

Improving Tomorrow: Prevention Focused Mentoring Grant Annual Survey Results Report

June 2023

Prepared for

Iowa Department of
Health and Human Services

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Disclaimer:

The contents are solely the responsibility of the authors and do not necessarily represent the official views of Iowa HHS or the University of Northern Iowa.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	6
Background and Scope	6
Evaluation Questions	6
Method	6
Findings.....	6
BACKGROUND AND SCOPE	7
METHODS	8
FINDINGS.....	8
Demographics.....	8
Past 30-Day Substance Use.....	9
Past 30-Day Gambling Behavior and Perceptions.....	10
Attitudes Toward Substance Use and Gambling.....	11
Perceived Risk of Harm from Substance Use and Gambling.....	17
Talking to the Parents about Substance Use and Gambling in the Past 12 months	23
Limitations	24
Summary	24
RECOMMENDATIONS.....	25
APPENDIX.....	26
Survey Instrument	26
Elementary School.....	26
Middle / High School.....	29

List of Figures

Figure 1. Change in Attitudes Toward Alcohol	12
Figure 2. Change in Attitudes Toward Cigarettes.....	13
Figure 4. Change in Attitudes Toward Illegal Drugs	14
Figure 5. Change in Attitudes Toward Use of Someone Else’s Prescription Drugs.....	14
Figure 6. Change in Attitudes Toward Misuse of Prescription Drugs	15
Figure 8. Change in Attitudes Toward Gambling.....	16
Figure 9. Change in Perceived Risk of Harm from Binge Drinking.....	18
Figure 10. Change in Perceived Risk of Harm from Cigarette Use.....	19
Figure 12. Change in Perceived Risk of Harm from E-cigarette Use	20
Figure 13. Change in Perceived Risk of Harm from Illegal Drug Use	20
Figure 14. Change in Perceived Risk of Harm from Use of Someone Else’s Prescription Drugs	21
Figure 16. Change in Perceived Risk of Harm from Gambling	22

List of Tables

Table 1. List of Agencies and Programs	7
Table 2. Demographic Characteristics of Students	9
Table 3. Change in Percentage of Students Reporting Past 30-Day Substance Use Between Pre- and Post-Test.....	10
Table 4. Change in Percentage of Students Reporting Gambling and Related Perceptions in the Past 30 Days Between Pre- and Post-Test.....	11
Table 5. Positive Outcome Percentages for Attitudes Toward Substance Use and Gambling by Student Group	17
Table 6. Positive Outcome Percentages for Perceived Risk of Harm for Substance Use and Gambling by Student Group.....	23
Table 7. Percentage of Students Reporting that They Talked to Their Parents in the Past 12 Months.....	24

List of Acronyms

CSBR.....	Center for Social and Behavioral Research
FY23.....	State Fiscal Year 2023
Iowa HHS.....	Iowa Department of Health and Human Services
OTC.....	Over the Counter (Medication)
IT: PFM.....	Improving Tomorrow: Prevention Focused Mentoring
UNI.....	University of Northern Iowa

EXECUTIVE SUMMARY

BACKGROUND AND SCOPE

The purpose of the Improving Tomorrow: Prevention Focused Mentoring (IT:PFM) Grant is to provide mentoring programs to youth ages 5-18. The Center for Social and Behavioral Research at the University of Northern Iowa provided research services to assist in the analysis, and reporting for the IT:PFM. This report presents results for the year ending June 2023.

EVALUATION QUESTIONS

1. Has reported substance use¹ and gambling decreased over the course of program participation from pre-test to post-test?
2. Has the percentage of the target population who indicated unfavorable attitudes towards substance use and gambling increased or been maintained following program delivery from pre-test to post-test?
3. Has the perceived risk of harm from substance use and gambling increased or been maintained following program delivery from pre-test to post-test?

METHOD

Pre-test assessments were administered when a youth entered the program at the beginning of each project year. Post-tests were administered by program staff at the end of each project year to assess change. Staff from the agencies entered paper and pencil assessments into the Qualtrics platform. The assessments were confidential and a unique code was assigned to each youth to be able to match their pre- and post-tests.

FINDINGS

Matched pre- and post-tests were available for 289 youth². There were 94 matched students among 4th and 5th graders, 140 matched students among 6th to 8th graders and 55 matched students among 9th to 12th graders. The findings in this report are provided for three groups of students: elementary school students (4th and 5th grade), middle school students (6th to 8th grade), and high school students (9th to 12th grade).

Among middle and high school students, reported substance use and gambling behavior during the past 30 days did not significantly change from pre- to post-test. Among all students, at least 70.4% of youths (range: 70.4% - 98.9%) maintained or improved their belief that substance use and gambling is wrong. At least 70.3% of youths (range: 70.3% - 83.6% across substances and gambling) maintained or increased their risk perceptions of harm from substance use and gambling (e.g., that binge drinking, using cigarettes, or marijuana posed “slight”, “moderate” to “great” risk of harm). Among middle school students, talking with their parents or guardians about dangers of tobacco, alcohol, drug use, or gambling in the past 12 months significantly increased from pre-test (52.2%) to post-test (63.2%).

¹ Substance use includes: alcohol, cigarettes, e-cigarettes, marijuana, illegal drugs, prescription medications, and over the counter (OTC) medications.

² Youth in grades 3 and under (down to 5 years old) participated in some of the programs, but they did not participate in the pre- and post-tests. The approximate number of this group of youth was 800.

BACKGROUND AND SCOPE

The purpose of the Improving Tomorrow: Prevention Focused Mentoring (IT:PFM) project is to provide community and school-based mentoring programs for youth ages 5-18. Programs follow the Elements of Effective Practice for Mentoring as established by the National Mentoring Partnership and maintain certification through the Iowa Mentoring Partnership. The mentoring programs also support the state’s goal of primary prevention of use and abuse of alcohol, tobacco, and other drugs (ATOD) as well as problem gambling. Three evaluation questions were examined:

1. Has reported substance use and gambling behaviors changed over the course of program participation from pre-test to post-test?
2. Has the percentage of the target population who indicated unfavorable attitude towards substance use and gambling at baseline (pre-test) been maintained or increased after the intervention (post-test)?
3. Has the perceived risk of harm from substance use and gambling increased or been maintained at a “slight”, “moderate” or “great” risk level following program delivery from pre-test to post-test?

Ten organizations participated in the delivery of mentoring programs; they are listed in Table 1.

Table 1. List of Agencies and Programs

Agency
Big Brothers Big Sisters of Central Iowa
Big Brothers Big Sisters of Siouxland
Big Brothers Big Sisters of the Mississippi Valley
Community Youth Concepts
Heart of Iowa Big Brothers Big Sisters
Helping Services for Youth & Families, Inc.
Hillcrest Family Services
Johnson County Agricultural Extension Council d/b/a Big Brothers Big Sisters of Johnson County
Mason City Youth Task Force
Youth and Shelter Services

METHODS

Staff from the ten agencies administered surveys to youths in their programs. In an effort to maintain youth confidentiality, survey administrators were not anyone directly involved in program delivery of the mentoring program within the school or location. The surveys were completed by students using paper and pencil, and then the staff entered their responses into an electronic form within the Qualtrics platform at each program location.

The evaluation method is a matched pre-post design. Assessments were administered at the beginning of each project year (pre-test) when youths entered the program. Post-tests were administered at the end of each project year. The measures were designed for youths in fourth grade and above; it is provided in Appendix A. The instrument used for elementary school students in fourth and fifth grade had fewer items than the instruments used for middle and high school students in sixth grade and above. There were also differences in the response options between grades. The response options on the questionnaire administered to elementary students used 3-point scales and the instrument for middle and high school students used 4-point scales. This report presents the results for State Fiscal Year 2023 (FY23) that includes students participating in the program between August 2022 and June 2023. Survey confidentiality is maintained through assigning a de-identified code to each youth; this code was used to match each student's pre- and post-tests.

FINDINGS

Pre-test data were entered by program staff for 388 youths; post-test data were entered for 304 youths. There were 289 matched pre-tests and post-tests that were used in the analysis.

DEMOGRAPHICS

Table 2, on the following page, presents the demographics for the 397 youth who completed at least one of the questionnaires compared to the 289 youth who completed both the pre- and post-assessment questionnaires. We refer to the youth who completed both questionnaires as the “matched students” in the remainder of the report and use data from their questionnaires for the analyses. The distribution of demographic characteristics for all students was comparable to that for the matched sample.

Among the matched set used in the analysis (see Table 2), over half of the students were White (56.7%), 20.8% were Black/African American, and 11.8% reported more than one race. Additionally, 13.5% identified as Hispanic or Latino(a). There were fewer males (37.4%) than females (62.6%). There were students from each grade between 4th to 12th grade. For subsequent analyses, grade level was categorized into the following three groups: elementary school students (4th and 5th grade; n= 94), middle school students (6th to 8th grade; n=140), and high school students (9th to 12th grade; n=55).

Table 2. Demographic Characteristics of Students³

Demographic Characteristics	All Students (n=397)		Matched Students (n= 289)	
	Percent	n	Percent	n
Race				
White	56.4%	224	56.7%	164
Black/African American	19.6%	78	20.8%	60
American Indian/Alaskan Native	0.3%	1	0.3%	1
Asian	3.0%	12	3.5%	10
Native Hawaiian/Other Pacific Islander	0.0%	0	0.0%	0
Some other race	3.3%	13	3.8%	11
More than one race	13.9%	55	11.8%	34
Did not answer	3.5%	14	3.1%	9
Sex				
Male	38.0%	151	37.4%	108
Female	61.5%	244	62.6%	181
Did not answer	0.5%	2	0.0%	0
Ethnicity				
Hispanic/Latino(a)	13.6%	54	13.5%	39
Non-Hispanic or Latino(a)	84.4%	335	85.5%	247
Did not answer	2.0%	8	1.0%	3
Grade				
4 th	20.4%	81	23.2%	67
5 th	11.1%	44	9.3%	27
6 th	17.1%	68	17.6%	51
7 th	13.4%	53	15.9%	46
8 th	14.4%	57	14.9%	43
9 th	7.3%	29	5.5%	16
10 th	9.1%	36	6.2%	18
11 th	3.5%	14	3.8%	11
12 th	3.3%	13	3.5%	10
Did not answer	0.5%	2	0.0%	0

PAST 30-DAY SUBSTANCE USE

Past 30-day substance use percentages for students, sixth grade and above, at baseline (pre-test) are shown in Table 3, below. Substances include alcohol (use and binge drinking), tobacco, e-cigarettes,

³ The demographic characteristics are from pre-test data. Post-test demographic information was used when the pre-test information was not available.

marijuana, illegal drugs, use of prescription drugs in a way not prescribed, and use of over the counter (OTC) medication in a way other than directed. Table 3 also presents the percentages and direction of change at post-test after the intervention. A positive (+) percentage point change indicates an increase in use, and a negative (-) change indicates a decrease in use. For example, 4.4% of middle school students reported using alcohol in the past 30 days at baseline (pre-test). This percentage changed to 2.9% at the post-test among the same students, and indicates a 1.5 percentage point decrease (-) in the percentage of middle school students indicating they used alcohol in the past 30 days at the end of the intervention.

For both middle and high school students, there were no statistically significant differences in the percentage of past 30-day substance use between pre-test and post-test for any of the substances.

Table 3. Change in Percentage of Students Reporting Past 30-Day Substance Use Between Pre- and Post-Test

Substance	Students ⁴	N	Pre-test %	Post-test %	Change
Alcohol	Middle school	137	4.4%	2.9%	-1.5%
	High school	55	3.6%	1.8%	-1.8%
Binge drinking⁵	Middle school	137	0%	0.7%	+0.7%
	High school	55	1.8%	0%	-1.8%
Tobacco	Middle school	137	1.5%	0.7%	-0.8%
	High school	55	0%	1.8%	+1.8%
E-cigarettes	Middle school	138	3.6%	2.9%	-0.7%
	High school	55	5.5%	1.8%	-3.6%
Marijuana	Middle school	138	0.7%	1.4%	+0.7%
	High school	55	0%	0%	0%
Illegal drugs	Middle school	137	0.7%	0.7%	0%
	High school	55	0%	0%	0%
Misuse of prescription drugs	Middle school	138	1.4%	0.7%	-0.7%
	High school	55	0%	0%	0%
Misuse of OTC medication	Middle school	137	1.5%	1.5%	0%
	High school	54	0%	0%	0%

Note: The McNemar test was used to assess the proportion of students using each substance between pre- and post-test. No changes were statistically significant at the .05 significance level.

PAST 30-DAY GAMBLING BEHAVIOR AND PERCEPTIONS

Additional questions about gambling were asked to students in the sixth grade and above. Table 4 presents the percentage of students who responded affirmatively to each of the gambling behavior items for both pre- and post-test as well as the direction and magnitude of change at post-test. A positive (+) percentage point change indicates an increase in behavior or perceptions, and a negative (-) change indicates a decrease in behavior or perceptions. For instance, 11.5% of middle school students had

⁴ Middle school students include those who reported being in 6th, 7th, or 8th grade at the time of the program. High school students include those in 9th, 10th, 11th, or 12th grade at the time of the program.

⁵ For middle and high school students, binge drinking was defined as 5 or more drinks (glasses, bottles, or cans of beer; glasses of wine, liquor, mixed drinks) within a couple of hours, more than once a week.

gambled in the past 30 days at baseline (pre-test). This percentage remained at 11.5% at the post-test among the same students and indicates no change in the percentage of middle school students who reported they had gambled in the past 30 days. None of the comparisons shown in Table 4 was statistically significant at the .05 significance level.

Table 4. Change in Percentage of Students Reporting Gambling and Related Perceptions in the Past 30 Days Between Pre- and Post-Test

Behavior & Perceptions	Students	N	Pre-test %	Post-test %	Change
Gambled	Middle school	131	11.5%	11.5%	0%
	High school	50	4.0%	6.0%	+2.0%
Played video games with money exchange	Middle school	137	38.0%	37.2%	-0.7%
	High school	55	27.3%	16.4%	-10.9%
Felt guilty about how much money spent	Middle school	137	4.4%	3.6%	-0.7%
	High school	55	1.8%	3.6%	+1.8%
Felt bad about the way you gambled/bet	Middle school	135	5.9%	3.0%	-3.0%
	High school	55	0%	3.6%	+3.6%
Family and friends complained	Middle school	135	3.7%	1.5%	-2.2%
	High school	54	1.9%	1.9%	0%

Note: The McNemar test was used to assess the proportion of students participating in behavior or reporting related perceptions about their behavior between pre- and post-test. No changes were statistically significant at the .05 significance level.

ATTITUDES TOWARD SUBSTANCE USE AND GAMBLING

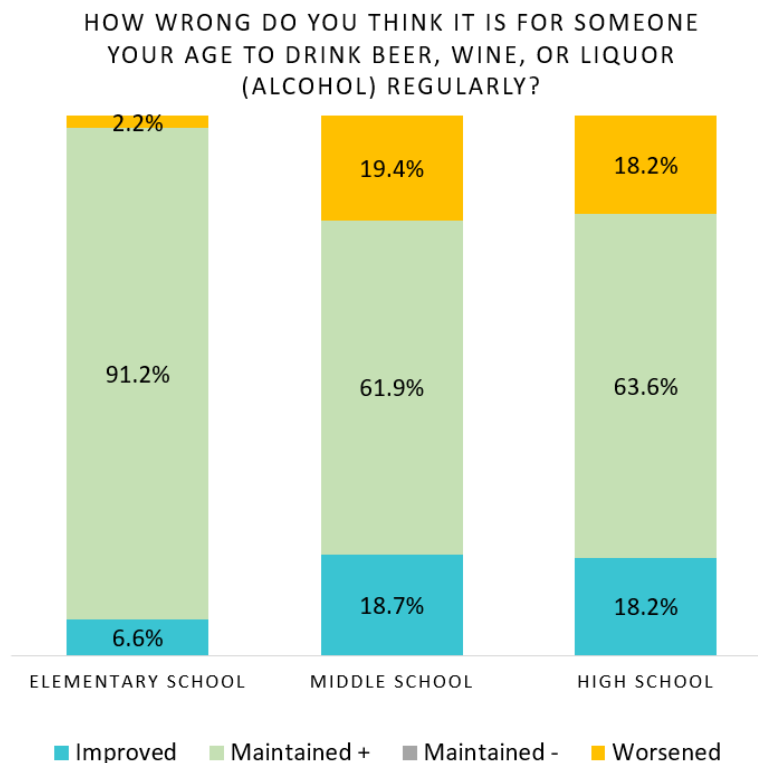
Figures 1 to 8 show the percentage point change in individual student attitudes from the pre-test to the post-test for using the specified substance (e.g., alcohol, cigarettes, and marijuana) and gambling. However, not all substances were asked to the elementary students. Maintaining the scale utilized in last year’s (2022) reporting, the subsequent figures depict individual attitudes as one of the following outcomes:

- 1) “improved”, which means that attitudes grew more unfavorable toward substance use or gambling (e.g., respondent felt alcohol use was “wrong” at pre-test and “very wrong” at post-test; considered a positive outcome);
- 2) “maintained +”, which means that the pre- and post-test responses remained the same and were unfavorable toward substance use or gambling (considered a positive outcome);
- 3) “maintained –”, which means that the pre- and post-test responses remained the same and were favorable toward substance use or gambling (considered a negative outcome); or
- 4) “worsened”, which means that attitudes grew more favorable toward substance use or gambling from pre-test to post-test (e.g., respondent felt alcohol use was “very wrong” at pre-test and “a little wrong” at post-test; considered a negative outcome).

Based on these definitions, a positive outcome includes maintaining a response from pre-test to post-test that substance use or gambling is “wrong” or “very wrong” (labeled “maintained +”), or moving on the scale towards “very wrong” from any point on the scale (labeled “improved”).⁶

Desired positive outcomes for the results shown in Figures 1 through 8 are reflected in a high percentage of students showing either an improvement (labeled “improved” in teal blue in figures) or positive maintenance (labeled “maintained +” in light green) in their attitudes toward substance use or gambling, or a low percentage of students showing either a “worsened” (in gold) outcome or a negative maintenance (labeled “maintained -” in gray) outcome in their attitudes. The change values presented in the figures do not necessarily indicate statistically significant differences from pre-test to post-test.

Figure 1. Change in Attitudes Toward Alcohol⁷



⁶ The question wording in alcohol use for elementary school students was different than that for middle and high school students. Instruments used for elementary, middle, and high school students can be found in the Appendix.

⁷ Percentages in figures may not sum to 100% due to rounding. When one of the groups (e.g. Maintained -) is not present it means that there was not a valid case, and the percentage was 0%.

Figure 2. Change in Attitudes Toward Cigarettes

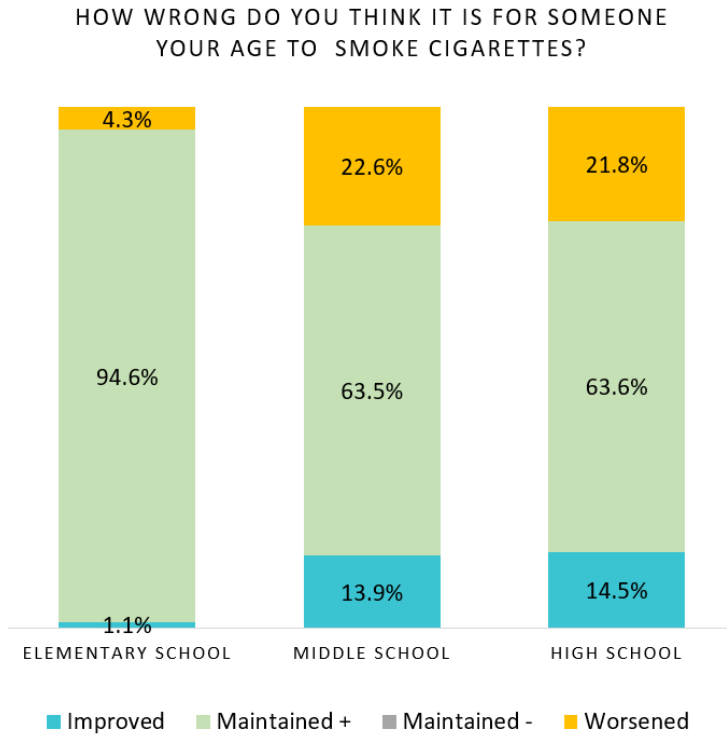


Figure 3. Change in Attitudes Toward Marijuana

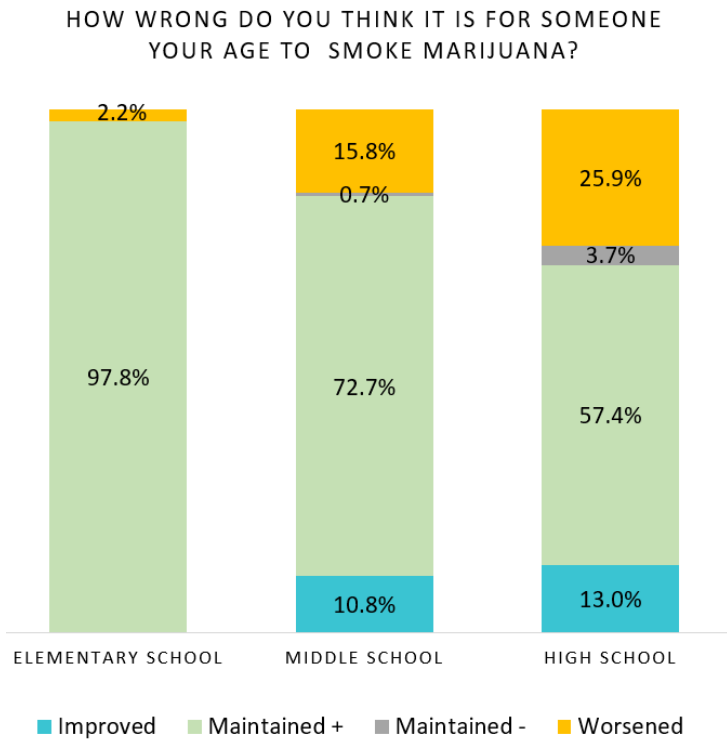


Figure 4. Change in Attitudes Toward Illegal Drugs

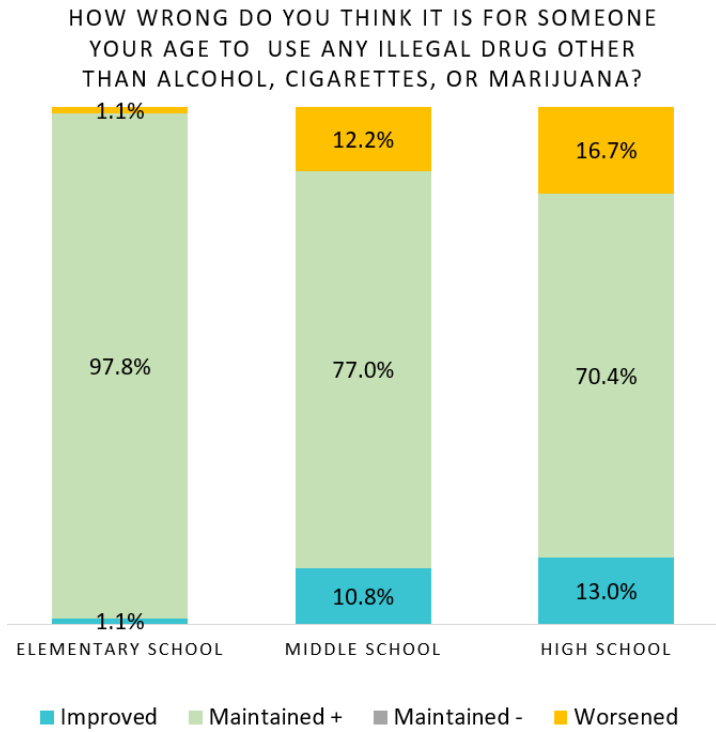


Figure 5. Change in Attitudes Toward Use of Someone Else's Prescription Drugs

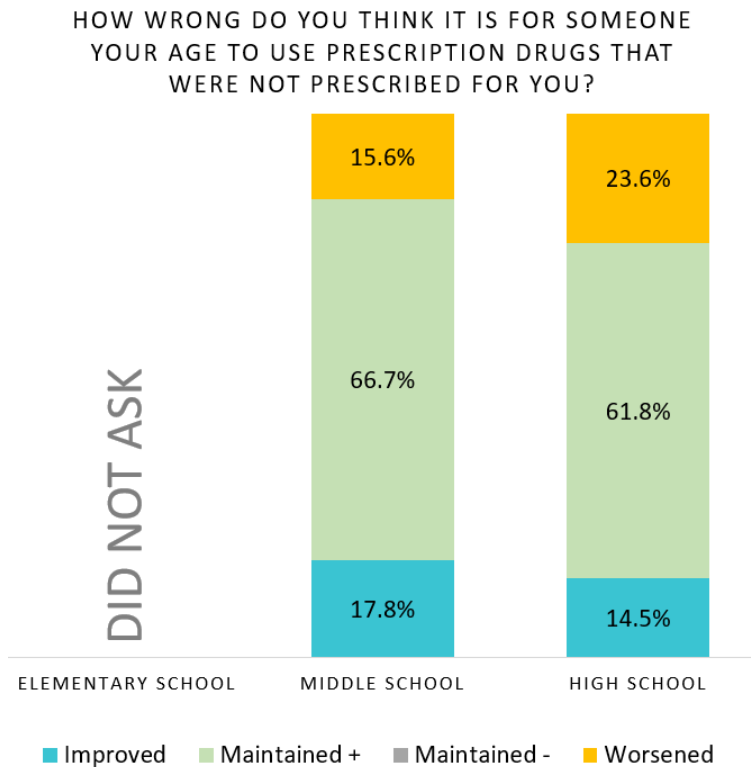


Figure 6. Change in Attitudes Toward Misuse of Prescription Drugs

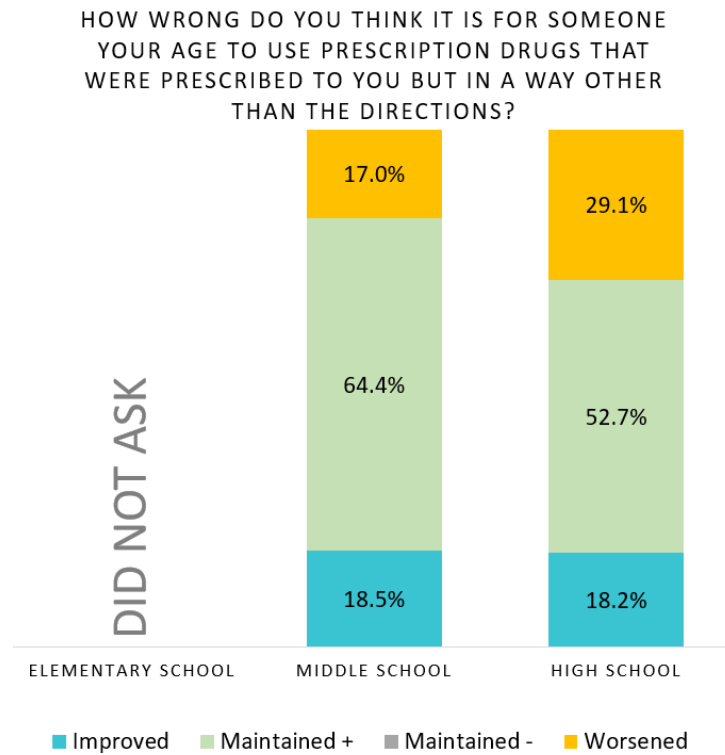


Figure 7. Change in Attitudes Toward Misuse of OTC Medication

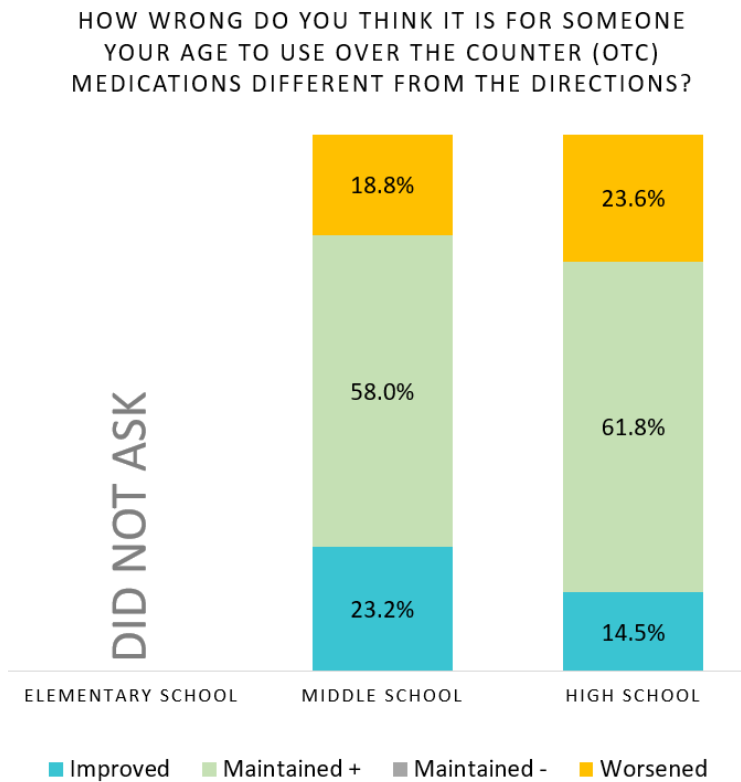


Figure 8. Change in Attitudes Toward Gambling

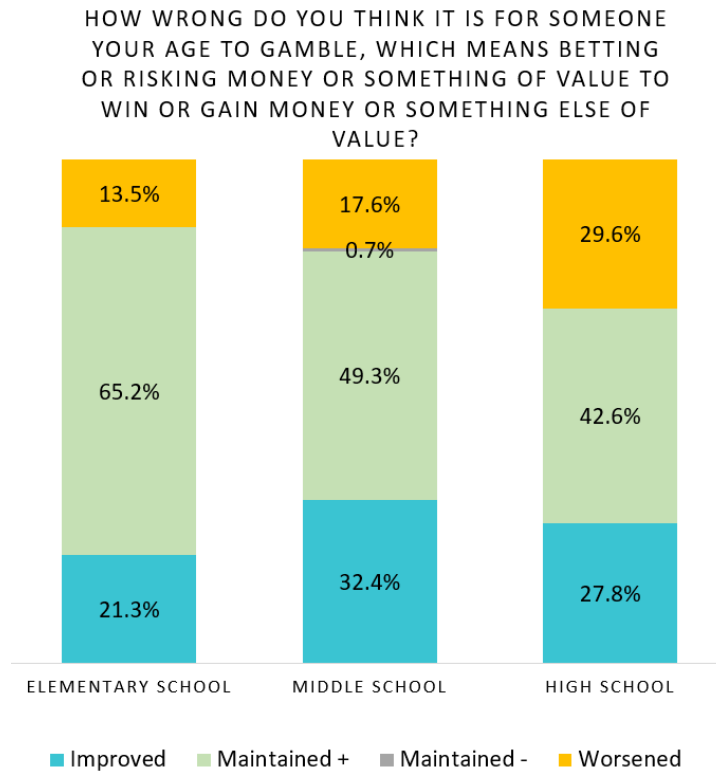


Table 5 presents positive outcome percentages (combined "maintained +" and "improved" outcomes) for attitudes toward substance use and gambling by student group. For instance, 97.8% of elementary school students improved or maintained unfavorable attitudes toward alcohol use, 95.7% for cigarette use, and 97.8% for marijuana use. Across the substances and gambling, at least 70.4% of students (range: 70.4% - 98.9%) maintained or improved their belief that using the specified substance and gambling are wrong.

Table 5. Positive Outcome Percentages for Attitudes Toward Substance Use and Gambling by Student Group

Substance or Gambling	Students	Positive Outcome %*
Alcohol	Elementary school	97.8%
	Middle school	80.6%
	High school	81.8%
Cigarette	Elementary school	95.7%
	Middle school	77.4%
	High school	78.2%
Marijuana	Elementary school	97.8%
	Middle school	83.5%
	High school	70.4%
Illegal drugs	Elementary school	98.9%
	Middle school	87.8%
	High school	83.3%
Use of someone else's prescription drugs	Elementary school	Did not ask
	Middle school	84.4%
	High school	76.4%
Misuse of prescription drug	Elementary school	Did not ask
	Middle school	83.0%
	High school	70.9%
Misuse of OTC medication	Elementary school	Did not ask
	Middle school	81.2%
	High school	76.4%
Gambling	Elementary school	86.5%
	Middle school	81.6%
	High school	70.4%

*Positive outcome percentage includes those who became more unfavorable in their attitude (“improved”) or maintained an unfavorable attitude (“maintained +”) toward substance use or gambling after program participation.

PERCEIVED RISK OF HARM FROM SUBSTANCE USE AND GAMBLING

Figures 9 to 16 show the percentage point change from pre- to post-test in perceptions of risk of harm from substance use and gambling.

Changes in students’ perceptions of risk of harm from using each substance or gambling is depicted in subsequent figures as one of the following outcomes:

- 1) “improved”, which means that their reported perceived risk regarding substance use or gambling increased from pre-test to post-test (e.g., respondent felt binge drinking was a “moderate risk” at pre-test and a “great risk” at post-test; considered a positive outcome);
- 2) “maintained +”, which means that the pre- and post-test responses remained the same and were unfavorable toward substance use or gambling (considered a positive outcome);
- 3) “maintained -”, which means that the pre- and post-test responses remained the same and were favorable toward substance use or gambling (considered a negative outcome); or

- 4) “worsened”, which means that their reported perception of risk of harm from substance use or gambling decreased from pre-test to post-test (e.g., respondent reported that binge drinking posed a “moderate risk” of harm at pre-test and “no risk” at post-test after program participation; considered a negative outcome).

The following two scenarios of student responses are considered a positive outcome on students’ perceived risk of harm: (1) student maintains a response from pre-test to post-test as “moderate risk” or “great risk” (labeled “maintained +” in light green) or (2) their post-test response as compared to their pre-test response moves on the scale towards “great risk” from any point on the scale (labeled “improved” in teal blue).

Desired positive outcomes for the results shown in Figures 9 through 16 are a high percentage of students showing either an improvement (labeled “improved” in teal blue in figures) or positive maintenance (labeled “maintained +” in light green) in their risk perceptions of harm from substance use or gambling, and a low percentage of students showing either a “worsened” (in gold) outcome or negative maintenance (labeled “maintained -” in gray) outcome in their risk perceptions of harm. The change values presented in the figures do not necessarily indicate statistically significant differences from pre-test to post-test.

Figure 9. Change in Perceived Risk of Harm from Binge Drinking

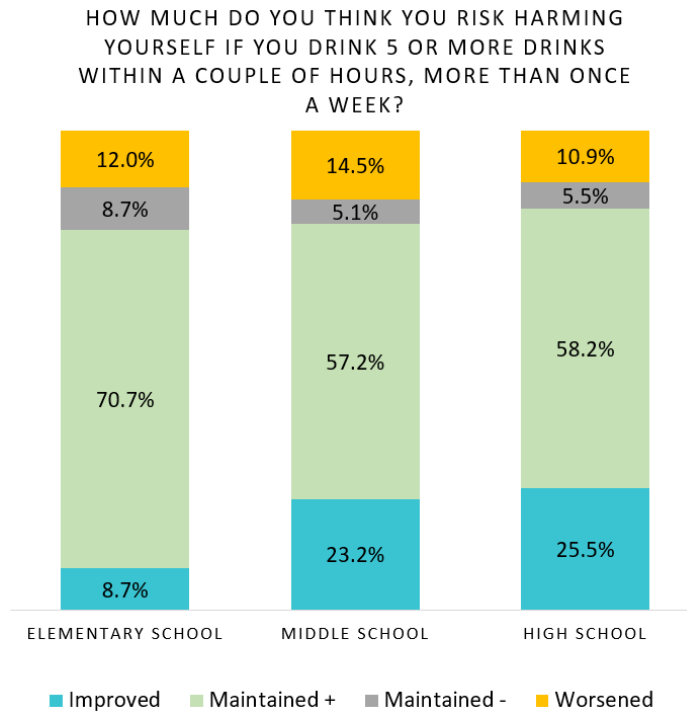


Figure 10. Change in Perceived Risk of Harm from Cigarette Use

HOW MUCH DO YOU THINK YOU RISK HARMING YOURSELF IF YOU SMOKE CIGARETTES EVERY DAY?

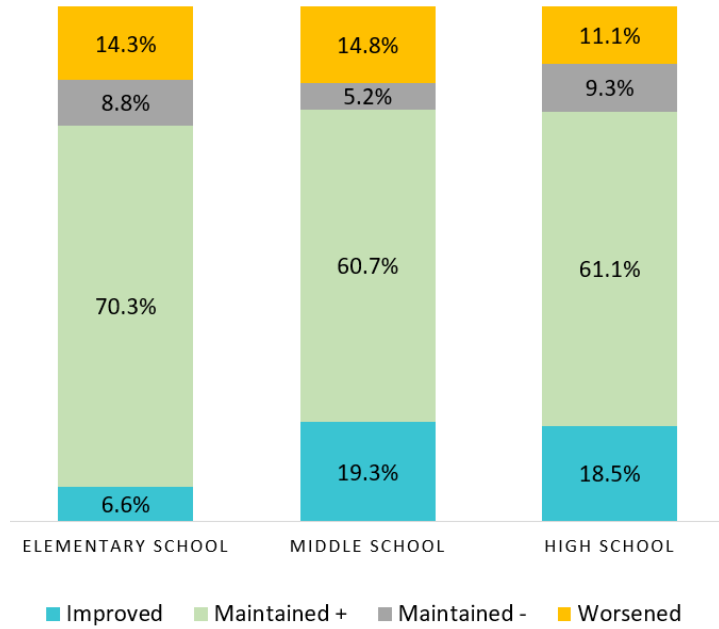


Figure 11. Change in Perceived Risk of Harm from Marijuana Use

HOW MUCH DO YOU THINK YOU RISK HARMING YOURSELF IF YOU SMOKE MARIJUANA MORE THAN ONCE A WEEK?

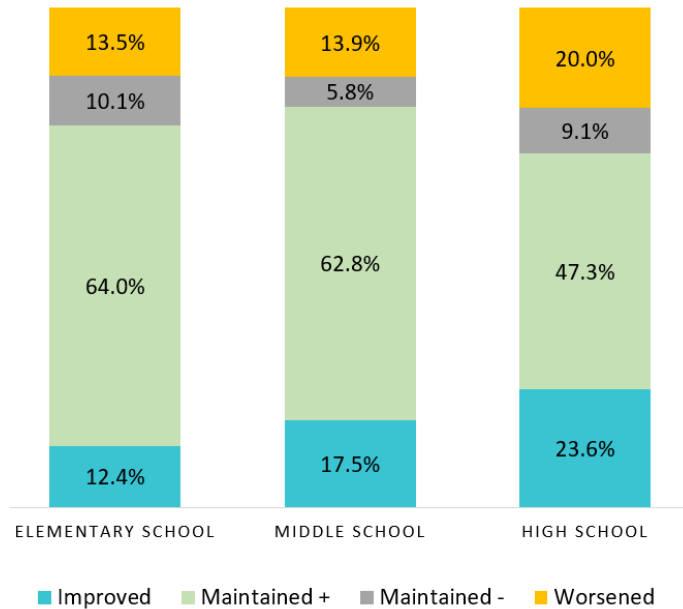


Figure 12. Change in Perceived Risk of Harm from E-cigarette Use

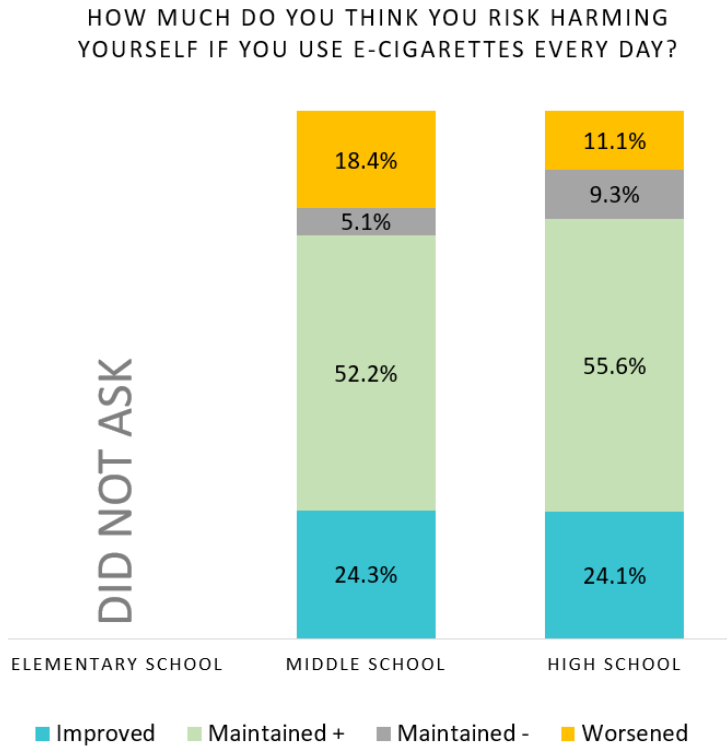


Figure 13. Change in Perceived Risk of Harm from Illegal Drug Use

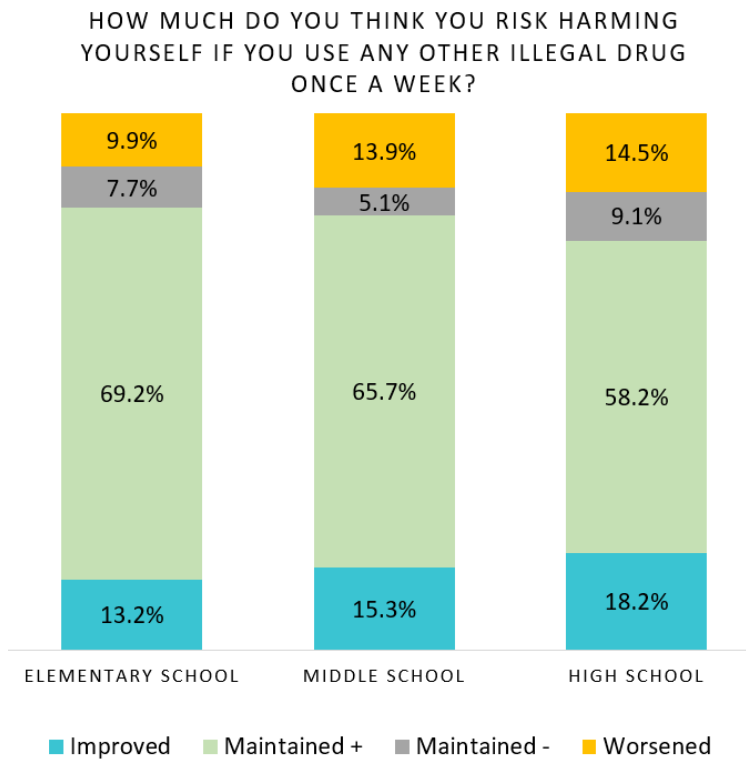


Figure 14. Change in Perceived Risk of Harm from Use of Someone Else's Prescription Drugs

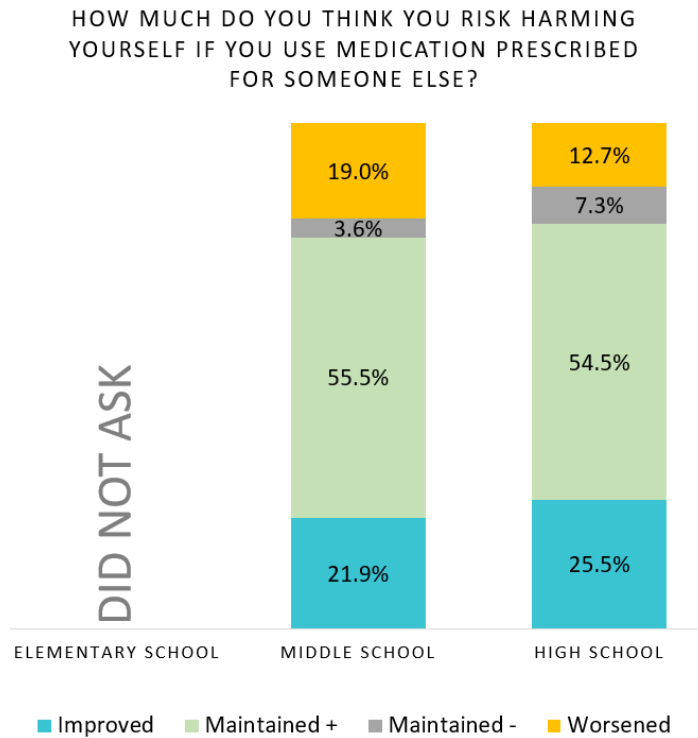


Figure 15. Change in Perceived Risk of Harm from Misuse of OTC Medication

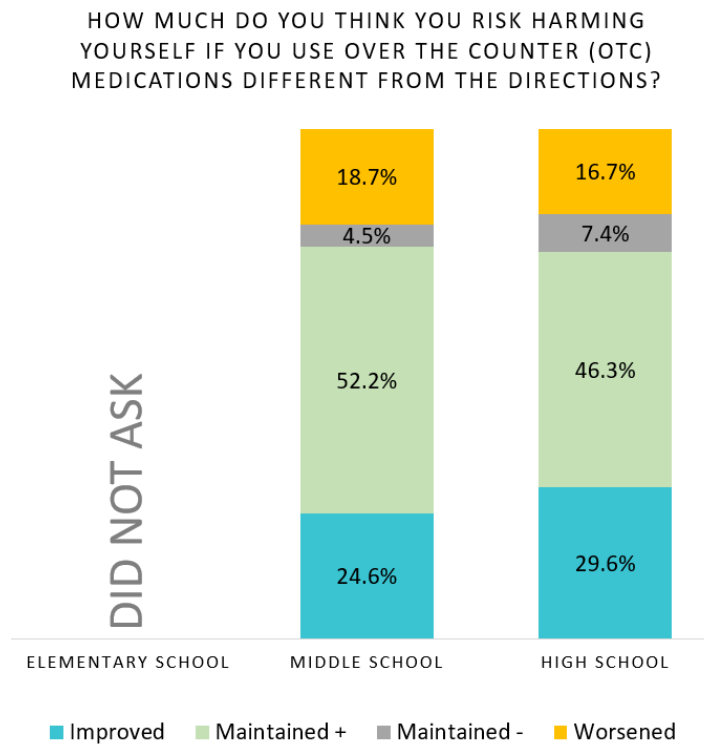


Figure 16. Change in Perceived Risk of Harm from Gambling

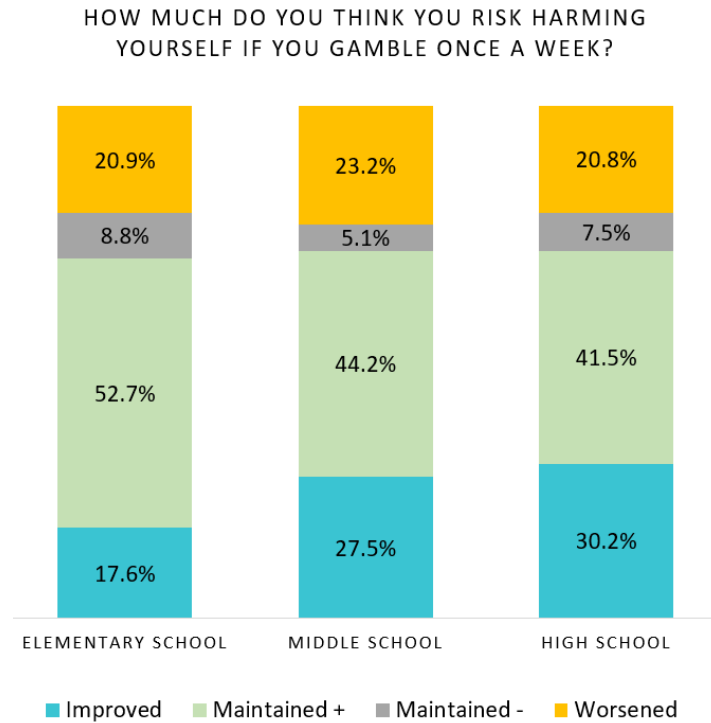


Table 6 presents positive outcome percentages (combined “maintained +” and “improved” outcomes) for perceived risk of harm from substance use and gambling by student group. For instance, 79.3% of elementary school students either maintained their perception of “moderate” or “great” risk between the pre- and post-survey or viewed the risk as more harmful in the post-survey than in the pre-survey for binge drinking, 76.9% for cigarette use, and 76.4% for marijuana use. Across the substances/gambling and different grade levels, at least 70.3% of students (range: 70.3% - 83.6%) positively maintained or increased their risk perception of harm from substance use and gambling.

Table 6. Positive Outcome Percentages for Perceived Risk of Harm for Substance Use and Gambling by Student Group

Substance or Gambling	Students	Positive Outcome %*
Binge Drinking	Elementary school	79.3%
	Middle school	80.4%
	High school	83.6%
Cigarette use	Elementary school	76.9%
	Middle school	80.0%
	High school	79.6%
Marijuana use	Elementary school	76.4%
	Middle school	80.3%
	High school	70.9%
E-cigarette use	Elementary school	Did not ask
	Middle school	76.5%
	High school	79.6%
Illegal drugs	Elementary school	82.4%
	Middle school	81.0%
	High school	76.4%
Use of someone else's prescription drugs	Elementary school	Did not ask
	Middle school	77.4%
	High school	80.0%
Misuse of OTC medication	Elementary school	Did not ask
	Middle school	76.9%
	High school	75.9%
Gambling	Elementary school	70.3%
	Middle school	71.7%
	High school	71.7%

*Positive outcome percentage includes those who increased their perceived risk of harm (“improved”) or maintained a perception of risk of harm of at least a “moderate risk” (“maintained +”) for the behavior after program participation.

TALKING TO THE PARENTS ABOUT SUBSTANCE USE AND GAMBLING IN THE PAST 12 MONTHS

The final question asked all students whether or not they had talked to their parents about the dangers of tobacco, alcohol, drug use, or gambling⁸. The percentage of students who reported that they had talked to their parents about the dangers of substance use and gambling was greater at the time of the post-test than at the pre-test for elementary and middle school students (see Table 7). The change in the middle school students was statistically significant (+11.0% increase: $p < .05$). Also, it is important to note that the question specifies multiple substances or behaviors (alcohol, tobacco, drug use, or

⁸ The question was: During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, drug use, or gambling? Parents include biological parents, adoptive parents, stepparents, or adult guardians, whether or not they live with you.

gambling) making it difficult to know whether one, several or all had been discussed with their parents. In addition, the question asked students if they had a conversation with their parents in the past 12 months which covers the entire length of the program, so the changes may not necessarily reflect the program’s impact on students.

Table 7. Percentage of Students Reporting that They Talked to Their Parents in the Past 12 Months

	Students	N	Pre-test %	Post-test %	Change
Dangers of tobacco, alcohol, drug use, or gambling	Elementary school	86	64.0%	65.1%	+1.1%
	Middle school	136	52.2%	63.2%	+11.0%*
	High school	55	60.0%	54.5%	-5.5%

* $p < 0.05$

Note: The McNemar test was used to assess the proportion of students talking to their parents about substance use and gambling between pre- and post-test. The change in the middle school group was statistically significant at the .05 significance level.

LIMITATIONS

Several limitations should be kept in mind regarding these findings. There were duplicated “unique code” assigned to the students, and several cases were dropped from the matching process between the pre- and post-test. Additionally, missing responses at either pre- or post-test may reduce the quality and generalizability of the findings given that those who did not have matched responses may be different from those who did.

SUMMARY

-Has substance use and gambling behavior changed over the course of program participation?

Answer: There was not a statistically significant change from pre-test to post-test in reported substance use and gambling in the past 30 days for elementary, middle, and high school students.

-Has the percentage of the target population who indicated unfavorable attitudes towards substance use and gambling increased or been maintained following program delivery from pre-test to post-test?

Answer: Across the substances and gambling, at least 70.4% of students (range: 70.4% - 98.9%) maintained or improved their belief that substance use and gambling are wrong.

-Has the perceived risk of harm from substance use and gambling increased or been maintained at a “moderate” or “great” risk level following program delivery from pre-test to post-test?

Answer: Across the substances and gambling, at least 70.3% of students (range: 70.3% - 83.6%) maintained or increased their risk perceptions of harm from substance use and gambling (e.g., that binge drinking, using cigarettes, or smoking marijuana posed “moderate” to “great” risk of harm).

RECOMMENDATIONS

Fidelity in program implementation and assessment. Agencies' effort to improve program implementation and assessment should continue. More specifically, agency staff may focus on retention of youth, and use the correct youth's ID in the assessments.

Revise the instruments. In order to reduce bias in the responses and to increase comparability between groups, the instruments should be reviewed, revised and harmonized across ages. Also, consider reassessing the change measures into attitude or perceived risk measures. Finally, consider changing the time frame for the last question about talking with the parents about substance use and gambling from "past 12 months" to "past 30 days".

Develop ways to account for development changes that impact measures over the implementation period. Measuring change in attitude and behaviors among students may need a modified study and/or analysis design that accounts for students' growth and change.

Implementation measures are needed to understand the results obtained. The results reported are descriptive. Further analysis of results by characteristics of the students could contribute to understanding how the program impacts students. Measures of implementation (e.g., fidelity, attendance) are also needed to untangle the impact of the program from individual and social determinants that can also influence the results.

Improve reliability and accuracy of data collection and reporting. Data collected by program staff may introduce under-reporting by students being reluctant to have their responses seen by staff. Data entry by staff also introduces potential data entry errors to the process that are not identifiable in the data received. Improved methods of reporting would increase the reliability and accuracy of data received. This might include transmission of paper copies to the research staff handling the analysis and reporting or having the students enter their data directly when possible.

APPENDIX

SURVEY INSTRUMENT

ELEMENTARY SCHOOL

PREVENTION PROGRAM SURVEY

Administrative Section (for facilitator to complete)							
1.a. Is this a pre-test or a post-test?	_____ Pre-test _____ Post-test						
b. What program year is this survey for? (For single-year programs, circle "1". For multi-year programs, circle the year of the program.)	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	
1	2	3	4	5			
2. What month is it?	_____						
3. What day of the month is it?	_____						
4. What year is it?	20 <input type="text"/> <input type="text"/>						
5. What is your agency/service area?	_____						
6. What is the prevention program?	_____						
7. How long is this program running for this group (in weeks)?	_____ Weeks						
8. What is this program's <u>curriculum</u> level? <i>[Please select the school level that the curriculum being taught to this student is designed for, regardless of what grade this student is in school.]</i>	<table border="0"> <tr> <td>_____</td> <td>Elementary Curriculum</td> </tr> <tr> <td>_____</td> <td>Middle School Curriculum</td> </tr> <tr> <td>_____</td> <td>High School Curriculum</td> </tr> </table>	_____	Elementary Curriculum	_____	Middle School Curriculum	_____	High School Curriculum
_____	Elementary Curriculum						
_____	Middle School Curriculum						
_____	High School Curriculum						
9. What is the location of implementation? [Numerical Code]	_____						

10. What IOM population category is this program group?

Universal Selective Indicated

Demographics (for student to complete)

11. How old are you?

7 or younger 9
 8 10 11 or older

12. What grade are you in?

4th 5th 6th

13. Are you a male (boy) or a female (girl)?

Male (Boy) Female (Girl)

14. Are you Hispanic or Latino?

Yes No

15. Which of the following best describes you? (please choose one)

White Native Hawaiian/Other Pacific Islander
 Black/African American
 American Indian/Alaska Native Another single race
 Asian Multiple races (More than one race)

My Beliefs and Attitudes

How wrong do you think it is for someone your age to:

16. Drink beer, wine or liquor (alcohol) regularly?

Very wrong A little wrong Not wrong at all

17. Smoke cigarettes?

Very wrong A little wrong Not wrong at all

18. Smoke Marijuana?

Very wrong A little wrong Not wrong at all

19. Use any illegal drug other than alcohol, cigarettes, or marijuana?

Very wrong A little wrong Not wrong at all

20. Gamble?

Very wrong A little wrong Not wrong at all

How much do you think someone might hurt himself or herself if he or she

21. Drinks 3 or more drinks (glasses of wine, liquor or mixed drinks, cans or bottles of beer) of alcohol nearly every day?

No risk Moderate risk Great risk

22. Smoke marijuana more than once a week?

No risk Moderate risk Great risk

23. Smoke cigarettes every day?

No risk Moderate risk Great risk

24. Use any other illegal drug (other than alcohol, cigarettes, or marijuana) once a week?

No risk Moderate risk Great risk

25. Gamble (which means betting or risking money or something of value to win or gain money or something else of value) once a week?

No risk Moderate risk Great risk

My Experiences

During the past 12 months, have you:

26. Talked with at least one of your parents about the dangers of tobacco, alcohol, drug use, or gambling? Parents include biological parents, adoptive parents, stepparents, or adult guardians, whether or not they live with you.

Yes No

Thank you!

MIDDLE / HIGH SCHOOL

PREVENTION PROGRAM SURVEY

Administrative Section

(for facilitator to complete)

1.a. Is this a pre-test or a post-test?	_____ Pre-test	_____ Post-test				
b. What program year is this survey for? (For single-year programs, circle "1". For multi-year programs, circle the year of the program.)	1	2	3	4	5	
2. What month is it?	_____					
3. What day of the month is it?	_____					
4. What year is it?	20	<input type="text"/>	<input type="text"/>			
5. What is your agency/service area?	_____					
6. What is the prevention program?	_____					
7. How long is this program running for this group (in weeks)?	_____	Weeks				
8. What is this program's <u>curriculum</u> level? <i>[Please select the school level that the curriculum being taught to this student is designed for, regardless of what grade this student is in school.]</i>	_____	Elementary Curriculum				
	_____	Middle School Curriculum				
	_____	High School Curriculum				
9. What is the location of implementation? [Numerical Code]	_____					
10. What IOM population category is this program group?	_____	Universal	_____	Selective	_____	Indicated

Demographics

(for student to complete)

11. What is your current age?	<input type="checkbox"/> 11 or younger <input type="checkbox"/> 12 <input type="checkbox"/> 13	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16	<input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 or older <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th <input type="checkbox"/> Not in School
12. What grade are you in?	<input type="checkbox"/> 5 th <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th	<input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th	<input type="checkbox"/> 11 th <input type="checkbox"/> 12 th <input type="checkbox"/> Not in School
13. Are you a male (boy) or a female (girl)?	<input type="checkbox"/> Male (Boy)	<input type="checkbox"/> Female (Girl)	
14. Are you Hispanic or Latino?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
15. Which of the following best describes you? (please choose one)	<input type="checkbox"/> White <input type="checkbox"/> Black/African American <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian	<input type="checkbox"/> Native Hawaiian/Other Pacific Islander <input type="checkbox"/> Another single race <input type="checkbox"/> Multiple races (More than one race)	

My Beliefs and Attitudes

How wrong would most of the students in your school (not just your best friends) feel it would be for you to:

16. Drink beer, wine, alcoholic drinks, or hard liquor (for example: vodka, whiskey, rum, tequila, gin)?

Very wrong Wrong A little wrong Not wrong at all

17. Smoke cigarettes?

Very wrong Wrong A little wrong Not wrong at all

18. Smoke Marijuana?

Very wrong Wrong A little wrong Not wrong at all

19. Use any illegal drug other than alcohol, cigarettes, or marijuana?

Very wrong Wrong A little wrong Not wrong at all

20. Use prescription drugs that were not prescribed for you?

Very wrong Wrong A little wrong Not wrong at all

21. Use prescription drugs that were prescribed to you but in a way other than the directions?

Very wrong Wrong A little wrong Not wrong at all

22. Use over-the-counter medications different from the directions?

Very wrong Wrong A little wrong Not wrong at all

23. Gamble, which means betting or risking money or something of value to win or gain money or something else of value?

Very wrong Wrong A little wrong Not wrong at all

How much do you think you risk harming yourself (physically, emotionally, socially, etc.) if you:

24. Drink 5 or more drinks (glasses, bottles, or cans of beer; glasses of wine, liquor, mixed drinks) within a couple of hours, more than once a week?

No risk Slight risk Moderate risk Great risk

25. Smoke marijuana more than once a week?

No risk Slight risk Moderate risk Great risk

26. Smoke cigarettes every day?

No risk Slight risk Moderate risk Great risk

27. Used e-cigarettes (vape-pens, JUUL, hookah-pens, e-hookahs, e-cigars, e-pipes, personal vaporizers, or mods) every day?

No risk Slight risk Moderate risk Great risk

28. Use any other illegal drug (other than alcohol, cigarettes, or marijuana) once a week?

No risk Slight risk Moderate risk Great risk

29. Use medication prescribed for someone else?

No risk Slight risk Moderate risk Great risk

30. Use over the counter medications different from the directions?

No risk Slight risk Moderate risk Great risk

31. Gamble (which means betting or risking money or something of value to win or gain money or something else of value) once a week?

No risk Slight risk Moderate risk Great risk

My Experiences

(For the Pre-Test) In the past 30 days, have you:

(For the Post-Test) In the past 30 days, or since you started the program – whichever is a shorter time – have you:

32. Had at least one drink of alcohol (glass, bottle or can of beer; glass of wine, liquor or mixed drink)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
33. Had 5 or more drinks of alcohol (glasses, bottles or cans of beer; glasses of wine, liquor, mixed drinks) in a row, that is within a couple of hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No
34. Smoked or used tobacco products including cigarettes, cigars, smokeless tobacco (chewing tobacco, snuff, plug, dipping tobacco, snus), cigarillos, etc.?	<input type="checkbox"/> Yes <input type="checkbox"/> No
35. Used e-cigarettes (vape-pens, JUUL, hookah-pens, e-hookahs, e-cigars, e-pipes, personal vaporizers or mods)	<input type="checkbox"/> Yes <input type="checkbox"/> No
36. Used marijuana (pot, grass, hash, bud, weed)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
37. Taken any <u>other</u> illegal drug (like cocaine, methamphetamines, barbiturates, heroin, hallucinogens)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
38. Used prescription medications that were not prescribed for you by your doctor?	<input type="checkbox"/> Yes <input type="checkbox"/> No
39. Used over the counter medications different from the directions?	<input type="checkbox"/> Yes <input type="checkbox"/> No
For the purpose of the following questions, “gambling” means betting or risking money or something of value to win or gain money or something else of value. This could be playing cards or dice for money, betting on games of skill or sports games, playing Fantasy Sports (including Daily Fantasy Sports) or other Internet or smartphone application based gaming (including in-game and in-app purchases), etc.	
40. Gambled?	<input type="checkbox"/> 0 Days <input type="checkbox"/> 6-9 Days <input type="checkbox"/> 1-2 Days <input type="checkbox"/> 10-19 Days <input type="checkbox"/> 3-5 Days <input type="checkbox"/> 20+ Days
41. Played a video game or cell phone application (“Fortnite”, “Clash Royale”, “Roblox”, “Candy Crush Saga”, and “Harry Potter”) where money was exchanged to play?	<input type="checkbox"/> Yes <input type="checkbox"/> No
42. Felt guilty about how much money you have lost gambling/betting?	<input type="checkbox"/> Yes <input type="checkbox"/> No

43. Felt bad about the way you gamble/bet or what happens when you gamble/bet?

_____ Yes _____ No

44. Have your family or friends complained that you gamble/bet too much?

_____ Yes _____ No

During the past 12 months, have you:

45. Talked with at least one of your parents about the dangers of tobacco, alcohol, drug use, or gambling? Parents include biological parents, adoptive parents, stepparents, or adult guardians, whether or not they live with you.

_____ Yes _____ No

Thank you!