

Youth as Change Agents: Getting youth engaged in Community Service, Advocacy, Mentoring and Philanthropy

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Getting to Know You



- People don't know that I _____
- I am really proud of _____
- I really enjoy _____

Learning Objectives

- As a result of attending this session, participants will gain information and knowledge about....
 - **The effectiveness of a peer-to-peer initiative**
- As a result of attending this session, participant will be able to learn skills such as....
 - **How to foster systems change through Community Service, Advocacy, Mentoring, and Philanthropy**
- As a result of attending this session, participants will be able to apply what they learned to their work by....
 - **Identify the skills youth have and need to become change agents**

LEAD Initiative

LEADING & **E**DUCATING **A**CROSS **D**OMAINS

- Strengthening Youth Leadership Across Indiana
- Helping Keep Kids Drug-Free and In School

Sponsors of the LEAD Initiative

- Funded by the Indiana Family and Social Services Administration, the Division of Mental Health and Addiction
- Key Partner Agencies: Indiana Youth Services Association, Indiana Youth Institute, Boys and Girls Clubs, Girls Inc., and YMCA
- Administrative Agency: Geminus Corporation

LEAD Initiative

- Indiana statewide program for youth leadership development and alcohol, tobacco and other drug use prevention
 - The key to the creation of the initiative was incorporating elements that had a focus from one or more of the following evidence based prevention principle areas: Peers, Families, Communities, and Schools

Purpose

- The LEAD Initiative was designed to:
 - Develop a network of youth leaders to facilitate prevention programming to their peers
 - Enhance current leadership programs with more effective prevention programming to their peers
 - Increase the use of youth leaders in ATOD programming
 - Reach communities throughout Indiana by integrating youth into the Indiana prevention system

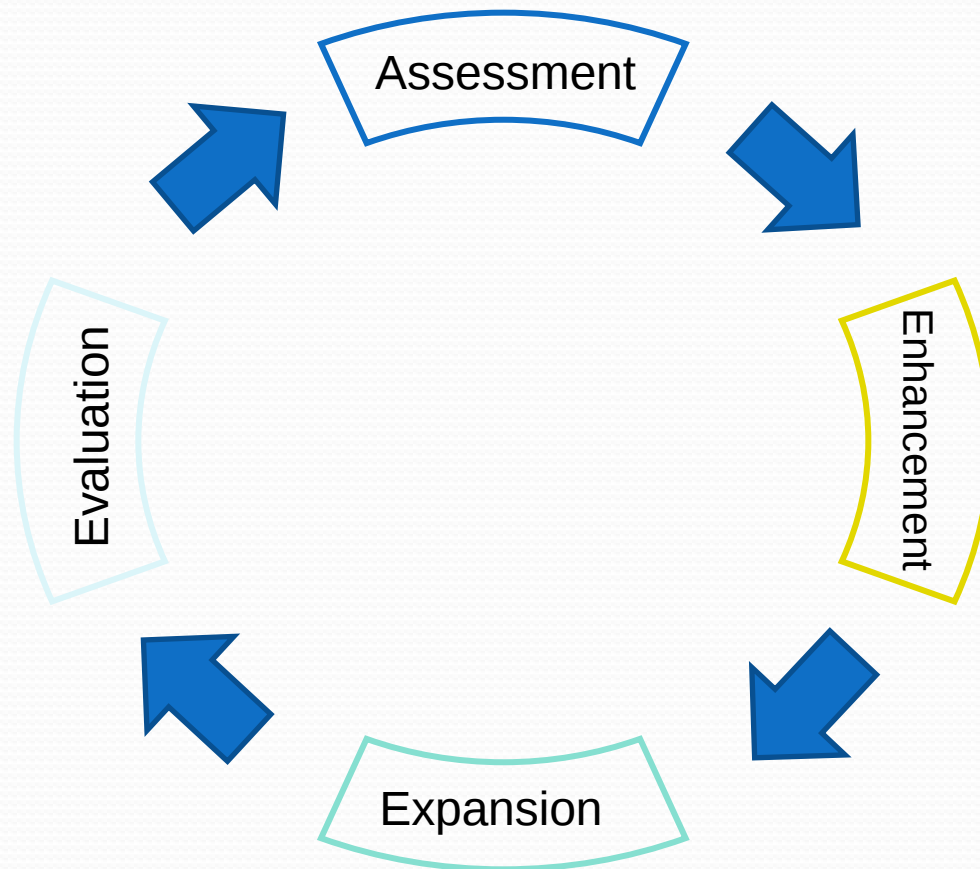
Key Objective & Target Population

- **Prevent and Reduce**

Alcohol, Tobacco, and Other Drugs
use among Indiana youth through
peer-lead prevention activities

- Moderate risk youth
- Youth already engaged in leadership groups at partner agencies
- Age range 10-17 with primary age range from 12-17

LEAD Initiative Continuum



Assessment & Enhancement

- Identify preliminary sites and locations
 - Identify key areas for assessment data
 - Compile assessment data
 - Assist with recruitment of youth for leadership training
- Coordinate youth leadership trainings
 - Implement strategies for improved youth leadership programming
 - Implement marketing, including funding research
 - Provide PREV-CAMP trainings for youth

Expansion & Evaluation

- Ensure all sites have program components in place for utilization of ATOD LEADers
 - Integrate trained LEADers into agency ATOD programming
 - Integrate LEADers into community service, advocacy, mentoring and philanthropy activities
 - Continue training initiative as needed
 - Continue gathering data
- Collect and analyze all quarterly reports and assessment surveys from participating sites
 - Compose cohort final report

PREV-CAMP

- PREVention:
- Community Service
- Advocacy
- Mentoring
- Philanthropy



Participating in PREV-CAMP training allows youth to:

1. LEAD and EDUCATE their peers and PREV-CAMP Sessions
2. TRAIN peers as trainers on PREV-CAMP topics
3. Participate in and implement PREV-CAMP activities and events
ACROSS DOMAINS within their organization and community

PREVention – Normative Education

- Provide participants with an understanding of the concepts behind Normative Education
 - Perception
 - False Perception
- Activity
 - Normative Education Game
 - Out of these 10 11th graders, how many have tried _____ in their lifetimes?

PREVention – Refusal & Resistance

- Youth leaders give participants tools on how Refusal & Resistance skills can be used to effectively deal with pressures in their everyday lives
 - Good verses Bad Consequences
- Activity
 - Role Play

Community Service

- Organized projects with the purpose of giving back to the community
- Activity
 - Think About It
 - Act On It
 - Stand for It

Advocacy

- Pleading the cause of another
- Upholding, supporting the cause of another
- Activity
 - So, what can YOU do?

Mentoring

- Recognizing youth can be role models and mentors and act as agents of change for their peers
- Mentoring is a trusting relationship that brings people together through the volunteering of time to offer guidance, support and encouragement aimed at making positive and healthy decisions for the mentees future

Philanthropy

- Philanthropist – a person who gives freely of his or her time, talent, energy, and treasure on behalf of people or places in need
- Activity
 - Hand Clap



Train-the-Trainer

- Evaluate your training style
- Dealing with Anxiety
- Presentation Tips
- Planning your Presentation
- Presenting with Visual Aids
- Speaking on the Spot

Adult vs. Peer Research

- Noticeable gap in the literature regarding demonstrative effectiveness of peer-led ATOD prevention programs when compared to adult led prevention programs.

Research Findings

- A meta-analysis of 143 adolescent drug prevention programs conducted by Tobler indicated that peer education programs had positive health outcomes in 4 distinct areas:
 1. Knowledge
 2. Attitude
 3. Drug Use
 4. Skills and behavior

(Tobler, N.S. 1986 Vol. 1 6:4 537-568)

Research Findings

- There are many reasons cited in literature to justify the use of peer based interventions:
 - Cost effective
 - Peers are a credible source of information
 - Peer education is empowering for those involved
 - Utilizes an already established means of sharing information and advice
 - Peers are more successful than professionals in passing on information because people identify with their peers

(Turner and Shepherd 1999 pp. 236-7)

Research Findings

- Peer educators are seen as good role models
- Peer education is beneficial for those involved
- Education presented by peers may be acceptable when other education is not
- Peer education can be used to educate those who are hard to reach through conventional methods
- Peers can reinforce learning through ongoing contact

Adult vs. Peer Study

- A field test of the Comparative Impact of Peer-Led vs. Adult-Led ATOD Prevention Training
 - Training Selection and Preparation
 - Youth Peers – Nominations solicited from 14 participating LEAD youth agencies. 7 youth were selected to attend 1 ½ day “Train-the-Trainer” workshop to sharpen presentation skills and program knowledge
 - Adults – Nominations solicited from 14 participating LEAD youth agencies. 7 adults were selected to attend 1 ½ day “Train-the-Trainer” workshop to sharpen presentation skills and program knowledge
 - Both youth and adults were trained on the Refusal and Resistance Skills training module developed by Indiana University Bloomington

Study Results

- Knowledge Acquisition
 - Mean scores on the 5-item knowledge post test showed peer-led superiority over adult trainers. (T-values 2.94 adult score vs. 4.59 peer score)
- Perceived Trainer Effectiveness
 - Mean scores on the 5-item evaluating training content showed peer-led superiority over adult trainers. (T-value 3.22 adult score vs. 4.21 peer score)

LEAD Accomplished

- 718 Adult-to-Youth trained leaders
- 72 Adult-to-Adult trained leaders
- 127 Peer-to-Peer trainings
- 1,661 Peer-to-Peer trained youth leaders
- Approximately 15,378 youth reached through PREV-CAMP activities

Questions



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