

Ohio Youth Led Prevention Network (OYLPN) - Logic Model

<p>The majority of youth, aged 12-17, in Ohio do not report substance use, physical violence, and mental health issues. The OYLPN is dedicated to protecting and promoting the wellbeing of Ohio's youth.</p> <p>Theory of Change</p> <p>If a community adopts, embraces, and promotes protective factors using effective, evidence based strategies ... <i>then</i> the community will protect and promote the health and wellbeing of Ohio's youth.</p> <p style="text-align: center;">The Role of the OYLPN Adult Council</p> <p>The Ohio Youth Led Prevention Network's Adult Council will provide leadership, infrastructure, and prevention science workforce development opportunities to assist local youth-led prevention organizations in implementing effective, evidence-based prevention.</p>	<p style="text-align: center;">Guiding Statement</p> <p style="text-align: center;">Theory of Change</p> <p style="text-align: center;">The Role of the OYLPN Adult Council</p>	<p style="text-align: center;">Outcomes</p> <p style="text-align: center;"><u>Maintain Low Rates of Adolescent Substance Use, Physical Violence, and Mental Health Issues</u></p> <p>Substance Use</p> <p>Alcohol</p> <p>Past 30 day alcohol use</p> <ul style="list-style-type: none"> • 86.52% of 12-17 year olds in Ohio report no alcohol use during the past 30 days (Data Source: SAMHSA, NSDUH, 2010 and 2011). • 70.5% of high school students in Ohio report no alcohol use during the past 30 days (Data Source: CDC, YRBS, 2013). <p>Past 30 day binge alcohol use</p> <ul style="list-style-type: none"> • 92.78% of 12-17 year olds in Ohio report no binge alcohol use during the past 30 days (Data Source: SAMHSA, NSDUH, 2010 and 2011). • 83.9% of high school students in Ohio report no binge alcohol use during the past 30 days (Data Source: CDC, YRBS, 2013). <p><u>Age of first use (other than just a few sips)</u></p> <ul style="list-style-type: none"> • 87% of high school students in Ohio report drinking alcohol for the first time after age 13 (Data Source: CDC, YRBS, 2013). <p>Tobacco</p> <p>Past 30 day cigarette use</p> <ul style="list-style-type: none"> • 93.2% of high school students in Ohio report not smoking cigarettes on 20 or more of the past 30 days (Data Source: CDC, YRBS, 2013). <p>Past 30 day smokeless tobacco use</p> <ul style="list-style-type: none"> • 78.3% of high school students in Ohio report not using chewing tobacco, snuff, or dip during the past 30 days (Data Source: CDC, YRBS, 2013). <p>Marijuana</p> <p>Past 30 day marijuana use</p> <ul style="list-style-type: none"> • 79.3% of high school students in Ohio report not using marijuana 1 or more times during the past 30 days (Data Source: CDC, YRBS, 2013). <p>Violence</p> <p>Physical</p> <ul style="list-style-type: none"> • 80.2% of 9th-12th graders in Ohio report not being in a physical fight during the past 12 months (Data Source: CDC, YRBS, 2013). • 85.8% of 9th-12th graders in Ohio report not carrying a weapon during the past 30 days (Data Source: CDC, YRBS, 2013). <p>Mental Health</p> <ul style="list-style-type: none"> • 74.2% of high school students in Ohio report not feeling sad or hopeless almost every day for 2 or more weeks in a row during the past 12 months (Data Source: CDC, YRBS, 2013). • 85.7% of high school students in Ohio report not seriously considering attempting suicide during the past 12 months (Data Source: CDC, YRBS, 2013). • 98.6% of high school students in Ohio report not attempting suicide one or more times during the past 12 months (Data Source: CDC, YRBS, 2013).
<p style="text-align: center;">Contributing Factors</p> <p><u>Key Protective Factors to Support Ohio's Youth</u></p> <p>Healthy Beliefs and Clear Standards in a Community</p> <ul style="list-style-type: none"> • When parents, teachers and communities set clear, positive standards for behavior that are widely and consistently supported, youth are more likely to follow them. For meaningful and widespread change to occur, multiple interconnected forces of the community must share a common vision and agenda (Arthur, Hawkins, Pollard, Catalano, & Baglioni Jr., 2002). <p>Academic Commitment</p> <ul style="list-style-type: none"> • Expect to attend college, liking school, greater time spent on homework, perception of schoolwork as relevant, and overall academic success beginning in grades 4-6 (Arthur, Hawkins, Pollard, Catalano, & Baglioni Jr., 2002; Hawkins, Catalano, & Miller, 1992). <p>Parental Support and Family Management</p> <ul style="list-style-type: none"> • High educational aspirations for their children, high parental involvement in school. Clear parental expectations and monitoring of behavior, consistent rewards for positive behavior, and consistent non-severe punishment for unwanted behavior (Arthur, Hawkins, Pollard, Catalano, & Baglioni Jr., 2002; Hawkins, Catalano, & Miller, 1992). <p>Family, School, and Community Involvement</p> <ul style="list-style-type: none"> • Opportunities, rewards and recognition for involvement in prosocial activities with family, school, and community (Arthur, Hawkins, Pollard, Catalano, & Baglioni Jr., 2002; Hawkins, Catalano, & Miller, 1992). <p>Low Report of Adverse Childhood Experiences</p> <ul style="list-style-type: none"> • Low family and peer conflict or violence, and peer acceptance (Arthur, Hawkins, Pollard, Catalano, & Baglioni Jr., 2002; Hawkins, Catalano, & Miller, 1992). • 80.2% of high school students in Ohio report not being bullied on school property during the past 12 months (Data Source: CDC, YRBS, 2013). • 85% of high school students in Ohio report not being electronically bullied during the past 12 months (Data Source: CDC, YRBS, 2013). <p>Social Modeling</p> <ul style="list-style-type: none"> • Family and peers have healthy beliefs and are not involved in substance use or antisocial/rebellious behavior (Arthur, Hawkins, Pollard, Catalano, & Baglioni Jr., 2002; Hawkins, Catalano, & Miller, 1992). <p>Internal Assets</p> <ul style="list-style-type: none"> • Commitment to learning, positive values, social competencies, positive identities (Scales & Leftert, 2004). <p>External Assets</p> <ul style="list-style-type: none"> • Support, empowerment, boundaries and expectations, constructive use of time (Scales & Leftert, 2004). <p>Social Norms and Perception of Laws</p> <ul style="list-style-type: none"> • Normative attitudes of low substance use rates, low perceived availability, and high perceived enforcement of local laws and policies (Arthur, Hawkins, Pollard, Catalano, & Baglioni Jr., 2002; Hawkins, Catalano, & Miller, 1992). <p>Strong Bonds to Family, School and Community</p> <ul style="list-style-type: none"> • Strong emotional bonds to non-using parents and peers, strong attachment to school and neighborhood, neighborhoods with less resident mobility, low population density, and low community crime (Arthur, Hawkins, Pollard, Catalano, & Baglioni Jr., 2002; Hawkins, Catalano, & Miller, 1992). <p>Transition to Adulthood</p> <ul style="list-style-type: none"> • Adolescents who have fostered higher self-efficacy and self-esteem have an easier transition to adulthood (Maggs & Schulenberg, 2004/5). <p>Resiliency</p> <ul style="list-style-type: none"> • The resiliency approach (Werner, 1986) is a promising approach that is still being researched (Bushnell, 1995). Increasing resiliency factors - factors that protect people against social ills or risk factors - among youth is likely to assist those from troubled backgrounds 'bounce back' when they are faced with challenges and tribulations. 	<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><u>OYLPN Strategies</u></p> <p>Information Dissemination</p> <ul style="list-style-type: none"> • Speaking Engagements (see also Education) • Staffed Information Booths • Billboards • PSAs (see also Environmental) • Newsletters, brochures, other publications • Press releases and editorials • TV/Radio advertising (see also Environmental) • Social marketing messages (see also Environmental) <p>Education</p> <ul style="list-style-type: none"> • Speaking Engagements (see also Information Dissemination) • Classroom or Small Group Instruction) • Parent Education • Peer Leader and Peer Educator Programs • Education Programs for Community Groups • Trainings, Workshops, Conferences • Camps, Retreats (see also Alternatives) • Mentoring Programs • Youth and Adult Leadership Activities (see also Alternatives) <p>Community-Based Process</p> <ul style="list-style-type: none"> • Community Team Building • Coalition Building • Organization/Facilitation of Town Hall Meetings <p>Environmental</p> <ul style="list-style-type: none"> • Policy Consultation to Communities/Schools • Establishing and Reviewing AOD Policies • Regulating Youth Access to Substances • Compliance Checks • Interventions Addressing Location, Restrictions on Access, and Density of Retail Outlets • Server/Seller Oriented Activities • Advocacy Activities • Campaigns • PSAs (see also Information Dissemination) • Web Campaigns • Articles • Social Norm Change • The Review and Modification of Advertising Product Pricing Strategies • Change Program, Policy or Practice (i.e., environmental codes, ordinances, regulations, or legislation) • Environmental Scans • TV/Radio Advertising (see also Information Dissemination) <p>Alternatives</p> <ul style="list-style-type: none"> • Youth and Adult Leadership Activities (see also Education) • Community Service/Service Learning Activities • Cultural Programs/Events • Community Events • College/Higher Education Visits • Lock-ins, Dances, and Drug-Free Fun Events • Trainings, Workshops, Conferences, Camps, Retreats (see also Education) 	

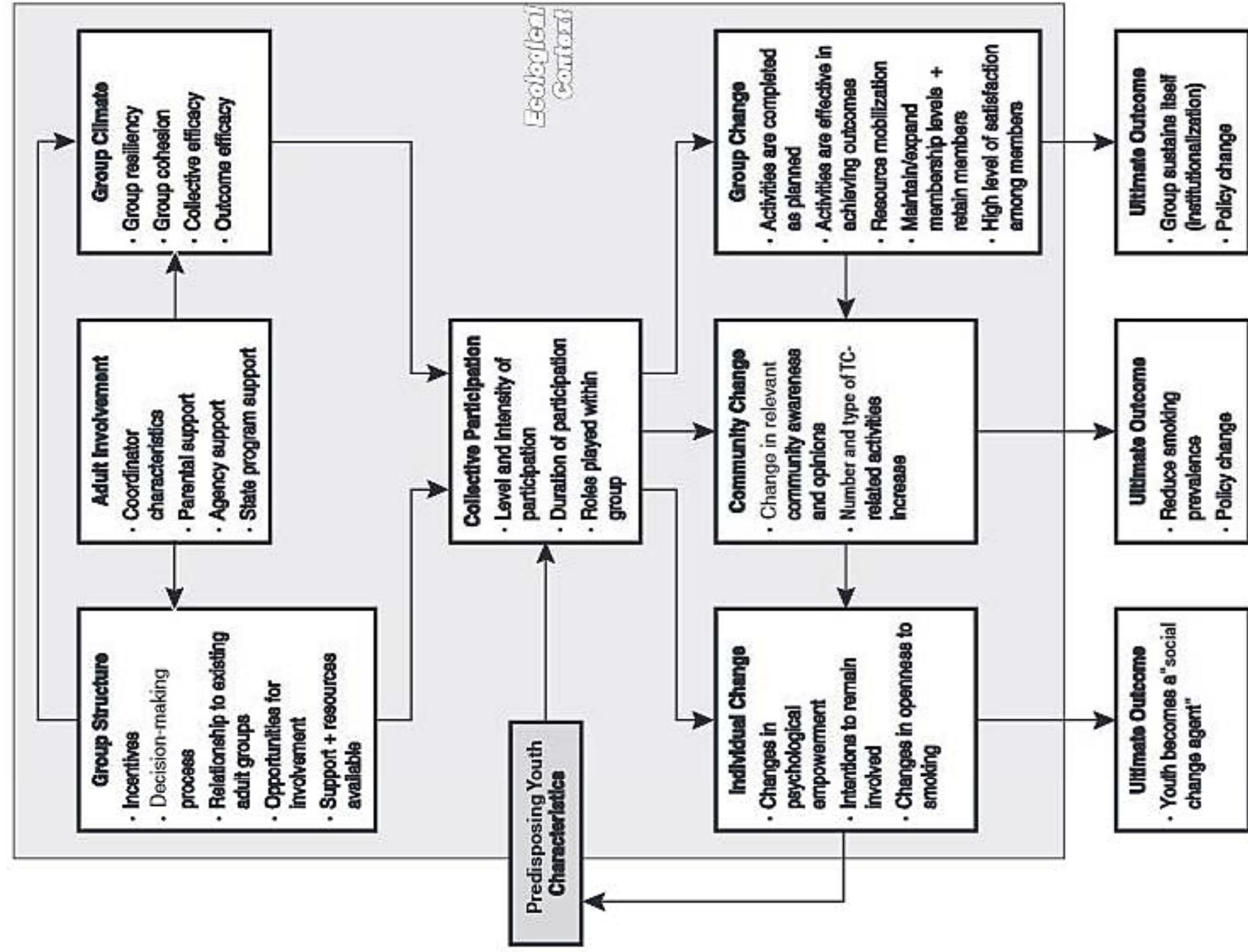


Figure 1. Youth empowerment conceptual framework.

Holden, D. J., Messeri, P., Evans, W. D., Crankshaw, E., Ben-Davies, M. (2004). Conceptualizing youth empowerment within tobacco control. *Health Education & Behavior*, 31, 548-563.