

Thriving Youth and Community (TYC) Program

LOCAL EVALUATION PLAN (2023-2028)

Cohort III Santa Cruz County

County of Santa Cruz, Health Services Agency

Substance Use Disorder Prevention

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Project Background

Overview of TYC Cohort III (Prop 64 Grant Program)

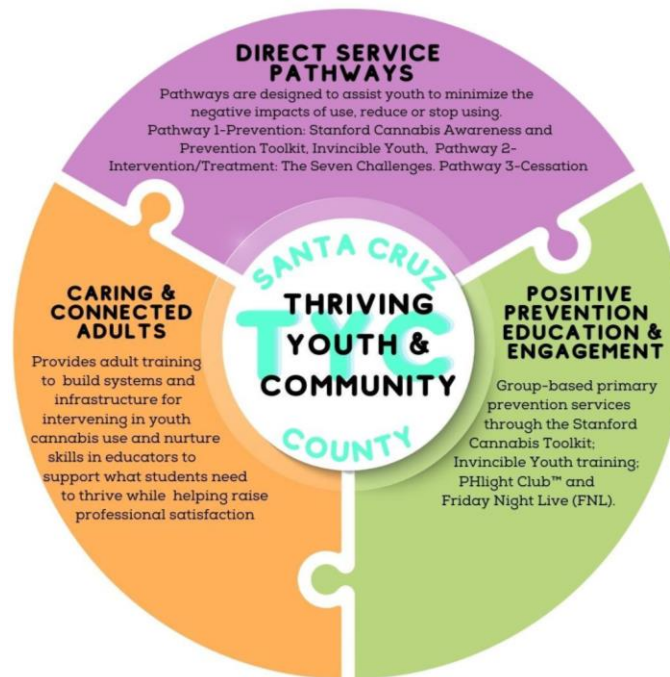
Continuing the work of Cohort I TYC funding that spanned from 2020 to 2023, the Cohort III TYC program (2023-2028) will fund an array of school and community-based interactive and engaging strategies to prevent and divert youth from cannabis use and promote healthy behaviors and supportive systems and environments.

Led by the County of Santa Cruz Health Services Agency Substance Use Disorder (SUD) Prevention Unit, the program is based on a healing-centered, trauma-informed, culturally and developmentally responsive model that includes Pajaro Valley Prevention and Student Assistance, Inc. (PVPSA), the California Institute for Invincible Youth (CIY), Friday Night Live (FNL), and school districts in Santa Cruz County including the County Office of Education, Live Oak, Pajaro Valley, San Lorenzo Valley, Santa Cruz City Schools, and Scotts Valley. The program model is designed to address specific gaps in school resources, infrastructure, and capacity to effectively prevent and intervene in youth substance use.

The legalization of cannabis has led to changing social norms and decreased perception of harm among youth. These shifts combined with a sense of disconnectedness and easy access have led to conditions that increasingly require intervention. Marketing and promotion of cannabis has increased use, prevalence, and social acceptability. This has contributed to a decreased perception of harm community-wide. TYC fills the need for services to youth who are at the age of onset for cannabis use during middle school which increases over the high school period, providing a combination of positive youth development strategies focused on positive relationships; strengthening academic and emotional intelligence; cultivating trustworthy, safe spaces; and offering youth connectedness, and opportunities to succeed in meaningful ways.

Over the five-year grant period, TYC intends to serve 450 youth through three direct service pathways (Pathway 1 – 250 youth, Pathway 2 – 125 youth, Pathway 3 –75 youth), 1,000 youth through positive prevention education and engagement, and 300 school staff and caregivers through caring and connected adults training.

Figure 1: TYC Three Prong Approach



Youth will be referred to the TYC program through self-referrals, parents/caregivers, probation/law enforcement and school staff. Participants will be eligible to receive prevention, intervention and treatment services to address misuse and SUDs, and engage in positive prevention education and engagement based on established criteria and assessed need.

Ultimately, the goal of TYC is to create opportunities for youth to amplify strengths, activate their system of support, build protective factors and decrease risk behaviors such as bullying, substance use, and suicidal ideation. By employing a three-pronged approach (direct service pathways, positive prevention education and engagement, and caring and connected adults training) TYC intends to enhance decision-making and resiliency skills, and foster relationships and meaningful connections to provide the support needed for youth to bounce back from adversity and launch into a positive and fulfilling future. The TYC Cohort III program builds on the successes of TYC Cohort I, fine-tunes the delivery of services, and meets identified needs. Cohort III will place an emphasis on developing strong school infrastructure and systems that support the intersection of youth and behavioral health services.

Project Oversight Structure and Decision Making

The County of Santa Cruz Health Services Agency Substance Use Disorder (SUD) Prevention Unit is the lead agency responsible for project oversight of the TYC program. SUD Prevention has contracted with PVPSA to provide services at all three diversion pathways including Prevention (Stanford Cannabis Toolkit), Intervention (Seven Challenges), and Cessation (Project EX). The California Institute for Invincible Youth (CIYY) is contracted to provide Integrative Youth Development, PHlight Club and Resilient Educators/Adults curriculum. Applied Survey Research (ASR) is contracted to develop tracking tools, collect and analyze data, provide data and assist in preparing all reports. The SUD Prevention Project Director will oversee project development and management; monitor and evaluate staff and contractors effectiveness, accountability, and alignment with project goals and objectives, delivery of services and program quality; train and support staff and key stakeholders, coordinate, monitor and evaluate the implementation of the work plan; monitor fidelity to evidence-based strategies; manage grant budget and track expenditures, accounts payable and receivable, ensure compliance with grant fiscal requirements, and negotiate and prepare contract agreements; and provide project and program implementation oversight and track and monitor staff and contractor reporting. A SUD Prevention Senior Health Educator will interface with the Community Prevention Partners Coalition, to support the development of community cannabis prevention education, and TYC message development. They will also support with the outreach, coordination, and implementation of grant deliverables; TYC quarterly meeting coordination, agenda and minutes compilation and distribution; and quarterly reporting and coordination and development of required project materials. SUD Prevention Health Program Specialists will build the capacity of Friday Night Live (FNL) youth leaders to identify, assess, plan, implement and evaluate their projects and provide peer-to-peer and community education. The TYC decision-making team will consist of County project staff, PVPSA, CIYY, and ASR. Student Support Services Directors from each school district will be invited to attend TYC Team meetings on an as needed basis. Project planning and decision-making will be based on a team approach and utilize consensus or majority rules to finalize decisions. Monthly TYC Team meetings will review service implementation, completion of activities, and participant referrals and serve as a platform for decision-making to report on process successes and barriers and identify solutions.

See **Appendix A: TYC Program Procedures** for a detailed overview of *Project Roles and Services*.

Program Component Monitoring

Program component implementation will be monitored and determined effective by ASR and the TYC Team utilizing strategies that include mechanisms to immediately address any gaps and adjustments needed. Strategies include the following ongoing activities:

Bi-weekly

- Bi-weekly service implementation check-in meetings between PVPSA and Student Support Services Directors (and CIYY as needed) to ensure adequate staff and student support and to ensure student needs are met through program engagement and additional identified resources.

Monthly

- Monthly TYC Team Meetings to review project successes, challenges, and barriers. Identifying needed modifications to enhance accessibility and stakeholder/participant experience.
- Monthly review of the data collection process and tracking tools to ensure all project components are addressed.
- Monthly review of stakeholder and participant feedback on the process, and program procedures to identify strategies for process improvements.

Quarterly

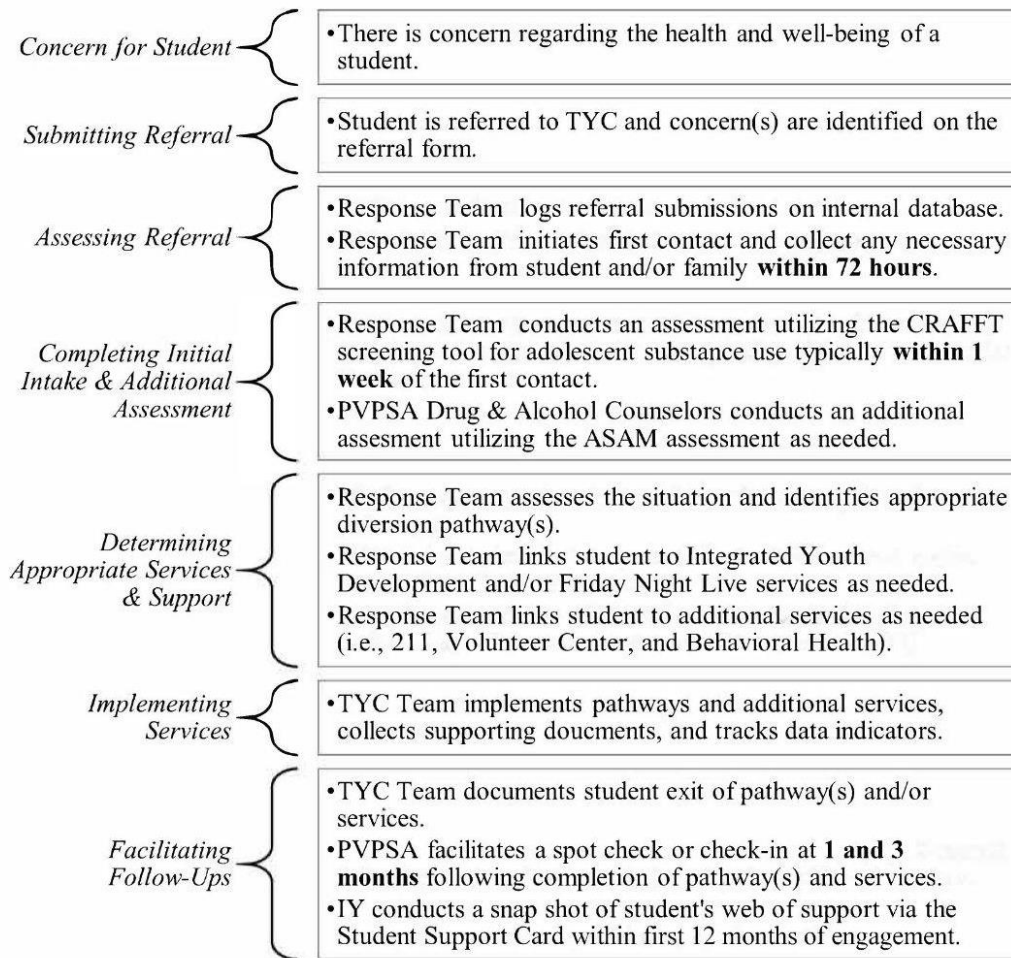
- Quarterly review and monitoring of all data collection processes for the quarterly progress reports. Gathering data from Noteable records and the outreach/education, training and meeting tracker, and entering into the program goal tracker to manage data for quarterly reports.
- Quarterly review of youth participant evaluation data collected through pathway-specific pre- and post-surveys and Student Support Card to determine if desired outcomes are being achieved. Enter into the program goal tracker to inform reporting and decision making for identification of strategies for program improvement and adherence to the evidence-based curriculum.
- Quarterly review of adult participant evaluation data collected through the Resilient Educators/Adults Survey to determine if desired outcomes are being achieved. Enter into the program goal tracker to inform reporting and decision making for identification of strategies for program improvement and adherence to the evidence-based curriculum.
- Quarterly check-ins with school administration and/or school staff to determine ease of accessibility to information, ability to distribute information and provide referrals, gather feedback on process and TYC Team will identify and make necessary adjustments to meet stakeholder needs to increase community knowledge of program and referrals.
- Quarterly program site visits by county and cross-program observation utilizing fidelity checklists to support program fidelity, enhance service delivery, and identify areas and strategies for improvement.

Process for Determining Interventions

Upon referral, the TYC Response Team, made up of trained program specialists from PVPSA, will conduct an intake utilizing the CRAFFT assessment, a validated health screening tool designed to identify substance use disorder among youth ages 12-21. The CRAFFT (Car, Relax, Alone, Family/Friends, Trouble) identifies a keyword in each question of Part B of the assessment, and will help identify the appropriate diversion pathway. For a score of 0-1 youth will be referred to Pathway 1 – Prevention unless findings during the assessment determine a higher level of services is needed. Based on this determination of a score of 2 or more during the CRAFFT assessment, a full American Society for Addiction Medicine (ASAM) assessment will be conducted. The ASAM assessment will be conducted to determine an appropriate pathway. Youth may participate simultaneously in Pathways 2 and 3. The Invincible Youth – Integrative Youth Development model will be integrated into Pathway 1 and encouraged for all youth in Pathway 2 and 3. Pathway 3 – Cessation will be open to all youth currently smoking or vaping cannabis and/or tobacco. Detailed pathway information will be provided to youth during the CRAFFT assessment. Individual sessions will be provided until a group of two or more youth are identified. Groups will be determined based on an appropriate fit for each youth. Group size is limited to eight participants. Rolling sessions will allow youth to join a Pathway (1-3) at any point.

See **Appendix A: TYC Program Procedures** for a detailed overview of the *Referral Process and Timeline*.

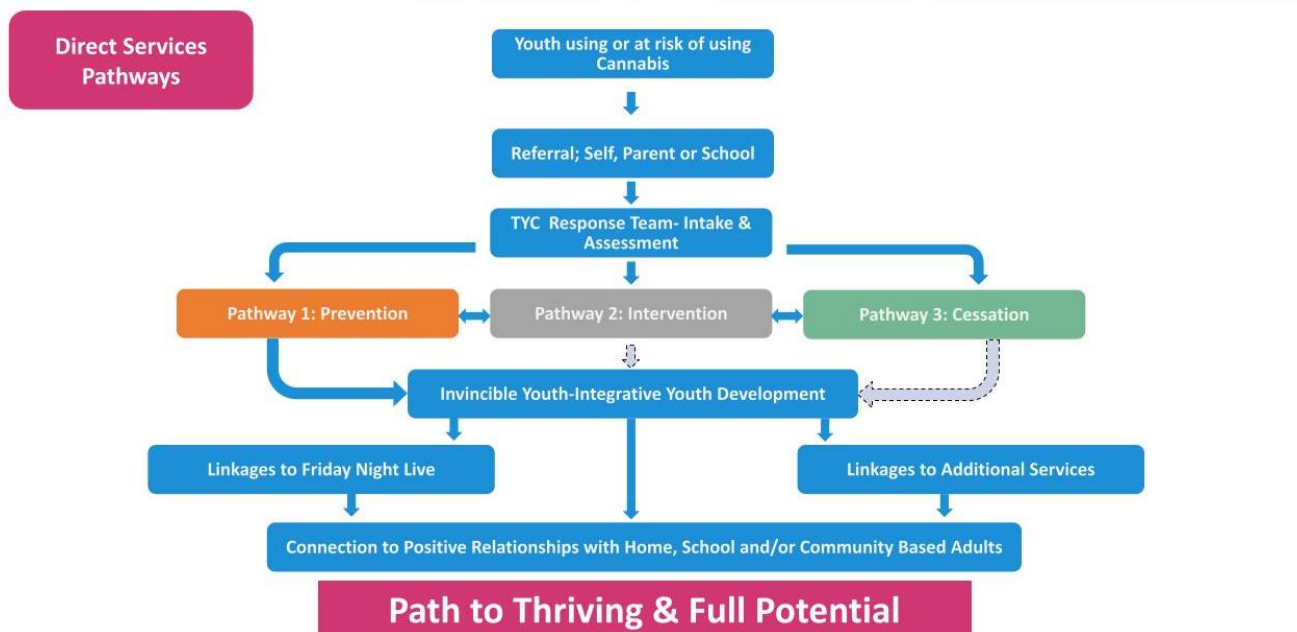
Figure 2: TYC Intervention Process



Process for Determining Service Area Activities

Evidence-based and evidence-supported practices were selected for each service area Pathway: Prevention, Intervention, and Cessation. Pathway 1 – Prevention utilizes the Stanford Cannabis Toolkit and Invincible Youth – Integrative Youth Development. These were selected to provide cannabis vaping education, build adult support systems for youth, and connections to school. Pathway 2 – Intervention services utilize The Seven Challenges treatment program which supports youth to evaluate their lives, consider changes they may wish to make, and then succeed in implementing their desired changes. Pathway 3 – Cessation utilizes Project EX to help youth cease cannabis and tobacco smoking and vaping.

Figure 3: TYC Pathways



Pathway 1 – Prevention: Includes an eight-week, 1.5-hour program consisting of four weeks of the Stanford Cannabis Awareness and Prevention Toolkit that incorporates Integrative Youth Development (IYD). This is followed by four weeks of IYD group sessions. The Program Specialist will continuously monitor the youths’ needs throughout the eight-week program and will determine with the youth if they should move into a different pathway.

Pathway 2 – Intervention: Consists of The Seven Challenges groups that will occur once a week for 90-minute sessions lasting a period of four to five months depending on the needs of the youth. Upon entering this pathway, youth will complete the ASAM (American Society of Addiction Medicine) assessment, a validated tool that provides a holistic approach for determining individualized and outcome-driven treatment plans. ASAM assessments conducted every four weeks will ensure youth are in the appropriate level of care.

Pathway 3 – Cessation: Consists of Project EX, a smoking/vaping cessation program. Project EX consists of eight 45-minute sessions emphasizing coping with stress, dealing with nicotine withdrawal, relaxation techniques, and how to avoid relapse. It aims to teach self-control, anger management, mood management, and goal-setting techniques, and it provides self-esteem enhancement.

The **Positive Prevention Education and Engagement** prong will consist of implementing the Integrative Youth Development (IYD) lessons in middle and high school health classes, PHlight Club Academy and Friday Night Live (FNL) for middle and high school students. This prong will build the intellectual, physical, social, and emotional competence of youth and has shown to be a significantly more effective development strategy than one that focuses solely on correcting problems.

Integrative Youth Development (IYD): IYD organizes the best of the youth development research into a consilience framework that has identified the seven PHactors that assess, nurture, and sustain young people. The science of Integrative Youth Development™ was founded in the multi-disciplinary study of young people within the context of their environments (personal ecologies). This comprehensive framework works to support young people from all cultures and allows all of the programs a shared, common sense, and measurable objective to support youth. IYD builds upon research, data, and insights from biology, genetics, psychology, sociology, philosophy, theology, economics, physics, and anthropology. The IYD framework aims to ensure thriving for individual youth by demonstrating the role of their unique traits, talents, and propensities within the conditions provided by family, school, community, and culture. The IYD sessions engage students in

identifying their “web of support” and building the relationships, knowledge and skills to ensure it protects them from harm and launches them into their own greatness.

PHlight Club: The research-backed PHlight Club for middle and high school students is a fun and interactive collaborative two-day learning experience that brings together students and adults from schools and community to connect and grow life-long resiliency, life, leadership and communication skills; strengthen student-to-adult relationships and support networks; enhance health and well-being; bolster student engagement, motivation and achievement; and improve school climate for students and staff. An innovative blend of leadership and team- building, PHlight Club builds trust and equitable rapport between students and adults as they solve challenges, explore what it means to strengthen their healthy relationships, and discover value in themselves and each other while gaining the confidence and empowerment to build stronger support networks. Participants leave PHlight Club with a deep understanding of their Full-Color Web of Support™

Friday Night Live (FNL): Builds opportunities for positive and healthy youth development that engage youth as active leaders and resources in the community. Youth will plan and implement projects to address cannabis-related school or community concerns, develop and implement an annual Youth in Action Leadership Summit, and act as FNL interns assisting with community-based programs and projects. FNL will support youth in creating a safe and healthy environment while gaining leadership, planning, implementation, and communication skills, and strengthening their relationship and role as advocates with school and community leaders.

The **Caring Connected Adults** prong provides professional development and adult engagement to build the resilience and “web of support” for adults based on the knowledge that in order for adults to support youth, they need the knowledge and skills to identify and grow their own “web of support”. The Resilient Educators/Adults workshops give youth supporting adults, whether it be in or out of the classroom, the opportunity to boost their knowledge and skills to ensure resiliency for themselves, colleagues, and students. Educators/adults and students alike have suffered trauma and stress that affects them emotionally, behaviorally, physically, and cognitively. Resilient Educators/Adults will integrate brain-based research to model and teach what helps youth supporting adults the most, including play with purpose, engaging self-regulation techniques, and fresh perspectives on relationship-building. Participants will understand the why (science) behind the what (strategies), leaving them well-equipped for supporting youth.

Goals & Objectives

The goals and objectives detailed below are drawn from the workplan submitted with the TYC proposal and approved by the BSCC.

Goal 1. Reduce Rates of Youth Cannabis Use in the Target Area

Obj. 1.1. By 2028, there will be a 3% decrease in 9th grade past 30 day use of cannabis, as measured by the California Healthy Kids Survey.

Activities:

1. *Conduct intakes, and CRAFFT assessments to determine which pathway youth will pursue. (Prevention; Intervention/Treatment; Cessation)*
2. *Establish participation agreements with all youth participants.*
3. *Implement Stanford Cannabis Awareness and Prevention Toolkit, The Seven Challenges and Cessation therapy with youth.*
4. *Provide case management for youth engaged in prevention, treatment and cessation programs.*
5. *Link youth to ongoing behavioral health services or resource services.*
6. *Document services and monitor process and outcome measures.*

Obj. 1.2. By 2028, there will be a 3% decrease in 11th grade past 30 day use of cannabis, as measured by the California Healthy Kids Survey.

Activities:

1. *Conduct intakes, and CRAFFT assessments to determine which pathway youth will pursue. (Prevention; Intervention; Treatment; Cessation)*
2. *Establish participation agreements with all youth participants.*
3. *Implement Stanford Cannabis Awareness and Prevention Toolkit, The Seven Challenges and Cessation therapy with youth.*
4. *Provide case management for youth engaged in prevention, treatment and cessation programs.*
5. *Link youth to ongoing behavioral health services or resource services.*
6. *Document services and monitor process and outcome measures.*

Goal 2. Increase Youth Perception of Harm of Cannabis Use

Obj. 2.1. By 2028, there will be a 5% decrease in 7th grade youth who perceive there is no harm of daily cannabis use, as measured by the California Healthy Kids Survey.

Activities:

1. *Implement Stanford Cannabis Awareness and Prevention Toolkit, The Seven Challenges and Cessation therapy with youth.*
2. *Implement Friday Night Live leadership program to build knowledge and capacity of youth to identify and address cannabis issues in the school and community.*
3. *Implement Invincible Youth program addressing risk and protective factors to increase perception of harm of cannabis use.*
4. *Monitor, document and measure outcomes.*

Obj. 2.2. By 2028, there will be a 5% decrease in 11th grade youth who perceive there is no harm of daily cannabis use, as measured by the California Healthy Kids Survey.

Activities:

1. *Implement Stanford Cannabis Awareness and Prevention Toolkit, The Seven Challenges and Cessation therapy with youth.*
2. *Implement Friday Night Live leadership program to build knowledge and capacity of youth to identify and address cannabis issues in the school and community.*
3. *Implement Invincible Youth program addressing risk and protective factors to increase perception of harm of cannabis use.*
4. *Monitor, document and measure outcomes.*

Goal 3. Increase Youth and Adult Connectedness

Obj. 3.1. By 2028, there will be a 5% increase in 9th grade students reporting that there is an adult on their campus who cares about them, as measured by the California Healthy Kids Survey.

Activities:

1. *Implement PHlight Club Academy with students and adults.*
2. *Implement Invincible Youth Classroom Education.*
3. *Implement IYD Professional Development workshops for school staff.*
4. *Implement and manage Friday Night Live Chapters and Youth Council programs in the target area.*
5. *Monitor, document and measure outcomes.*

Obj. 3.2. By 2028, there will be a 5% increase in 9th grade students reporting a teacher or other adult from school who checks on how they are doing, as measured by the California Healthy Kids Survey.

Activities:

1. *Implement PHlight Club Academy with students and adults.*
2. *Implement Invincible Youth Classroom Education.*
3. *Implement IYD Professional Development workshops for school staff.*
4. *Implement and manage Friday Night Live Chapters and Youth Council programs in the target area.*
5. *Monitor, document and measure outcomes.*

Goal 4. Increase Protective Factors and Decrease Risk Factors for Youth in Santa Cruz County

Obj. 4.1. By 2028, Thriving Youth and Community programs will be integrated in six school districts as a strength based model facilitating easy access to prevention, intervention, treatment and youth development opportunities for students, as measured by the number of participants engaged by schools in a district.

Activities:

1. *Establish contractual agreements with provider agencies.*
2. *Train Program Specialist and Coordinator in assessment tools.*
3. *Build capacity of contractors/staff to implement selected EBPs and promising practices.*
4. *Develop and/or enhance necessary logistical processes and services.*
5. *Conduct outreach and engage systems partners (schools, probation, law enforcement, parents, youth, youth serving organizations) about TYC protocol, processes and services.*
6. *Provide training to school and system partners on program engagement and referral protocols, and TYC prevention/intervention strategies.*
7. *Provide youth development and resiliency training to enhance supportive, equitable, and inclusionary youth engagement processes at all sites.*
8. *Develop Local Evaluation Plan.*
9. *Develop Local Evaluation Report.*
10. *Monitor and measure outcomes.*
11. *Conduct fiscal audit.*

Obj. 4.2. By 2028, school staff will have a deepened understanding of effective strategies in identifying and intentionally supporting protective factors for youth, as measured by the Resilient Educators/Adults Survey.

Activities:

1. *Establish contractual agreements with provider agencies.*
2. *Train Program Specialist and Coordinator in assessment tools.*
3. *Build capacity of contractors/staff to implement selected EBPs and promising practices.*
4. *Develop and/or enhance necessary logistical processes and services.*
5. *Conduct outreach and engage systems partners (schools, probation, law enforcement, parents, youth, youth serving organizations) about TYC protocol, processes and services.*
6. *Provide training to school and system partners on program engagement and referral protocols, and TYC prevention/intervention strategies.*
7. *Provide youth development and resiliency training to enhance supportive, equitable, and inclusionary youth engagement processes at all sites.*
8. *Develop Local Evaluation Plan.*
9. *Develop Local Evaluation Report.*
10. *Monitor and measure outcomes.*
11. *Conduct fiscal audit.*

Criteria for Participant Eligibility

TYC was launched to address the individual and systemic impacts of cannabis legalization, providing an avenue to support youth's academic, social, and emotional well-being, connect to school and community, and reduce disciplinary incidents. The TYC program shall serve youth who meet the following criteria:

1. Middle and high school-aged (12-18) youth
2. Students at school sites within up to six school districts in Santa Cruz County including the County Office of Education, Live Oak, Pajaro Valley, San Lorenzo Valley, Santa Cruz City Schools, and Scotts Valley.

Evaluation Methods & Design

Key Evaluation Questions

ASR's evaluation seeks to answer the following overarching questions related to the design, implementation, and outcomes of the TYC program.

Design & Implementation: What has the TYC program done?

- 1) When and to what degree did Cohort III services launch? What circumstances have limited or slowed transition and/or implementation, if any?
- 2) How many youth have been deemed eligible for TYC and referred to TYC-funded services? What are their distinguishing characteristics? (e.g., MH and SUD needs, school disciplinary incident(s), referrals as alternative to suspension)
- 3) How many youth have participated in each of the services or treatment funded through TYC? (e.g., direct service pathways, positive prevention education and engagement)
- 4) What percentage of youth met their overall pathway goal(s) (Prevention, Intervention, Cessation)?
- 5) What kinds of collaboration or partnerships have occurred through TYC, and how have they contributed to its integration in schools as a strength based program model?
- 6) What amount and types of school staff and other partner training have been implemented?

Outcomes: How effective was TYC in achieving its goals?

- 1) What changes have occurred for youth in terms of mental health, substance use and other basic needs by the end of their TYC services?
- 2) How satisfied are clients with the pathway and services they have received?
- 3) What are the key outcomes among youth after joining TYC: substance use, perception of harm of substance use, youth and adult connectedness, protective factors and/or risk factors?
- 4) What has been the impact of TYC-funded training efforts for school staff and other partners across the county in terms of their capacity to support youth?
- 5) Did the program contribute to better outcomes for youth than might have been expected without it?
- 6) Did the program improve access to prevention, intervention, and treatment services and support for youth with MH and SUD needs?
- 7) Did the program contribute to referrals to TYC as an alternative to school suspensions and/or justice system engagement?

Design and Evaluation Services

To answer the evaluation questions listed above, ASR is currently working with PVPESA, CIY and County project staff to refine the data collection process and tracking tools to record TYC-funded services, activities and outcomes. ASR will analyze data and report progress (both implementation and outcomes) throughout the grant period.

As in Cohort I, in the first few months of the program, ASR will confirm or create documentation to establish the methodology behind each measure, along with its source and the partner responsible for collecting and transmitting the data. Each participant will be assigned a unique Participant ID in accordance with BSCC guidelines.

Referrals and Participant Data Collection System

Youth referred to TYC will be logged into Noteable, a behavioral health care management system, managed by PVPSA. Demographic data, background information and assessment records including referral and intake dates, referral sources, referrals as alternatives to suspension, school discipline incidents, probation status or other contact with the justice system (if applicable), CRAFFT and ASAM scores, and case management notes. Additionally, through Noteable PVPSA will track youth progress and involvement within their referred pathway(s) including, engagement in pathways 1, 2 and/or 3, case management sessions, participation in MH, SUD and/or other services, successful completions or program exits, and spot checks of participants after exit/completion. PVPSA will be responsible for updating and submitting their Noteable case files to ASR in an Excel spreadsheet format on a quarterly basis.

Outreach/Education, Training and Meeting Tracking

Activities in schools and the community to increase awareness of TYC services including, promotion, outreach, presentations, education, and other relevant efforts performed by TYC staff will be logged into an outreach/education, training and meeting tracker managed by PVPSA, CIY and County staff. This includes the event dates, the intended audience (youth, teachers, other school staff and/or community members) and expected numbers reached. Training information including dates, facilitators, type of training and participants receiving the training will also be captured in this tracking tool. Additionally, TYC Team meetings, service implementation check-ins with schools and other program partners will be documented in this tracker. PVPSA, CIY and County staff will be responsible for updating and submitting outreach/education, training and meeting data to ASR on a quarterly basis.

Pre- and Post-Pathway Surveys

Pre- and post-surveys from all three direct service pathways (Prevention, Intervention, Cessation) will provide a context of participant's perception, behavior, and/or impact regarding substance use and services offered. Students will complete the pre- and post-surveys online via SurveyMonkey before the start of their first session and immediately following their final session. ASR will receive these responses directly.

The Pathway 1 – Prevention (Cannabis Awareness & Prevention Toolkit) pre- and post-surveys include items on participant's experiences with tobacco and cannabis use and opinions about tobacco and cannabis products. The outcome measures for Pathway 1 will measure change in perception of harm, refusal skills, and negative effects associated with the use of nicotine/cannabis products among participants.

The Pathway 2 – Intervention (Seven Challenges) survey includes items on participant's experiences with substance use, perception of harm, experiences with a caring adult, perception of strengths, and experience in the program. The outcome measures for Pathway 2 will measure change in decision-making related to substance use, self-regulation, future goals, and the lived environment that creates support networks for participants. The Seven Challenges program includes substance use of alcohol, nicotine, cannabis, prescription drugs, and illicit drugs.

The Pathway 3 – Cessation (Project EX) pre- and post-surveys include items on participant's decision to come to the group, tobacco/cannabis-use behavior, and perception of the quality of the program. The outcome measures for Pathway 3 will measure change in substance use habits, self-regulation, and effort to cease among participants. Project EX includes substance use reduction and addiction education.

Student Support Card© for Integrative Youth Development and PHlight Club

Integrative Youth Development (IYD) and PHlight Club will identify and measure the developmental ecology (web of support) experienced by each participant. The measurable factors that create the web of support being tracked include the depth of connection to caring adults, tangible and intangible supports, innate resiliency, experiences that erode resiliency,

strengths and multiple intelligences, attitude and behaviors that are barriers to connection, support for connected adults and social norms impacting the youth.

The Student Support Card assesses and measures seven key impact areas that influence young people’s positive development. Each measurable factor is identified by one of seven colors. Each student responds to statements on 10 surveys (self-reporting). The Student Support Card™ measures and records a student’s mixture and strength of these colors at any given time. The resulting kaleidoscope snapshot will be presented in an easy-to-understand visual representation. The summary provides meaningful clarity and insight to improve the strength of positive factors, and reduce negative factors. Data collection occurs via Brightways server and will be encrypted over a secure HTTPS connection to protect user passwords and data. CIYY will be responsible for updating and submitting IYD and PHlight Club participant data to ASR on a quarterly basis, and Student Support Card data when available.

Friday Night Live

This data is logged quarterly in the Outreach/Education, Trainings & Meeting Tracker which supplies the number of youth participating in Friday Night Live (FNL) and engaging in cannabis prevention work, how many meetings youth attended, and the length of time (hours) of participation. Annual Youth Development survey data is collected from all FNL participants county-wide to gather qualitative data about how youth experience a safe environment, opportunities for community engagement, opportunities for leadership and advocacy, opportunities to build caring and meaningful relationships with adults and peers, and opportunities to build interesting and relevant skills-building activities. TYC youth who participate in FNL will be included in this county-wide survey. County project staff will be responsible for updating and submitting FNL participant data to ASR on a quarterly basis, and Youth Development survey data on an annual basis.

Process & Outcome Measures

ASR will collect and report on the following process measures to answer the key evaluation questions related to TYC implementation.

PROCESS MEASURE	SOURCE
TYC System Referral and Enrollment	
1. Number of youth referred to TYC, by <ul style="list-style-type: none"> ● Referral source ● Point of youth diversion ● Youth participation status 	PVPSA–Noteable Records
2. Number of youth enrolled in TYC, by <ul style="list-style-type: none"> ● Demographics (age, gender, race/ethnicity) ● Education status ● Employment 	PVPSA–Noteable Records
3. Number of participants with CRAFFT assessment, by score	PVPSA–Noteable Records
4. Number of participants with ASAM assessment	PVPSA–Noteable Records
Entry into Programs/Services	
5. Number of participants in direct service pathways, by type (Prevention, Intervention, Cessation)	PVPSA–Noteable Records

PROCESS MEASURE	SOURCE
6. Number of participants successfully completing their pathway(s)	PVPSA–Noteable Records
7. Number of participants participating in spot checks after completing their pathway(s)	PVPSA–Noteable Records
8. Number of participants receiving support services, by type (MH/BH, SUD)	PVPSA–Noteable Records
9. Number of case management sessions between participants and program specialists	PVPSA–Noteable Records
10. Number of youth in Integrative Youth Development	CIY–Outreach/Education, Trainings & Meeting Tracker
11. Number of youth successfully completing Integrative Youth Development	CIY–Outreach/Education, Trainings & Meeting Tracker
12. Number of youth in PHlight Club	CIY–Outreach/Education, Trainings & Meeting Tracker
13. Number of youth successfully completing PHlight Club	CIY–Outreach/Education, Trainings & Meeting Tracker
14. Number of youth participating in Friday Night Live leadership/skill-building opportunities	FNL–Outreach/Education, Trainings & Meeting Tracker
Community/School Outreach, Education and Training	
15. Number of outreach contacts with system partners	PVPSA & CIY–Outreach/Education, Trainings & Meeting Tracker
16. Number of trainings, by type	PVPSA & CIY–Outreach/Education, Trainings & Meeting Tracker
17. Number of training participants, by type	PVPSA & CIY–Outreach/Education, Trainings & Meeting Tracker
18. Number of system partners participating in trainings	PVPSA & CIY–Outreach/Education, Trainings & Meeting Tracker

OUTCOME MEASURE	SOURCE
Short-Term	
1. Percent of Pathway 1 participants reporting increased knowledge and understanding of tobacco/cannabis	Pre/Post Pathway Surveys
2. Percent of Pathway 1 participants reporting decreased substance use	Pre/Post Pathway Surveys
3. Percent of Pathway 2 participants reporting increased perception of the harm of substance use	Pre/Post Pathway Surveys
4. Percent of Pathway 2 participants reporting decreased substance use	Pre/Post Pathway Surveys
5. Percent of Pathway 2 participants reporting decreased risk behaviors	Pre/Post Pathway Surveys
6. Percent of Pathway 2 participants reporting improved skills	Pre/Post Pathway Surveys
7. Percent of Pathway 2 participating reporting improved social/emotional health	Pre/Post Pathway Surveys
8. Percent of Pathway 2 participants reporting increased adult supports	Pre/Post Pathway Surveys
9. Percent of Pathway 3 participants reporting decreased substance use	Pre/Post Pathway Surveys
10. Percent of Pathway 3 participants reporting that Project EX helped them quit/reduce substance use or stay substance free	Pre/Post Pathway Surveys
11. Percent of Integrative Youth Development youth reporting that cannabis use is a barrier to their success	CIY–Student Support Card
12. Percent of Integrative Youth Development youth identifying adults who care about them	CIY–Student Support Card
13. Percent of PHlight Club youth identifying adults who care about them	CIY–Student Support Card
14. Percent of Friday Night Live youth reporting improvements in knowledge, skills, beliefs	County/FNL–Youth Development Survey
15. Percent of adult training participants identifying new strategies in connecting with students	CIY–Resilient Educators/Adults Survey
Long-Term	
16. Improved capacity of system partners to address MH/BH and SUD needs of youth.	PVPSA & CIY–Outreach/Education, Trainings & Meeting Tracker & CIY–Resilient Educators/Adults Survey

OUTCOME MEASURE	SOURCE
17. TYC integrated in participating schools as a strength based program model.	PVPSA & CIY-Outreach/Education, Trainings & Meeting Tracker

Criteria for Program Success

By the end of the program, TYC may be deemed a success if the following criteria are met:

1. *Reduced rates of youth cannabis use.*

To determine this outcome ASR will analyze data from the pre- and post-surveys designed for all three direct service pathways to assess positive participant change while in the TYC program. Additionally, PVPSA spot checks 1 month and 3 months after participants complete their pathway(s) will help determine life outcomes for longer effects.

2. *Increased youth perception of the harm of cannabis use.*

To determine this outcome ASR will analyze data from the pre- and post-surveys designed for Pathways 1 and 2 to assess positive participant change while in the TYC program. Additionally, PVPSA spot checks 1 month and 3 months after participants complete their pathway(s) will help determine life outcomes for longer effects.

3. *Increased youth and adult connectedness.*

To determine this outcome ASR will analyze Student Support Card data to assess trends in protective factors, resilience, and connections to caring adults developed in IYD and PHlight Club. Additionally, ASR will analyze data from the Pathway 2 pre- and post-surveys to determine positive participant change while in the TYC program.

4. *Increased protective factors and decreased risk factors for youth.*

To determine this outcome ASR will analyze training data from the Outreach/Education, Training, and Meeting tracker to assess the reach of trainings on youth development and resilience strategies facilitated by TYC staff, and Resilient Educators/Adults Survey data to determine deepened understanding of effective strategies in identifying and intentionally supporting protective factors for youth. Additionally, ASR will analyze data from the Pathway 2 pre- and post-surveys, as well as Friday Night Live Youth Development Survey data to assess change in protective factors.

Successful Program Completion

Overall, TYC participants will be considered to have successfully completed the program components if they achieve the following outcomes:

1. Completion of a CRAFFT and ASAM assessment(s) as needed.
2. Completion of a pre- and post-survey before the start of the first session and immediately following the final session as designed (Pathway 1, 2 and 3).
3. Completion of a Student Support Card (Pathway 1).
4. Completion of up to a set of nine Seven Challenges Journals as needed (Pathway 2).
5. Adherence to all eight sessions delivered over eight weeks (Pathway 1 and 3).
6. Adherence to appropriate topic areas delivered in compliance with the Fidelity Checklists (Pathway 1, 2 and 3). See **Appendix B: Fidelity Checklists for Pathway 1-3 & CIY.**
7. Completion of program and suspension/deferment requirements (if applicable).
8. Attend and actively engage in PHlight Club.

Procedures to Ensure the Program Will Be Implemented to Fidelity

Project implementation fidelity will be monitored through documentation of staff certification by curriculum developer-approved trainers, quarterly submission of program-specific fidelity checklists, and cross-program observation.

Strategies for Determining if Outcomes are Related to the Program and Not Other Factors

Outcome strategies that ensure no other factors impact the participant population include a fidelity checklist for all program components that ensures all data collected is done with the intent of reflecting an outcome associated with the TYC program. Additionally, the TYC program is built so that Pathways 1, 2 and 3 are a pre- and post- data structure, allowing ASR and the TYC Team to set a baseline for future comparison. When looking at data collected after program exit with spot-checks/check-ins the baseline data markers of the participant before joining TYC are then compared against those after program exit. There is an inability to control for exposure outside of the specific program when evaluating outcomes. It is unclear how much certain exposures outside of the program may impact each respondent and therefore how much impact they may have on measured outcomes.

TYC Logic Model

INPUTS	ACTIVITIES	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
<p>County of Santa Cruz HSA, SUD Prevention</p> <p>Pajaro Valley Prevention & Student Assistance</p> <p>CA Institute for Invincible Youth</p> <p>Friday Night Live</p> <p>School Districts:</p> <ul style="list-style-type: none"> County Office of Education Live Oak Pajaro Valley San Lorenzo Valley Santa Cruz City Schools Scotts Valley <p>Applied Survey Research</p>	<p>TREATMENT & SUPPORT SERVICES</p> <ul style="list-style-type: none"> ● Screenings & assessments. ● Referrals to MH/SUD treatment. ● Implement pathway(s) with youth. ● Case management and support services. <p>POSITIVE PREVENTION EDUCATION & ENGAGEMENT</p> <ul style="list-style-type: none"> ● Youth participate in Friday Night Live leadership program. ● Youth participate in Integrative Youth Development (IYD) curriculum. ● Youth participate in PHlight Club Academy. <p>SYSTEM STRENGTHENING</p> <ul style="list-style-type: none"> ● Conduct outreach and engage system partners. ● Provide IYD professional development workshops. ● Provide youth development and resiliency training. 	<p>TREATMENT & SUPPORT SERVICES</p> <ul style="list-style-type: none"> ● Pathway 1-3 participants have improved outcomes. <ul style="list-style-type: none"> ○ Increased knowledge and understanding of tobacco/cannabis; decreased substance use; increased perception of the harm of substance use; decreased risk behaviors; improved skills; improved social/emotional health; increased adult supports. <p>POSITIVE PREVENTION EDUCATION & ENGAGEMENT</p> <ul style="list-style-type: none"> ● IYD participants have improved outcomes (report that cannabis use as a teen is a barrier to their success, identify adults who care about them). ● PHlight Club participants have improved outcomes (identify adults who care about them). ● FNL youth have improvements in knowledge, skills, and beliefs. <p>SYSTEM STRENGTHENING</p> <ul style="list-style-type: none"> ● Improved knowledge of how to engage youth in TYC opportunities among engaged system partners. ● Adults identify and increase their own resilience and support system, so they have the ability and capacity to support the teens in their lives ● Adults have deepened understanding of effective strategies in identifying and intentionally supporting protective factors for youth among Resilient Educators/Adults training participants. 	<ul style="list-style-type: none"> ● TYC integrated in participating schools. ● Greater capacity of system partners to serve youth with MH/SUD needs.

Appendix A. TYC Program Procedures

Overview of Referral Process and Timeline

The student is referred to the Thriving Youth & Community (TYC) program through the online referral link (<https://www.pvpsa.org/tyc-referral>) and concerns are identified on the referral form.

Within 72 Hours:

- The PVPSA Response Team, which consists of trained Program Specialists, will document referral forms received utilizing a data tracking tool.
- The PVPSA Response Team will initiate the first contact with the referred students and collect any necessary information (following guidelines of confidentiality).
- The PVPSA Response Team will complete the initial intake utilizing the CRAFFT assessment, a validated health screening tool, within one week of the first contact.
- The PVPSA Response Team will connect the student to PVPSA Drug & Alcohol Counselors who will conduct the American Society of Addiction Medicine (ASAM) assessment as needed based on the scoring of the CRAFFT assessment.
- The PVPSA Response Team will use data collected to assess the situation and determine the appropriate pathway(s) and/or services. Pathways include Pathway 1 – Prevention, Pathway 2 – Intervention, and Pathway 3 – Cessation.
- The PVPSA Response Team will connect students to additional services as needed (including the California Institute for Inevitable Youth, Santa Cruz County Friday Night Live, 211 United Way, Volunteer Center, Behavioral Health, and additional linkages).
- The PVPSA Response Team and CIY will conduct follow-ups with the student after completion of services, as appropriate (see timeline below):
 - At the 1-month follow-up, PVPSA will conduct a spot check of the student's school records (including a review of academic progress, truancy, disciplinary, and other student records) from the date of completion of services.
 - At the 3-month follow-up, PVPSA will conduct a spot check of the student's school records (including a review of academic progress, truancy, disciplinary, and other student records) from the date of completion of services.
 - Within 12 months, CIY will conduct a snapshot of the student's web of support utilizing the Student Support Card portal.
- Schools and PVPSA/CIY team providing direct services will meet monthly to discuss program development and coordination of services as needed.
- The TYC Team consisting of PVPSA, CIY, County project staff and ASR will meet monthly to address logistics, program process, tracking, fidelity, and ongoing evaluation.

Roles and Responsibilities

Pajaro Valley Prevention and Student Assistance, Inc. (PVPSA)

PVPSA Program Manager:

- The Program Manager will oversee Program Specialists receiving referrals from any of the following entry points:
 - Youth self-referrals
 - Parents/caregivers
 - Probation/law enforcement
 - School staff
- The Program Manager will monitor the accuracy in the referral tracker and Noteable case management records for use by Applied Survey Research (ASR) in quarterly progress and evaluation reports.

PVPSA Response Team:

- The Response Team will consist of trained PVPSA Program Specialists.
- Program Specialists will process incoming TYC referral submissions.
- Within 72 Hours: Program Specialists will document referral forms received and collect any necessary information from youth and family while adhering to guidelines regarding confidentiality.
- Program Specialists will contact the youth and/or parent/caregiver within 72 hours of receiving the referral to schedule the initial intake appointment.
- Program Specialists will conduct the initial intake within one week of the first contact.
 - Program Specialists will notify the Program Manager via email if the first meeting/intake needs to be extended past the first week.
 - Program Specialists will notify the Program Manager during weekly meetings if they are unable to reach the youth and/or parent/caregiver within two weeks, (if not sooner) after receiving the referral.
- Program Specialists will complete initial intake utilizing the CRAFFT assessment, a validated health screening tool, within one week of the first contact.
- Program Specialists will use data collected to assess the situation and determine the appropriate services on the student's behalf.
- Program Specialists will divert students to Pathways 1, 2, and/or 3 and document the status of the student and other information as needed using data tracking tools.
- Every week, Program Specialists will implement services in Pathway 1 and/or Pathway 3, and assist with Pathway 2 as needed.
- Program Specialists will facilitate follow-ups with students after completion of services which include: a spot check (i.e., review student academic progress, truancy, disciplinary and other student records) at 1 month and 3 months.
 - PVPSA staff will connect students to appropriate services as needed (i.e., 211 United Way, Volunteer Center, Behavioral Health services).
- Program Specialists will communicate with the youth weekly or as needed to ensure that the youth are engaged in services.
- Program Specialists will collect all supporting documents noting what services the youth received. Documents include the referral tracker, pre- and post-surveys and case management records from Noteable.
- Program Specialists will provide monthly reports to the Program Manager.

PVPSA Substance Use Counselors:

- Counselors will conduct an additional assessment, ASAM (American Society of Addiction Medicine), as needed.
- Counselors will implement group sessions for Seven Challenges.
- Counselors will ensure students complete pre- and post-surveys.
- Counselors will collect and provide PVPSA Program Specialists with student attendance, student progress and/or needs, and the date of completion of services.

California Institute for Invincible Youth (CIY)

- Participate in Cannabis Toolkit (Pathway 1) sessions with PVPSA Program Specialists as appropriate.
- Facilitate Integrative Youth Development (IYD) 4-sessions with pathway 1 participants.
- Facilitate IYD in classrooms in participating districts.
- Set up, monitor, and conduct the Student Support Card.
- Check-in with Pathway 1 participants within the first 12 months of engagement to take a snapshot of their web of support through the Student Support Card portal.
- Provide IYD training to adults and parents as indicated to support youth participants learning and pathway success.
- Assist in creating a promotion, outreach, and distribution plan including social and print media, direct mail, school/organizational contacts, and local listservs.
- Analyze and evaluate the IYD program process and outcome measures.
- Schedule, recruit and implement PHlight Club with CIY partners.
- Schedule, recruit and implement Resilient Educators/Adults with CIY partners.

Appendix B. Fidelity Checklists for Pathways 1-3 & CIY

Pathway 1 – Prevention (Cannabis Awareness & Prevention Toolkit)

Cannabis Awareness & Prevention Toolkit (CAPT)						
Implementation Fidelity Checklist						
Facilitator's Name: _____		Quarter: _____		Date: _____		
Observer's Name: _____		Agency/Provider: _____		Session(s): _____		
Implementation indicators evaluate fidelity and quality of services: Adherence (Y=Yes, delivered; N=No, not delivered); Quality (1=Low quality, 2=Moderate quality, 3=High quality); Participant Engagement (1=Low engagement, 2=Moderate engagement, 3=High engagement)						
Unit	Purpose/Learning Objectives	Activities	Adherence (Y/N)	Quality (1-3)	Participant Engagement (1-3)	Comments/Observations
	Evaluation	Facilitator administers Pre-Survey				
		Facilitator administers Post-Survey				
Cannabis: The Basics	1. Obtain knowledge of various cannabinoids found in marijuana/cannabis, focusing on THC and CBD 2. Understand the potential health impacts of marijuana/cannabis use 3. Summarize marijuana/cannabis facts	Facilitator goes over introduction and ground rules				
		Facilitator initiates discussion utilizing the "Cannabis/ Marijuana 101" PowerPoint as an overview				
		Facilitator utilizes the "Opinions & Facts Activity" to review common misconceptions				
Health Effects	1. Obtain knowledge of the potential harms	Facilitator initiates discussion utilizing the				

	associated with the various methods of use for cannabis	"Methods of Use" PowerPoint as an overview				
	2. Understand the harms especially relevant to youth, including the harms associated with edibles and THC concentrates	Facilitator initiates discussion utilizing content from the E-Cigarettes/Vaping Module (Tobacco Toolkit)				
	3. Summarize potential harms related to various methods of use	Facilitator leads interactive "Harm Hill" activity if time permits				
THC & the Brain	1. Recognize the role of dopamine in adolescent brain development	Facilitator initiates discussion utilizing the "Finding Your Dopamine Option B" activity				
	2. Provide examples of what can release dopamine naturally	Facilitator leads interactive "Synapses and Stress" activity				
Refusal Skills & Social Norms	1. Explain the role dopamine has in the body	Facilitator gives quiz utilizing questions from "Kahoot: The Basics" and "Kahoot: Methods of Use"				
	2. Analyze how cannabis can interfere in brain development	Facilitator leads interactive "Defining Your Dopamine" activity				
3. Identify potential challenges that may occur when cannabis interferes with brain development						

Adapted from

Stanford Medicine. (2021). Our Modules. Cannabis Awareness and Prevention Toolkit. <https://med.stanford.edu/cannabispreventiontoolkit/Curriculum.html>

James Madison University Center for Assessment & Research Studies. <https://www.jmu.edu/assessment/sass/AC-step-four.shtml>

Pathway 2 – Intervention (The Seven Challenges)

**THE SEVEN CHALLENGES®
FIDELITY COMPLIANCE CHECKLIST**

ORGANIZATION: _____ **DATE:** _____

REVIEWED BY: _____
9/12/2014

Compliance Indicators are evaluated as “yes” or “no” for program fidelity. They do not evaluate quality.

QUALITY ASSURANCE DOCUMENTS

Y__ N__ All Quality Assurance documents completed and up to date. These documents verify staff orientation and counselor training is provided per fidelity, as well as other requirements.

Y__ N__ Weekly supervision of counselors is documented.

Y__ N__ Implementation procedures in the binder.

Y__ N__ Family involvement is evident. If not, efforts to involve the family are documented.

CONTINUING CARE FORMS

Y__ N__ The Moving On document is completed for all youth.

Y__ N__ The Continuing Care-Counselor Summary is completed for all youth.

Y__ N__ The above forms are consistently *requested from* other providers.

Y__ N__ The above forms are consistently *provided to* other Seven Challenges providers.

JOURNAL REVIEWS

Y__ N__ Counselor doesn't correct spelling, grammar, or punctuations, and does not use red ink.

Y__ N__ Every Journal page has a counselor comment/question with the expectation that counselors write extensive comments and questions on every page.

Y__ N__ Counselors consistently request youth to complete missing pages and/or sections.

Y__ N__ Youth consistently respond to counselor questions.

Y__ N__ Counselors consistently recognize youth responses to their questions.

Y__ N__ Counselors are not pushing an agenda, arguing, or being judgmental.

Y__ N__ Counselors maintain the focus of each Journal, not “jumping ahead” to later Challenges.

Y__ N__ Written dialogue is evident between counselor and youth. Extensive __Y__ N

Y__ N__ Journals pass back and forth several times.

Y__ N__ Certificates are provided to youth when they complete each Journal.

Y__ N__ A Leader reviews at least one Journal quarterly for each counselor.

GROUP SESSIONS

- Y__ N__ Group size does not exceed 10 youth.
- Y__ N__ The Seven Challenges poster is in counseling room.
- Y__ N__ Working Sessions poster in counseling room.
- Y__ N__ Group rules posted.
- Y__ N__ Group structure followed:
 - Y__ N__ Session starts with a Seven Challenges welcoming statement: Welcome to this Seven Challenges session.....".
 - Y__ N__ Group rules appropriately reviewed.
 - Y__ N__ Youth "check-in"
 - Y__ N__ Rating selves 1-10, Y__ N__ Brief
 - Y__ N__ In outpatient, Individualized Support questions are asked of youth who want to cut back or quit using drugs. "Yes" answer triggers work on this issue later in session, not during check in. No such questions for others.
 - Y__ N__ Each youth asked specifically "what do you want to work on today?"
- Y__ N__ *The Seven Challenges* book of readings is used during the session.
 - Y__ N__ Every youth has a book of readings.
 - Y__ N__ The reading is relevant to the group topic.
- Y__ N__ An appropriate balance of youth-initiated work and counselor-initiated work is evident. (If an entire session is only a counselor-initiated activity, there is an explanation as to why there is no youth-initiated work.).
- Y__ N__ Each issue a youth chooses to work on is clarified, a session goal established, possibilities considered, resolution attained, and ends with closure.
- Y__ N__ Youth and counselors make frequent connections to Seven Challenges.
- Y__ N__ Behavior Management maintained.
- Y__ N__ Journaling time is provided. – When _____
- Y__ N__ A Leader observes at least one group quarterly for each counselor

INDIVIDUAL SESSIONS

Y__ N__ The Seven Challenges poster (or hand held size) is in counseling room.

Y__ N__ Working Sessions poster (or hand held size) is in counseling room.

Y__ N__ Session structure followed:

Y__ N__ Session starts with a Seven Challenges welcoming statement.

Y__ N__ Youth "check-in"

Y__ N__ Rating self, 1-10, with comments and any expansions...

Y__ N__ In outpatient, Individualized Support questions are asked of youth who want to cut back or quit using drugs. "Yes" answer triggers work on this issue later in session, not during check in.

Y__ N__ The youth is asked specifically "what do you want to work on today?"

Y__ N__ One or more issues a youth chooses to work on is clarified, a session goal established, possibilities considered, resolution attained, and ends with closure.

Y__ N__ *The Seven Challenges* book of readings is used during the session.

Y__ N__ The reading is relevant to the session topic.

Y__ N__ Youth initiate some of the work.

Y__ N__ Youth and counselors make frequent connections to Seven Challenges.

Y__ N__ Journaling time is provided. - When _____

Y__ N__ Leaders observe at least one session per quarter for each counselor.

Pathway 3 – Cessation (Project EX)

Project EX Implementation Fidelity Checklist						
Facilitator's Name: _____		Quarter: _____		Date: _____		
Observer's Name: _____		Agency/Provider: _____		Session(s): _____		
Implementation indicators evaluate fidelity and quality of services: Adherence (Y=Yes, delivered; N=No, not delivered); Quality (1=Low quality, 2=Moderate quality, 3=High quality); Participant Engagement (1=Low engagement, 2=Moderate engagement, 3=High engagement)						
Session	Purpose/Learning Objectives	Activities	Adherence (Y/N)	Quality (1-3)	Participant Engagement (1-3)	Comments/ Observations
Session 1: Orientation	Session 1 stresses the importance of keeping an open mind throughout the 8 sessions. The class discusses how habits can become addictions, how tobacco use actually causes stress, and how smoking can affect one's family and friends. Students are asked to do an experiment after class about their own experiences with tobacco as an addiction.	Pre-Survey				
		Warm-Up				
		Review Ground Rules				
		Project EX Student Guidebooks				
		Main Reasons For Using Tobacco				
		Is Tobacco A Pleasure, Coping Mechanism, Or Habit				
		Dealing with Life Without Tobacco				
		Experiment				
		Reasons to Quit Tobacco Use				
		Talk Show: "Family and Friends Confront Smokers About Their Habit"				
		Review Questions (if time permits)				
		Conclusion				

Session 2: Tobacco Affects Your Life	Students who tried their experiments share their real-life experiences. The class discusses how tobacco causes stress both physically and psychologically. Healthy breathing and coping skills are instructed to help promote relaxation and reduce withdrawal.	Warm-Up				
		Tobacco Use and Stress				
		Talk Show: "Tobacco Use May Be Stressing You Out"				
		How to Cope with Stress				
		Healthy Breathing Exercise				
		Conclusion				
Session 3: Health Dangers of Tobacco Use	Students learn three main ingredients of tobacco that can hurt the body (e.g., nicotine, carbon monoxide, and tar). Tobacco health statistics are discussed, including a "game" on the dangers of secondhand smoke.	Warm-Up				
		Physical Consequences				
		Game: "Is Smoking on the Menu"				
		Tobacco Statistics				
		Conclusion				
Session 4: Quitting-Step 1 Making a Commitment	Students begin to learn about the stages of addiction including the physical and psychological symptoms of withdrawal. The session discusses strategies for breaking an addiction such as making a personal commitment.	Warm -Up				
		Breaking an Addiction				
		Making a Personal Statement of Commitment				
		Withdrawal				
		Withdrawal Symptoms				
		Psychological Symptoms of Addiction: Having Doubts and Making Excuses				
		Talk Show: "Quitting Tobacco Use: I've Been There, And It Does Get Better"				
		Conclusion				
Session 5: Quitting-Step 2 Managing Withdrawal Symptoms	Discusses managing physical and psychological withdrawal experiences. This session teaches various coping techniques for withdrawal symptoms. Creating a quit pack, exercise, nutrition	Warm-Up				
		Addiction				
		Nicotine				
		Strategies for Managing Physical Symptoms				

	and relaxation all help to relieve physical symptoms. Skills such as self-forgiveness, avoiding unrealistic expectations and coping all help relieve psychological symptoms.	Detox				
		Nutrition				
		Relaxation				
		Strategies for Managing Psychological Symptoms				
		Coping Worksheet				
		Conclusion				
Session 6: Taking Care of a Healthy Body	Session 6 instructs ways to avoid gaining weight after quitting and teaches some yoga-based movements which may help relieve withdrawal symptoms. Yoga also may help maintain a sense of focus after quitting tobacco use.	Warm-Up				
		Weight Gain				
		Yoga				
		Conclusion				
Session 7: Taking Care of Your Peace of Mind	Session 7 teaches the difference between passive, aggressive, and assertive communication. Instructs ways to handle anger and deal with arguments. Also teaches using meditation as a tool to cope with the challenge of quitting in an activity called "letting feelings pass."	Warm-Up				
		Assertiveness Training				
		Anger Management				
		"Letting Feelings Pass" Activity				
		Conclusion				
Session 8: Avoiding Relapse	Session 8 stresses that quitting smoking when you are younger is easier both physically and psychologically. The session teaches how to make changes in your life to avoid relapse.	Warm-Up				
		Use of Withdrawal Strategies				
		Talk Show: "Warning: Waiting to Quit Tobacco Use May Be Hazardous to Your Peace of Mind"				
		Maintenance				
		Application to Other Drugs				

		Personal Re-Commitment				
		Conclusion				
		Post-Test Survey				

Adapted from

University of Southern California. (2021). Project EX Teacher Manual. <https://projectex.usc.edu/>

James Madison University Center for Assessment & Research Studies. Retrieved from <https://www.jmu.edu/assessment/sass/AC-step-four.shtml>

CIYD – IYD (Integrative Youth Development)

Integrative Youth Development							
Instructor's Name: _____		Observer: _____		Observation Date: _____			
Quarter: _____		Agency/Provider: _____					
Unit	Purpose/Learning Objectives	Title	Activities	Adherence (Yes/No/Not observed)	Participant Engagement (Scale 1-5) 1 highly engaged 5 highly disengaged	Comments on Facilitation	Comments/Observations (Content)
Session 1: Intro to IYD and Real	Youth have a greater understanding of themselves and why adults want to protect and support them.	Introduction/ Opening Connecting Activity, Getting to know ourselves and one another	What am I great at? Backup question: What have I heard others say that I am good at?	Y	1 2 3 4 5		
		To protect, filter and Launch Our Web of Support ICF-Foundational overview of why we need it: To protect us enough to take risks, so that if things don't work out, we don't fall all the way to the floor. To Filter out the hurt and grief in the world, and to keep us moving higher, so we can see farther.	Mentimeter: What do all these crazy adults want to protect us from? Youth identify issues adults want to protect them from.	Y	1 2 3 4 5	Activity done verbally not using mentimeter. Not all students had access	
			Mentimeter Survey: What do they want for us? Youth identify what adults want for them. Could also be "what do youth think that adults expect of them?" What do we (youth) expect of ourselves? Two lists? Is there a gap?	Y	1 2 3 4 5	Activity done verbally not using mentimeter. Not all students had access	
			"The Napkin Talk" Overview of MD framework, PFactors and measures.	Y	1 2 3 4 5		
		What is an anchor? Who are they and what do they do?	Silhouettes/Hand print	Y	1 2 3 4 5		
		Where do I find Anchors?	Adults I know (Circle/Star) worksheet: Anchor Statement Cards	Y	1 2 3 4 5		
Session 2: Orange/Yellow Tangles & Intertangle Strings we catch from our Anchors/Green/The talents and Strengths that help us connect to our Web	Youth gain a deeper understanding of the supports (strings) in our web, where/who we catch them from. Youth gain a deeper understanding of their innate resiliency, factors that impact it and its influence our relationships, decision making and thriving	Characteristics of my Anchors	Using Silhouette and worksheet connect your anchors with their specific actions and characteristics that make them part of your web.	Y	1 2 3 4 5		
		Delrief Activity		Y	1 2 3 4 5		
		Connecting Activity	Thumbnail	Y	1 2 3 4 5		
		The strings of Our Web of Support	What do you already know you need to survive, thrive, and thrive?	Y	1 2 3 4 5		
		Who is throwing what strings?	String Cards sorting small group	Y	1 2 3 4 5		
		Improving my Catch	Catching Strings worksheet	Y	1 2 3 4 5		
Session 3: Blue/Silver's Cuts- What Actions & Attitudes that can erode our Web, Help Catch for the Green-The Web beneath your Anchors	Youth gain a deeper understanding of the actions and attitudes that create barriers to connection and cut the strings in our web.	String PHAT	Care for, there for, near to, tight with	Y	1 2 3 4 5		
		Why we struggle and recover differently than our friends	How do we know when to hold it, how long to hold it?	N	1 2 3 4 5		
		Discovering our Balloons- How much stickiness (resiliency) do we have?	Mentimeter poll	Y	1 2 3 4 5		
		Shiners- What has happened to us that makes us feel heavy - doesn't change our size, but weights us down.	The Balloon Walk and discussion - bigger balloons are 'stickier' more likely to stay on top of any web that they have.	Y	1 2 3 4 5		
		Delrief Activity	Shiners (ACE) survey and delrief	N	1 2 3 4 5		
			Kritaugi Activity	N	1 2 3 4 5		
Session 3: Blue/Silver's Cuts- What Actions & Attitudes that can erode our Web, Help Catch for the Green-The Web beneath your Anchors	Youth gain a deeper understanding of the existence and importance of the web of support under each of the adults in their life and how they can contribute to its vibrancy	Understanding what actions and attitudes cut the strings of our web	In my control/OUT of my control worksheet	Y	1 2 3 4 5		
		Creating Your Patch Kit -	What can we do to reweave after cuts have been made to our web?	Y	1 2 3 4 5		
		Delrief Activity		Y	1 2 3 4 5		
		Supporting the Web under our Anchors	Gratitude Checklist - and the stresses that our Anchors feel and experience - empathy - using Holmes and Rahe scale.	Y	1 2 3 4 5		
		Win-Win Work Our happiness increases together	Soul Pancake Video	N	1 2 3 4 5		
		Gratitude Practice	CHAT with your Anchors-	Y	1 2 3 4 5		
Delrief Activity	Gratefulness cards - short notes -	Y	1 2 3 4 5				
		Y	1 2 3 4 5				



<p>Session 4: Violet Social Norms: The Climate and Culture Impacts on our Web: Closing Activities and Practices</p>	<p>Youth gain a deeper understanding of the social norms that impact the entirety of their web of support, how it filters the negative influences of harmful social norms and their own power to influence social norms</p>	<p>Connecting Activity</p>			1 2 3 4 5	
		<p>Understanding Social Norms and how they influence our decisions and perceptions</p>	<p>Social Circles Activity -</p>	Y	1 2 3 4 5	
		<p>The Power of my web to change and filter Social Norms</p>	<p>How to start a movement Ted Talk- Derek Sivers</p>	N	1 2 3 4 5	
		<p>Debrief Activity</p>			1 2 3 4 5	
	<p>Youth have the opportunity to practice what they have learned, gain confidence in sharing it with caring adults (potential anchors) and set goals for growing their web of support</p>	<p>Connecting Activity</p>			1 2 3 4 5	
		<p>Sharing the Web Story with my Anchors</p>	<p>Napkin Talk revisited</p>		1 2 3 4 5	
		<p>Keep On Growing - thickening your web, growing your balloon, expanding your web, and rising higher, like the eskimo blanket toss, on top of your web. Using it as a launch pad</p>	<p>Reviewing our next steps & staying connected, blanket toss video</p>		1 2 3 4 5	
		<p>Evaluation survey</p>			1 2 3 4 5	
		<p>Closing Activity</p>			1 2 3 4 5	