

**Aiken County Health and Human Services
Curriculum/Training
Logic Model
August 2000**

<p>1. Goals</p>	<p>Youth will have necessary skills to resist peer pressure to smoke, drink, and use drugs Youth will increase their knowledge of the immediate consequences of substance use.</p> <p>Youth will increase their knowledge of the immediate consequences of drinking and driving.</p> <p>Youth will have the necessary skills to resist peer pressure to drink and drive or to ride with a person who has been drinking.</p>
<p>2. Program Activities</p>	<p>Life Skills Training Curriculum: The LST program will be presented by teachers to 6th and 7th graders on a weekly basis. It focuses on teaching prevention-related information, promoting anti-drug norms, teaching drug refusal skills, and fostering the development of personal self-management skills and general social skills.</p> <p>Taking Control: Youth from Aitkin County and their health teachers will participate in a one-day MPRC training provided to high school sophomores and juniors who have just received their driver’s licenses. This training focuses on teaching skills for resisting drinking and driving and resisting riding with drivers who have been drinking. Youth will also be trained on methods for teaching their peers about the dangers of drinking and driving, and teaching their peers to resist drinking and driving and riding with drivers who have been drinking.</p> <p>Youth who are trained by MPRC then teach the Taking Control class to sophomores and juniors in their home schools. Taking Control will be taught over 3 health class periods by a pair or team of MPRC-trained students and their health teacher.</p>
<p>3. Target Population and amount of time</p>	<p>Life Skills: All 6th and 7th grade students will participate in Life Skills Curriculum, 1 time/week for 12 weeks during the first school trimester (800 students)</p> <p>Taking Control: 18 youth will receive training one time/year, and will train 350 peers.</p> <p>Youth who attend the MPRC training will be selected by the health teachers at the three high schools. They will be students who are committed to not drinking and driving and not riding with drivers who have been drinking, but they will be youth who are not otherwise considered “leaders” at their schools, and are not actively involved in numerous school activities.</p>
<p>4. Assumption (theory of change)</p>	<ol style="list-style-type: none"> 1. If youth learn are given knowledge of the immediate consequences of substance abuse and taught skills for resisting social pressure by peers to smoke, drink, and use drugs, they will delay or reduce their use of alcohol, tobacco, and other drugs. 2. If youth are given knowledge of the immediate consequences of drinking and driving and taught skills for resisting social pressure to drink and drive or to ride with a driver who has been drinking, they will be less likely to drive after drinking or ride with a driver who has been drinking.
<p>5. Immediate outcomes and indicators of change</p>	<p>Life Skills Increased Protective Factors</p> <ul style="list-style-type: none"> • Less favorable attitudes toward drug use • Increased knowledge about the risks and harm caused by drug use • Improved Alcohol/Tobacco/Drug refusal skills • Improved decision -making skills

	<p>Taking Control Increased Protective Factors:</p> <ul style="list-style-type: none"> • Increased knowledge about the risks and harm caused by drinking and driving <p>Increased Developmental Assets</p> <ul style="list-style-type: none"> • Young person can resist negative peer pressure and dangerous situations.
<p>6. Long-term outcomes and indicators of change</p>	<p>Life Skills: For youth who were not using alcohol, tobacco or other drugs prior to participating in Life Skills Curriculum:</p> <ul style="list-style-type: none"> • Defer age of first use of alcohol, tobacco, and other drugs for two years beyond statistical average age. <p>For youth who were using alcohol, tobacco, and/or other drugs prior to participating in Life Skills Curriculum:</p> <ul style="list-style-type: none"> • Reduce alcohol , tobacco, and other drug usage on a monthly basis. <p>Taking Control: For students who participate in initial Taking Control training:</p> <ul style="list-style-type: none"> • 100% sign and return a pledge, with their parents, that they will not drink and drive or ride with a driver who has been drinking <p>For students who receive peer-led Taking Control training</p> <ul style="list-style-type: none"> • 75% sign and return a pledge, with their parents, that they will not drink and drive or ride with a driver who has been drinking.

**Process Evaluation Plan
Curriculum/Training**

Guiding Evaluation Questions	<p>Questions related to target population: How many youth received Life Skills training? What percentage of youth participated in all of the 12 sessions? What percentage participated in 8 or more sessions?</p> <p>How many youth participants attended Taking Control Training? How many youth were trained by Taking Control participants?</p> <p>Questions related to key assumptions: Are youth who attend the initial Taking Control training committed to not drinking and driving and not riding with drivers who drink? Are youth who attend Taking Control training prepared to teach their peers the Taking Control curriculum? Is there consistency in training methods among the youth who teach Taking Control?</p> <p>Is there consistency in teaching methods among the teachers who teach the Life Skills Curriculum?</p>
Measures and Sources of Data	<p>Life Skills Training (Sign in sheet administered by teacher at each session) Number of youth who receive Life Skills Training at each of the 12 sessions</p> <p>Taking Control (Data collected by health teachers in the three school districts) Number of youth who participate in initial Taking Control training Home community of youth who participate in initial Taking Control training Number of youth who participate in peer-led Taking Control training Dates and locations of peer-led Taking Control training</p>
Data Analysis Plan	<p>Life Skills Training Number and percent of youth who received Life Skills Training, compared to goal Number and percent of youth who attended at least 8 of 12 sessions</p> <p>Taking Control Number of youth who participate in initial Taking Control training, compared to goal Home community of youth who participate in initial Taking Control training, compared to goal Number of youth who participate in peer-led Taking Control training, compared to goal Locations of peer led Taking Control Training, compared to goal</p>

Summative Evaluation Plan Curriculum/Training

Guiding Evaluation Questions	<p><u>Immediate Outcomes</u></p> <p>Life Skills Training Does the number and percent of students who have pro-smoking attitudes decrease? Does the number and percent of students who have pro-drinking attitudes decrease? Does the number and percent of students who have pro-marijuana attitudes decrease? Does the number and percent of students who have hard-drug attitudes decrease? Does the number and percent of students who have knowledge about smoking increase? Does the number and percent of students who have knowledge about drinking increase? Does the number and percent of students who have knowledge of marijuana increase? Does the number and percent of students who have knowledge of hard drugs increase? Does the number and percent of students who are likely to say “no” when asked to smoke, drink, or use other drugs increase? (Drug Refusal Skills I)</p>
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	<p>Does the number and percent of students who are skilled at refusing cigarettes, drugs, or alcohol increase? (Drug Refusal Skills II)</p> <p>Does the number and percent of students with general assertiveness increase?</p> <p>Does the number and percent of students who are skilled at making decisions increase?</p> <p>Taking Control</p> <p>Do participants at initial Taking Control training express increased knowledge of the harm and risk associated with drinking and driving?</p> <p>Do participants at initial Taking Control training have express confidence in their ability to teach their peers the Taking Control training?</p> <p>Do participants at initial Taking Control training learn tools for resisting social pressures to drink and drive or to ride with a driver who has been drinking?</p> <p>Do participants at peer-led Taking Control training express increased knowledge of the harm and risk associated with drinking and driving?</p> <p>Do participants at peer-led Taking Control training learn tools for resisting social pressures to drink and drive or to ride with a driver who has been drinking?</p> <p><u><i>Long term Outcomes</i></u></p> <p>Life Skills Training</p> <p>For youth who were not using alcohol, tobacco or other drugs prior to participating in Life Skills Curriculum:</p> <ul style="list-style-type: none"> • Does Life Skills Curriculum defer age of first use of alcohol, tobacco, and other drugs? <p>For youth who were using alcohol, tobacco, and/or other drugs prior to participating in Life Skills Curriculum:</p> <ul style="list-style-type: none"> • Does Life Skills Curriculum reduce alcohol, tobacco, and other drug usage on a monthly basis? <p>Taking Control:</p> <ul style="list-style-type: none"> • Do youth who attend initial Taking Control training pledge to not drink and drive and to not ride with a driver who has been drinking? • Do youth who attend peer-led Taking Control training pledge to not drink and drive and to not ride with a driver who has been drinking?
<p>Measures and Sources of Data</p>	<p><u>Life Skills Training</u></p> <p>The Life Skills Training Survey will be administered to all 6th and 7th graders in the three school districts prior to the start of the Life Skills Training Program. After the 12 week course is completed, the Life Skills Training Survey will be administered again.</p> <p><u><i>Immediate Outcomes</i></u></p> <p>The survey focuses on:</p> <ul style="list-style-type: none"> • Pro-smoking Attitudes • Pro-Drinking Attitudes • Pro-Marijuana Attitudes • Pro-Hard Drug Attitudes • Smoking Knowledge • Drinking Knowledge • Marijuana Knowledge • Hard Drug Knowledge • Drug Refusal Skills • General Assertiveness • Decision Making Skills <p><u><i>Long term Outcomes</i></u></p>

	<p>The Life Skills Health Survey also solicits information on:</p> <ul style="list-style-type: none"> • Lifetime use of cigarettes • Lifetime use of beer, wine, wine coolers, hard liquor • Lifetime use of marijuana • Lifetime use of inhalants • Monthly use of cigarettes • Monthly use of beer, wine, wine coolers, hard liquor • Monthly use of marijuana • Monthly use of inhalants <p>The cohort of students that are in sixth grade will take the Life Skills Health Survey four times: 1) at the start of Life Skills Training in 2000; 2) at the completion of the 12 week training in 2000/2001; 3) at the start of Life Skills Training in 2001; 4) at the completion of the 12 week training in 2001/2002.</p> <p><u>Taking Control</u> Intermediate Outcomes Youth who participate in the MPRC Taking Control Training and youth who participate in the peer-led Taking Control Training will complete a post-training evaluation survey that measures:</p> <ul style="list-style-type: none"> • Satisfaction with the training • Student’s perception of knowledge gained • Student’s perception of resistance skills gained <p>Long-term Outcomes Youth who participate in the MPRC Taking Control Training and youth who participate in the peer-led Taking Control Training will be given a pledge to sign with their parents and return to their health teacher that measures</p> <ul style="list-style-type: none"> • Student’s personal commitment to not drink and drive and to not ride with a driver who has been drinking.
<p>Data Analysis Plan</p>	<p><u>Life Skills Training</u> Immediate Outcomes Change in the number and percent of youth who improve their scores on the Life Skills Training Health Survey in the following areas:</p> <ul style="list-style-type: none"> • Pro-smoking Attitudes • Pro-Drinking Attitudes • Pro-Marijuana Attitudes • Pro-Hard Drug Attitudes • Smoking Knowledge • Drinking Knowledge • Marijuana Knowledge • Hard Drug Knowledge • Drug Refusal Skills • General Assertiveness • Decision Making Skills <p>Long term Outcomes Number and percent of students who have not tried alcohol prior to Life Skills Number and percent who have not tried alcohol at the end of the 12 week curriculum*.</p> <p>Number and percent of students who have not tried smoking prior to Life Skills Number and percent of students who have not tried smoking after the curriculum</p> <p>Number and percent of students who have not tried marijuana prior to Life Skills Number and percent of students who have not tried marijuana after the curriculum</p>

Number and percent of students who have not tried hard drugs prior to Life Skills
Number and percent of students who have not tried hard drugs after the curriculum

Number and percent who reduce their monthly use of alcohol.
Number and percent who reduce their monthly use of tobacco (smoking)
Number and percent who reduce their monthly use of marijuana
Number and percent who reduce their monthly use of hard drugs.

*Outcome data for the 2000 6th grade cohort will be analyzed after completion of the 12 week training, after one year, and after completion of the second year's training (15 months).
Outcome data for the 2000 7th grade cohort will be analyzed after completion of the 12 week training. Evaluation findings for Aitkin County will also be compared to national finding for the Life Skills curriculum.

Taking Control

Immediate Outcomes

- Number and percent of students who report satisfaction with the training
- Number and percent of students who report an increase in knowledge of the harm and risk associated with drinking and driving
- Number and percent of students who report an increase in their ability to resist social/peer pressure to drink and drive or to ride with a driver who has been drinking

Long-term Outcomes

- Of youth who attend initial MPRC training, number and percent who sign and return the pledge to not drink and drive and not to ride with a driver who has been drinking.
- Of youth who attend peer-led MPRC training, number and percent who sign and return the pledge to not drive and drive and not to ride with a driver who has been drinking.