



Lead & Seed *Fast Facts*

**Leading Community Action...
Seeding Anti-Drug Efforts...**

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What is Lead & Seed? Lead & Seed is both an “individual” and “environmental” approach to the prevention and reduction of substance abuse, focusing on the betterment and well being of society as a whole and the mental, emotional, social and physical wellness of youth.

What skills are taught in the 2-Day, (12 hour) on site, curriculum that involve youth and adults? The curriculum is instructed by national experts and is built on the SAMHSA 5-Step SPF-SIG process and teaches the role of compelling data, data-driven action, building technical, financial and human capacities, logic model and action planning, implementation and tracking, evaluation, (Process, Outcome, Impact and Formative), the use of social marketing with print, broadcast and electronic media, persuasion tactics and refusal skills, problem solving, healthy choices and decision making, leadership processes and styles, civic engagement, collaboration and working with community partners, how to change policy, practices and procedures and the use of the Center for Substance Abuse Best Practices.

What are the Lead & Seed Projects and Activities: More than 300 mobilizing activities are provided

Are youth involved? Yes. More than half of the 24 training participants are middle school, and high school-age, youth leaders recruited from schools, faith communities, civic organizations, coalitions, etc. Youth participants must have a passion for change, have the time to dedicate to the Seeding effort, have at least a “C” average in school and have a desire to create community wide change in positive and healthy lifestyle behaviors and mental wellness.

Where are the locations where Lead & Seed has been replicated? The Lead & Seed program has been replicated in rural, urban and suburban locations across the nation with consistent results

How is Lead & Seed evaluated? Trained participants are given Pre and Post Knowledge Assessments and Follow-Up Surveys that coincide with the National Outcome Measures, Attitude Toward Drug Use, Adult Survey, Youth Leadership Survey, Youth Efficacy Survey and Youth Environment Survey. Community changes are classified as physical, legal, socio-cultural and economic changes in local policies, practices and procedures. Lead & Seed is captured in online data collection systems through KIT Solutions. Trained Lead & Seed Sites receive expert technical assistance from their trainer by phone and email for one year following the training.

What successes have been associated with Lead & Seed? Lead & Seed has been included in the SAMHSA Center for the Application of Prevention Technologies’ “National Service to Science Academy”, has received the 2009 SAMHSA Building Evaluation Capacities Grant Award, has been featured repeatedly in national media and events, such as the SAMHSA Town Hall Meeting trainings and on www.stopalcoholabuse.gov and has its curriculum was accepted at the National Guard Northeast Counterdrug Training Center. The Lead & Seed program is being used by Drug-free Community sites, SPF-SIG Communities and Grants to Reduce Alcohol Abuse sites.

What was the result of the year long research and evaluation of Lead & Seed by Dr. Pamela Susan Imm, from 2009-2010? The study was a Pre/Post Evaluation design with Follow Up, for 22 Lead & Seed sites. Pre Knowledge Assessments averaged 28% while Post Knowledge Assessments for Lead & Seed resulted in the average score of 96%, with significant improvement and understanding about environmental change. There was significant improvement for all areas of self-efficacy, leadership skills, empowerment skills, prevention capacity, attitude toward alcohol, tobacco and other drug use, social disapproval and perceptions of harm

Results of Study from the SAMHSA Building Evaluation Capacities Grant Award: Dr. Pamela Imm

The “Lead & Seed” Approach:

- ⊙ Environmental strategies can be youth driven including efforts to change practice, policies and procedures
- ⊙ Youth can learn to implement environmental strategies (capacity-building).
- ⊙ Big and small environmental changes are important.
- ⊙ Youth are interested in outcomes.
- ⊙ Logic of youth development includes awareness, skill building, and action.
- ⊙ Youth leaders can emerge and become advocates in their own settings.

“Theory of Change”: YOUTH EMPOWERMENT MODEL. Lead & Seed:

- ➡ General knowledge of alcohol, tobacco and drugs, will lead to...
- ➡ Environmental prevention knowledge, which will lead to...
- ➡ Alcohol, tobacco and drug use advocacy/empowerment, which will lead to...
- ➡ Social disapproval, which will lead to...
- ➡ Perception of risk, which will lead to...
- ➡ Reduction of alcohol, tobacco and drug use

Self-Efficacy Results:

- ⊙ Pre/Post: 5 questions in multiple choice format (5 answers- strongly agree to strongly disagree)
- ⊙ All items improved significantly
 - I try to learn new things when they look too difficult.
 - When I make plans, I am certain I can make them work.
 - If I cannot do a job the first time, I keep trying until I can.

Leadership Skills Results:

- ⊙ Pre/Post: 5 questions in multiple choice format (5 answers- strongly agree to strongly disagree)
- ⊙ All 5 items improved significantly
 - I am given chances to work with other young people and adults to make my school better
 - Young people my age are able to make a difference in my school
 - If I feel strongly about an issues, I would talk to people in power about my opinion

Building Prevention Skills:

- ⊙ Significant improvements in how to facilitate evidence-based environmental prevention strategies (EPS)
 - I know how to plan EPS to target alcohol and drug use in my school/community
 - I have the skills to prevent alcohol and drug abuse prevention in my school/community
 - I know how to develop logic models for preventing ATOD use in my school/community
 - I have advocated for change in my school or community address ATOD problems in youth

Youth Empowerment Capacities:

- ⊙ Significant improvements in capacity building and the desire to work with youth and adults to advocate for positive change
 - I feel connected to adults in my school and community
 - I can communicate effectively with adults
 - I work well with other youth
 - I know how to review and consider data when planning prevention strategies
 - I know how to implement environmental strategies.

Pre and post surveys on perception of risk: preliminary findings (N= 227 Perception of Risk of Harm)

- ⊙ How much do you think youth your age risk harming themselves if they smoke cigarettes regularly?
 - 64% great risk 85% great risk
- ⊙ How much do you think youth your age risk harming themselves if they drink alcohol once or twice a week?
 - 54% great risk 76% great risk
- ⊙ How much do you think youth your age risk harming themselves if they smoke marijuana?
 - 57% great risk 85% great risk

Pre and post surveys on social disapproval: preliminary findings (N=227 Social Disapproval)

- ⊙ How much do you disapprove of someone your age smoking cigarettes?
 - 79% strongly disapprove 88% strongly disapprove
- ⊙ How wrong do think it is for someone your age to drink alcohol?
 - 77% strongly disapprove 89% strongly disapprove
- ⊙ How wrong do think it is for someone your age to smoke marijuana?
 - 73% strongly disapprove 89% strongly disapprove

Pre and post surveys on ATOD use: Preliminary Findings (N=227 ATOD use)

- ⊙ On how many days did you smoke cigarettes in the last 30 days?
 - 0 days = 89% 0 days= 99%
- ⊙ On how many days did you drink alcohol in the last 30 days?
 - 0 days = 89% 0 days= 98%
- ⊙ On how many days did you smoke marijuana in the last 30 days?
 - 0 days = 95% 0 days= 99%
- ⊙ Age of onset= no change

Additional information about ATOD attitudes and behaviors:

- ⊙ In the last 12 months, have you driven in a vehicle while you were under the influence of alcohol?
 - NO = 95% NO = 98%
- ⊙ During the last 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, and drug use?
 - YES = 52% YES = 70%
- ⊙ During the last 12 months, do you recall hearing, reading, or watching advertisements about prevention of substance use?
 - YES = 74% YES = 80%

Summary of preliminary findings to impact logic model of Lead & Seed:

- ⊙ Youth want to be involved in leadership and prevention work
- ⊙ Improvements in knowledge, leadership skills, self-efficacy, prevention capacity, and empowerment.
- ⊙ Positive improvements in perception of risk and social disapproval
- ⊙ Alcohol use is as common as tobacco use
- ⊙ Decreasing trends in use of ATOD
- ⊙ Opportunity to talk more with parents about ATOD.
- ⊙ Additional analyses

Interviews from technical assistance providers:

- ⊙ Core components that make Lead & Seed work
 - Get buy-in from principal and administration
 - Work to be youth-driven in planning activities
 - Plan with youth during times that make sense of them (lunch, after-school, before school)
 - Build in incentives for participation (tangible and non-tangible)
 - Be open minded to ideas that youth suggest
 - Expect the unexpected (unintended outcomes will occur!)
 - Communicate regularly with each TA providers

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