthy brain development	<b>0.050</b>	0.391
13	risk of alcoholism	0.283	0.215
14	risk of emotional problems or depression	0.503	0.282
15	risk if smoke cigarettes per day	0.691	0.577
16	risk if smoke marijuana occasionally	0.603	0.481
17	risk if smoke marijuana regularly	0.425	0.628
18	risk if drink alcoholic beverage nearly every day	<b>0.020</b>	0.685
19	risk if drink alcoholic beverage each weekend	<b>0.018</b>	0.664
20	risk if take prescriptions drugs not prescribed to them	0.232	0.384
21	what you learned in school helped you to say no when offered alcohol	0.096	0.118
22	think about all the things that may happen as a result of your decisions	0.503	0.063
<b>Media Literacy and Industry Practices:</b>			
23	prepared to explain historical and current advertising techniques	<b>0.005</b>	0.569
24	Informed about current issues related to advertising, sales and promo of alcohol	<b>0.000</b>	0.627
25	see or hear an ad think about if what the ad says is true	0.664	<b>0.001</b>
26	feelings toward alcohol companies	0.299	<b>0.041</b>
27	see or hear an advertisement reminded that the ad is selling me something	0.327	<b>0.046</b>
28	alcohol companies try to get young people to drink	0.876	<b>0.031</b>
29	alcohol companies lie	0.664	0.141
30	alcohol companies work hard to warn about hazards of alcohol use	0.548	0.511
31	dont drink because alcohol companies use me	0.723	0.390
32	target audience of ad	0.308	0.128
<b>Presentation Skills:</b>			
33	Presentation Skills Score (Observed)	<b>0.005</b>	0.707
34	comfort level with speaking or presenting	<b>0.008</b>	0.313
35	hard to talk in front of group	<b>0.031</b>	0.133

## 6<sup>th</sup> Grade Participant and Comparison Group Outcomes

36	prior to joining this group given speech or presented to an audience	<b>0.000</b>	na
37	project my voice when I speak	<b>0.021</b>	0.086
<b>Legislative Process:</b>			
38	knowledgeable about legislative process for NH	<b>0.019</b>	0.736
39	knowledgeable in how to be involved in legislative process	0.175	0.192
40	confident in ability to advocate for policies	0.814	0.323
41	ever participated in legislative process	1.000	0.420
<b>Media Skills:</b>			
42	comfortable being interviewed by a reporter	0.664	0.441
43	prepared to hold press conference with news paper radio TV or reporters	0.574	0.660
44	knowledgeable about creating PSA for radio or TV	<b>0.030</b>	0.279
45	confident in ability to create PSA for radio or TV	0.212	0.883
<b>Ability to Effect Change:</b>			
46	Self-Efficacy Belief	<b>0.053</b>	0.892
47	feel make a difference in community	0.542	0.279
48	feel adults listen to me and my peers on important issues	0.802	0.348
49	feel I can influence a large number of people about risky issues in the past 12 months	<b>0.000</b>	0.868
50	feel I play an important part in making my community a better place	<b>0.009</b>	0.543
51	knowledgeable about public demonstration and protests	<b>0.008</b>	0.772
52	confident in my ability to organize a public demonstration or protest	0.824	0.323
53	young people are able to make a difference	0.814	1.000
54	able to influence decisions One Voice makes	0.284	na
<b>Pro-Social Peers and Activities:</b>			
55	involved as a volunteer in making my community a better place	<b>0.025</b>	0.472
56	work with peers to make a change or improve school or community	<b>0.005</b>	0.814
57	last 12 months engaged in specific activities to reduce alcohol in school or community	<b>0.000</b>	0.254
58	past 30 days times you engaged in any community service as a volunteer	<b>0.033</b>	0.242
<b>Lifetime or 30-day Use of AOD:</b>			
59	age when smoked a whole cigarette	0.478	0.210
60	past 30 days how many days did you smoke cigarette	0.327	0.323
61	age when first drank alcohol other than a few sips		0.323
62	past 30 days how many days did you have a drink of alcohol		
63	age when tried marijuana for first time		0.323
64	past 30 days number of times used marijuana	0.327	0.323
65	during life number of times taken a prescription drug not prescribed to you	0.416	0.323
66	past 30 days number of times taken a prescription drug not prescribed to you	0.478	0.323
67	during life number of times taken over-the-counter drugs to get high	0.327	0.323
68	past 30 days number of times taken over-the-counter drugs to get high	0.327	0.323
<b>Count of Changed Indicators</b>		<b>20</b>	<b>9</b>
<b>% Change (out of 68 indicators)</b>		<b>29.4%</b>	<b>13.2%</b>