
**STUDENT-PLANNED EXTRACURRICULAR ACTIVITIES
AS PART OF
THE MINNESOTA D.A.R.E. PLUS PROJECT
LOGIC MODEL**

*Note: the **bolded** items are related to the proposed student-planned extracurricular activities, the unbolded items are related to the other components of Minnesota D.A.R.E. Plus.*

1) Goals:

ENVIRONMENTAL FACTORS:

Risk factor: Unsupervised time

Protective factor: Opportunities for safe and drug-free activities

Risk factor: Access to ATOD and weapons

SOCIAL CONTEXT FACTORS:

Protective factor: Health-enhancing peer role models

Protective factor: Social support and connections with healthful adults/peers

Risk factor: Peer influence to use ATOD

Protective factor: ATOD- and violence-free normative expectations

Protective factor: Family communication and connections

Protective factor: Parental monitoring and family rules around ATOD use and violence

INTRAPERSONAL FACTORS:

Protective factor: Development of resistance skills, communication skills, decision-making skills

Protective factor: Knowledge of consequences/acceptable behaviors/citizenship and character building

2) Program activities:

- **Youth Action Teams:** Seventh and eighth grade students will be recruited to promote existing activities and plan, implement, and carry-out safe and supervised after-school and weekend activities for their classmates. Participation in the Youth Action Teams will be fluid, students can participate in planning one activity or can participate for one or two years. Teams will meet weekly with their adult organizer and other adult volunteers.
- **Supervised extracurricular and weekend activities:** Student-planned and promoted after-school and weekend activities will be offered at each of the schools (or other neighborhood sites) at least once a week.

Activities will be planned and implemented by Youth Action Teams or others through a mini-proposal system.

- **Trainings and ongoing technical assistance: A series of opportunities will be offered for student, school staff, and adult volunteer groups on the promotion, development, implementation, and sustainability of extracurricular activity programs. One training for each group will be offered each of the three years.**
 - Implementation of the D.A.R.E. Middle/Junior High School 10-session curriculum for seventh grade students.
 - Implementation of *On the Verge*, an 8-session peer-led classroom and home-based program developed by the University of Minnesota team to complement and enhance the D.A.R.E. Middle/Junior High School Curriculum.
 - Parent education through a parent postcard campaign with postcards in English, Spanish, and Hmong.
 - Neighborhood/school adult action teams to address neighborhood and school-wide issues related to drug use and violent behaviors.
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3) Target population and amount of time:

- **30-40% of the seventh and eighth grade students at the eight Minnesota schools will participate in the Youth Action Teams and/or mini-proposal system to plan and implement extracurricular activities for their classmates. Multiple strategies will be implemented to recruit a diverse group of students to participate.**
 - **60-70% of the seventh and eighth grade students at the eight Minnesota schools will attend the student-planned activities. A wide range of activities will be offered so that they will appeal to a large diversity of students.**
 - **Youth Action Teams will begin in January/February 2000 and student-planned activities will begin in March 2000 and will be ongoing throughout the grant period.**
 - Over 98% of seventh grade students in the eight schools will participate in the D.A.R.E. Middle/Junior High School Curriculum.
 - Over 90% of seventh grade students and their parents will receive and participate in the *On the Verge* home program.
 - Over 98% of parents will receive parent postcards.
 - Neighborhood/school action teams will be organized at all of the eight school sites and will result in actions to reduce ATOD use and/or violence in their neighborhood/school.
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4) Assumptions (theory of change):

- **Increased opportunities and youth participation in safe and supervised activities will:**
 - a) **decrease students' time spent unsupervised,**

- b) **increase health-enhancing peer role models,**
 - c) **increase social support and connections,**
 - d) **decrease exposure to peer influences to use ATOD and violence,**
 - e) **increase ATOD- and violence-free normative expectations, and**
 - f) **increase the development of resistance skills, communication skills, and decision-making skills.**
 - **Youth involvement in planning activities for their peers will a) ensure that the activities are appealing and culturally and developmentally appropriate and b) provide greater opportunities for ATOD- and violence-free time.**
 - **Providing appealing opportunities for safe and supervised activities will increase youth attendance in these activities.**
 - **Decreasing: a) students' time spent unsupervised and b) exposure to peer influences to use ATODs and violence; and increasing: c) health-enhancing peer role models, d) social support and connections, e) ATOD- and violence-free normative expectations, and f) the development of resistance skills, communication skills, and decision-making skills will lead to delaying the onset and reducing alcohol, tobacco, and marijuana use, and violent behaviors.**
 - **Decreasing youth access to ATODs and weapons will lead to delaying the onset and reducing alcohol, tobacco, and marijuana use, and violent behaviors.**
 - **Increasing family communication, connection, and family rules around ATOD use and violence and increasing parental monitoring will lead to delaying the onset and reducing alcohol, tobacco, and marijuana use, and violent behaviors.**
 - **Increasing youths perceptions of immediate consequences for ATOD use and violence will lead to delaying the onset and reducing alcohol, tobacco, and marijuana use, and violent behaviors.**
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5) Immediate outcomes and indicators of change:

ENVIRONMENTAL FACTORS:

- **Individual protective factor: Increase percent of students involved in supervised extracurricular activities.**
- **Individual and Neighborhood risk factor: Decrease access to ATODs and weapons.**

SOCIAL CONTEXT FACTORS:

- **Individual protective factor: Increase peer role models who do NOT use alcohol, tobacco, marijuana or engage in delinquent and violent behaviors.**
- **Individual protective factor: Increase social support and connections with healthful adults and peers.**
- **Individual risk factor: Decrease peer influence to use alcohol, tobacco, marijuana or engage in delinquent and violent behaviors.**

- **Individual risk factor: Decrease perception that alcohol, tobacco, and marijuana use is normative among peers and adults in their neighborhood.**
- Family protective factors: Increase communication, connection, rules, and parental monitoring.

INTRAPERSONAL FACTORS:

- **Individual protective factor: Increase resistance skills, communication skills, and decision-making skills.**
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6) Long-term outcomes and indicators of change:

- **Reduce intentions to use alcohol, tobacco, and marijuana use.**
 - **Reduce intentions to engage in delinquent and violent behaviors.**
 - **Delay onset of alcohol, tobacco, and marijuana use.**
 - **Reduce rates of alcohol, tobacco, and marijuana use.**
 - **Reduce rates of delinquent and violent behaviors.**
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**PROCESS EVALUATION PLAN FOR
STUDENT-PLANNED EXTRACURRICULAR ACTIVITIES**

1. Guiding evaluation questions:

Questions related to program activities:

- ☒ How often does each Youth Action Team meet and for how long?
- ☒ How many small groups of students respond to the request for mini-proposals at each?
- ☒ How many student-planned extracurricular activities are planned and implemented?
- ☒ Are there additional efforts at each site to increase the number of after-school activities?
- ☒ What types of activities are planned?
- ☒ How many adult volunteers participate in helping to plan the activities?
- ☒ How many adult volunteers help implement the activities?
- ☒ How many adult volunteers chaperon the activities?
- ☒ Are the trainings perceived as helpful to the students, school staff, and adult volunteers?
- ☒ Is the technical assistance helpful to students, school staff, and adult volunteers?

Questions related to target population:

- ☒ How many students participate in the Youth Action Teams?
- ☒ What are the demographic characteristics of the students who participate in the Youth Action Teams?
- ☒ How many students participate in planning activities via the mini-proposals?
- ☒ What are the demographic characteristics of the students who participate in planning activities via the mini-proposals?
- ☒ How many students attend the student-planned activities?
- ☒ What are the demographic characteristics of the students who attend the activities?
- ☒ How do the students who participate differ from students who do not participate and from students attending the comparison schools?

Questions related to key assumptions:

(Two comparison groups will be used: 1) students who do not participate in these activities at their school and 2) students attending comparison schools)

- ☒ Do students who participate in the Youth Action Teams, plan activities, and/or attend activities spend less time unsupervised compared with those who do not participate?
- ☒ Do students who participate in the Youth Action Teams, plan activities, and/or attend activities perceive less peer influence to use ATODs and participate in delinquent and violent behaviors?

- attend ¥ Do students who participate in the Youth Action Teams, plan activities, and/or activities have more peer role models who do NOT use ATODs and participate in delinquent and violent behaviors?
- attend ¥ Do students who participate in the Youth Action Teams, plan activities, and/or activities perceive a higher level of ATOD- and violence-free norms?
- attend ¥ Do students who participate in the Youth Action Teams, plan activities, and/or activities perceive a higher sense of social support and connections?
- attend decision- ¥ Do students who participate in the Youth Action Teams, plan activities, and/or activities have a higher level of resistance skills, communication skills, and making skills?

2. Measures and sources of data:

Program activities:

¥ Youth Action Team meeting minutes and participation records as modified from Project Northland.

¥ Event forms documenting the type, length, and location of each activity.

¥ Records of the number and types of mini-proposal funded events.

¥ Participation records for each extracurricular activity indicating the number of students, adult volunteers, and school personnel who attend.

¥ Post-intervention survey of community organizers.

¥ Key-informant interviews with adult volunteers who have been involved. The survey will assess aspects of the incorporation and sustainability of the extracurricular program (Bracht, 1999).

Target population:

¥ Participation records for Youth Action Teams and mini-proposals.

¥ Participation records for each extracurricular activity using a scannable entry form with students names from school lists. As a student enters an event, s/he will fill in the circle next to her/his name. The participation forms will be collected and scanned to create a data base to track student participation.

¥ Participation records linked with student survey data by individual student ID.

Key Assumptions:

¥ Post-intervention survey of youth who participate in the Youth Action Teams.

¥ Self-administered survey of youth at baseline and follow-up in eight intervention schools and eight comparison schools. The survey will be based on surveys administered in previous studies, including Project Northland (Perry et al., 1996), the Monitoring the Future Project (Johnston et al., 1996), the Youth Risk Behavior Surveillance System (Kann et al., 1996), and the Minnesota Student Survey (MDCFL, 1999a). In addition to substance use and violent behaviors, constructs to be measured include the following: demographic characteristics, opportunities for safe and healthy activities, perceived behavior of peers and adults, social support for healthy behaviors, social connections, social normative beliefs around substance use and violence, self-efficacy for refusing to participate in unhealthy or risky behaviors, communication skills and decision-making skills. Surveys will be administered by two-person teams of trained interviewers using standardized protocols. All students enrolled in grade 7 in fall 1999 and spring 2000, and grade 8 in spring 2001 and 2002 will be eligible for the surveys. Prior to survey administration both parents and students will be given the opportunity to refuse participation. Confidentiality of responses is assured. Our response rates using these procedures for the Project Northland seventh and eighth grade surveys ranged from 94% to 95%. These survey procedures have been approved by the Institutional Review Board at the University of Minnesota in 1998 and 1999.

3. Data analysis plan:

Program activities:

¥ Frequencies and descriptions of the number and types of activities offered.

Target population:

∕Frequencies and regression analysis to describe characteristics of students who participate compared with those that do not.

Key assumptions:

¥ Comparison of students in the eight intervention schools with eight comparison schools to demonstrate the effect of the multi-component Minnesota D.A.R.E. Plus on ATOD use, and violent behaviors using mixed model regression analyses to take account of the unit of assignment to condition (Murray, 1998).

¥ Comparison of program participants with nonparticipants to examine a dose-response relationship between the number and types of activities each student participates in (exposure) and outcomes (ATOD use and violent behaviors) using multiple regression analysis and growth curve analysis (Komro et al., 1996; Muthen & Curren, 1997). This will allow us to evaluate the unique effects of both planning and participating in extracurricular activities on ATOD use and violent behaviors.

¥ Analysis of the "assumptions of change" using mediation analysis (MacKinnon, 1994). For example, in using mediation analyses we will be able to test if the impact of the program on drug use was an effect of the program's impact in decreasing peer influence to use drugs. We will be able to test 1) the program's impact on each of the risk and protective factors and 2) if those changes in the risk and protective factors accounts for changes in ATOD use and violence.

FORM 6

SUMMATIVE EVALUATION PLAN FOR STUDENT-PLANNED EXTRACURRICULAR ACTIVITIES

1. Guiding evaluation questions:

Questions related to immediate outcomes:

- Will youth who participate in planning activities for their peers decrease their time spent unsupervised?
- Will youth who participate in planning activities for their peers decrease their exposure to peer influence to use ATOD use and violence?
- Will youth who participate in planning activities for their peers have increased exposure to health-enhancing peer role models?
- Will youth who participate in planning activities for their peers perceive a higher level of ATOD- and violence-free norms?
- Will youth who participate in planning activities for their peers have increased social support and connection?
- Will youth who participate in planning activities for their peers have a higher level of resistance skills, communication skills, and decision-making skills?
- Will youth who attend student-planned extracurricular activities decrease their time spent unsupervised?
- Will youth who attend student-planned extracurricular activities decrease their exposure to peer influence to use ATOD use and violence?
- Will youth who attend student-planned extracurricular activities have increased exposure to health-enhancing peer role models?
- Will youth who attend student-planned extracurricular activities perceive a higher level of ATOD- and violence-free norms?
- Will youth who attend student-planned extracurricular activities have increased social support and connection?
- Will youth who attend student-planned extracurricular activities have a higher level of resistance skills, communication skills, and decision-making skills?

Questions related to long-term outcomes:

- Will students who participate in planning activities for their peers have lower rates of alcohol, tobacco, and marijuana use and violent behaviors compared with students who do not participate?
- Will students who attend student-planned extracurricular activities have lower rates of alcohol, tobacco, and marijuana use and violent behaviors compared with students who do not attend?
- Will students who attend the eight schools where the student-planned activities are offered have lower rates of alcohol, tobacco, and marijuana use and violent behaviors compared with students who attend the comparison schools?

2. Measures and sources of data:

Immediate outcomes:

- Participation records that will be linked to the student survey data by student ID.
- Self-report survey administered in the classroom by trained interviewers. The survey was developed based on surveys administered in previous studies. See description of survey on Form 5. Funded under the NIDA grant, a baseline survey is being implemented October-November 1999 in all 24 schools participating in the Minnesota D.A.R.E. Plus Project (this includes the eight schools where the extracurricular programs will be implemented and eight comparison schools). In addition, the NIDA grant will fund two follow-up surveys, one will be administered in spring 2000 and another in spring 2001. If funded, schools will be asked to participate in a third follow-up survey in the spring 2002. This survey will be funded with the SIG money.
- Survey items and scales will measure: demographic characteristics, opportunities for safe and healthy activities, perceived behavior of peers and adults, social support for healthy behaviors, social connections, social normative beliefs around substance use and violence, self-efficacy for refusing to participate in unhealthy or risky behaviors, communication skills and decision-making skills.

Long-term outcomes:

- Self-report survey administered in the classroom by trained interviewers. The survey was developed based on surveys administered in previous studies, including Project Northland, the Monitoring the Future Project, the Youth Risk Behavior Surveillance System, and the Minnesota Student Survey. Baseline (fall 1999) and three follow-up surveys (spring 2000, 2001, 2002) will be implemented in the eight intervention schools and eight comparison schools.
- Survey items and scales will measure: intentions to use alcohol, tobacco, marijuana, and participate in violent behaviors; lifetime, past year, past month, and past week use of alcohol, binge drinking, having been drunk; lifetime and current smoking status; lifetime, past year, and past month use of marijuana; past year involvement in delinquent and violent behaviors. These measures have shown acceptable psychometric properties previously in our own and other's research.

3. Data analysis plan:

Immediate outcomes:

- Comparison of students in the eight intervention schools with eight comparison schools to demonstrate the effect of the multi-component Minnesota D.A.R.E. Plus on alcohol, tobacco, and marijuana use, and violent behaviors using mixed model regression analyses to take account of the unit of assignment to condition (Murray, 1998).
- Comparison of program participants with nonparticipants to examine a dose-response relationship between the number and types of activities each student participates in (exposure) and immediate outcomes (risk and protective factors) using multiple regression analysis (Komro et al., 1996).

Long-term outcomes:

- Comparison of students in the eight intervention schools with eight comparison schools to demonstrate the effect of the multi-component Minnesota D.A.R.E. Plus on alcohol, tobacco, and marijuana use, and violent behaviors using mixed model regression analyses to take account of the unit of assignment to condition (Murray, 1998).
- Comparison of program participants with nonparticipants to examine a dose-response relationship between the number and types of activities each student participates in (exposure) and outcomes (ATOD use and violent behaviors) using multiple regression analysis and growth curve analysis (Komro et al., 1996; Muthen & Curren, 1997). This will allow us to evaluate the unique effects of both planning and participating in extracurricular activities on ATOD use and violent behaviors.
- Analysis of the *assumptions of change* using mediation analysis (MacKinnon, 1994). For example, in using mediation analyses we will be able to test if the impact of the program on drug use was an effect of the program's impact in decreasing peer influence to use drugs. We will be able to test 1) the program's impact on each of the risk and protective factors and 2) if those changes in the risk and protective factors accounts for changes in ATOD use and violence.