



**THE IOWA
CONSORTIUM**
FOR SUBSTANCE ABUSE RESEARCH AND EVALUATION

**AMERICAN GOTHIC REVISITED
RURAL LINN COUNTY
PROGRAM EVALUATION**

ADDENDUM TO THE PROJECT YEAR 3, REPORT 2

IOWA CONSORTIUM FOR SUBSTANCE ABUSE RESEARCH AND EVALUATION
UNIVERSITY OF IOWA, IOWA CITY, IOWA 52242-5000

WITH FUNDS PROVIDED BY:

U.S. DEPARTMENT OF EDUCATION, OFFICE OF SAFE AND DRUG-FREE SCHOOLS, MT. VERNON COMMUNITY SCHOOL
DISTRICT

CITATION OF REFERENCES RELATED TO THIS REPORT IS APPRECIATED. SUGGESTED CITATION:

McGOVERN, P., GUARD, M., & ARNDT, S. (2011). AMERICAN GOTHIC REVISITED RURAL LINN COUNTY PROGRAM EVALUATION: PROJECT YEAR 3, REPORT 1. (U.S. DEPARTMENT OF EDUCATION, OFFICE OF SAFE AND DRUG-FREE SCHOOLS). IOWA CITY, IA: IOWA CONSORTIUM FOR SUBSTANCE ABUSE RESEARCH AND EVALUATION. [HTTP://ICONSORTIUM.SUBST-ABUSE.UIOWA.EDU/](http://iconsortium.subst-abuse.uiowa.edu/)



**THE IOWA
CONSORTIUM**
FOR SUBSTANCE ABUSE RESEARCH AND EVALUATION

AMERICAN GOTHIC REVISITED RURAL LINN COUNTY PROGRAM EVALUATION

ADDENDUM TO THE PROJECT YEAR 3, REPORT 2

JULY 1, 2007 – JUNE 30, 2011

**PATRICK MCGOVERN, BA
EVALUATION COORDINATOR**

**MOLLY GUARD, MA
ASSOCIATE DIRECTOR**

**STEPHAN ARNDT, PHD
DIRECTOR**

THIS REPORT IS MADE POSSIBLE BY A GRANT FUNDED BY THE U.S. DEPARTMENT OF EDUCATION, OFFICE OF SAFE AND DRUG-FREE SCHOOLS.

© 2011 UNIVERSITY OF IOWA

Executive Summary

This is an addendum to the final evaluation report for the American Gothic Revisited Rural Linn County project. This addendum covers the no-cost extension year of the project. During the no-cost extension year, outcome data were only collected from students participating in the third year of LifeSkills Training (LST). Thus, all goals and graphs were updated to encompass all LST data collected during the entire project. All LST outcomes in the goals found below that differ from how they appear in the final evaluation report - Project Year 3, Report 2 are italicized. Tables and graphs presenting LST data are included here; all programming and project implementation data remain the same as presented in the Project Year 3, Report 2 evaluation report and are thus not included in this addendum.

A Grant to Reduce Alcohol Abuse from the Department of Education was awarded to the Mount Vernon, Iowa School District in partnership with the Springville, Center Point-Urbana, and Central City School Districts in May 2007. Five prevention programs are being implemented in this project, including LifeSkills Training (LST), Project Toward No Drug Abuse (TND), Leadership and Resiliency Program (LRP), Reconnecting Youth (RY), and Communities Mobilizing for Change on Alcohol. Outcome data are available for all three years of LST, TND, and LRP (for at-risk youth) at this stage of the project. Data for LST are listed as LST (year 1), LST (year 2), and LST (year 3) in the body of this report and overall LST result totals are included in Appendix 1 on pages 14 through 17. Overall, the project has already demonstrated positive effects within the school districts served. The project has nine goals, six of which are substance abuse prevention program outcomes, two are process goals, and the final goal is for substance abuse counseling. Two substance abuse prevention program goals were revised during the first project year, as they were either not measurable or were overly ambitious. Substance abuse prevention program Goals 1, 2, 4, and 6 use the 2005 Iowa Youth Survey (IYS) as a reference for the anticipated year-to-year change. The IYS provides an estimated change one might expect each year in Iowa's general youth population due to maturation. IYS data for sixth and eighth grades provide the reference for LST; eighth and eleventh grade IYS data provides the reference for TND and LRP. Of the nine goals, eight are partially or currently being met, completed, or almost achieved, and one is not currently measurable. Progress towards each goal is presented below:

Goal 1: Fifty percent reduction in the anticipated year-to-year increase in the percentage of participating students who report alcohol consumption in the past 30-day period.

Status: Mostly met. One of two single year prevention programs (TND) met or exceeded this goal, as did all three years of the multi-year program LST. A 2.9% increase or less is needed for TND and LRP; the change for TND is a 0.2 percentage point decrease and for LRP, a 4.4 point increase. A 1.3% increase or less in alcohol consumption is needed to achieve this goal for LST; the change for LST (year 1) is a 0.3 percentage point decrease, a 0.3 percentage point increase for LST (year 2), and an increase of 0.3 percentage points for the third year of LST.

Goal 2: Fifty percent reduction in the anticipated year-to-year increase in the percentage of participating students who report binge drinking in the past 30-day period.



Status: Mostly met. One of two single year prevention programs (TND) met or exceeded this goal, as did all three years of the multi-year program LST. A 1.6% increase or less in binge drinking is needed for TND and LRP; the change is a 1.4 percentage point increase for TND and 5.7 point increase for LRP. A 0.7% increase or less in binge drinking is needed to achieve this goal for LST; the change is a 0.2 percentage point decrease for LST (year 1), a 0.7 point increase for LST (year 2), and an increase of 0.6 percentage point for LST (year 3).

Goal 3: No change or an increase in the percentage of participating students who disapprove of alcohol use.

Status: Mostly met. Both single year prevention programs met or exceeded this goal; as did the first year of LST, while the second and third years did not. TND had an increase of 0.6 percentage points, LRP had no change from pre-test to post-test, the first year of LST had an increase of 0.5 points, LST (year 2) decreased 0.3 points, and LST (year 3) decreased 0.9 points.

Goal 4: Fifty percent increase in the anticipated year-to-year reduction in the percentage of participating students who believe alcohol is harmful to their health.

Status: This goal is currently not measurable. 2005 IYS comparison data actually showed an increase in perceived risk, which means that there is no anticipated year-to-year reduction in perceived risk. The increase of 1.3% for TND was similar to the anticipated annual increase of 1.3%; while LRP showed no change from pre-test to post-test. The increase of 1.2% for LST (year 1) was higher than the IYS estimated annual increase of 0.8%. There was a decrease of 0.3 percentage points for the second year of LST and an increase of 1.2 percentage points for the third.

Goal 5: No change or an increase in the percentage of students reporting parental disapproval of alcohol use.

Status: Mostly met. Both single year prevention programs met or exceeded this goal, as did the first and third years of LST. TND increased by 0.2 percentage points from pre-test to post-test, LRP increased by 4.8 percentage points, the first year of LST had no change, LST (year 2) had a decrease of 3.6, and LST (year 3) had an increase of 1.8 percentage points.

Goal 6: Twenty-five percent reduction in the anticipated year-to-year increase in the percentage of participating students who report that obtaining alcohol is easy or very easy.

Status: Mostly met. One of the two single year prevention programs (TND) met or exceeded this goal, as did all three years of LST. A 9.2% increase or less is needed to achieve this goal for TND and LRP; the change is a 1.4 percentage point decrease for TND and a 17.0 point increase for LRP. A 5.1% increase or less in ease of obtaining alcohol is needed to achieve this goal for LST; LST (year 1) had an increase of 1.4 percentage points, a 1.2 percentage point decrease for LST (year 2), and LST (year 3) had a decrease of 1.8 percentage points.

Goal 7: Demonstrate comprehensive alcohol prevention systems change in Linn County.

Status: Completed. All programming implemented during the first project year.

Goal 8: Demonstrate local capacity to implement/sustain proven alcohol abuse prevention programs.



Status: Completed. For over a year, school staff led program implementation in almost all classrooms with minimal support from ASAC prevention specialists.

Goal 9: Seventy percent of students receiving substance abuse treatment services will successfully complete their treatment program.

Status: Almost met. The successful completion rate for the project was 69%; 29 successful completions out of 42 total discharges.

Overall, programs were implemented as planned and the project goals were mostly met. Of the prevention programs being implemented, TND met the most goals and the individual years of LST met a majority of the goals as well.



Table of Contents

Executive Summary.....	i
Outcome Evaluation.....	1
Outcome Evaluation Design and Methodology.....	1
Outcome Data: School-Based Prevention Programs.....	1
Conclusion.....	13

Appendices

Appendix 1: LST Data.....	14
Appendix 2: Other Substances Data.....	18



Outcome Evaluation

Outcome Evaluation Design and Methodology

The outcome evaluation design is a matched pre-post test whereby a survey is administered to the target population at the beginning and at the conclusion of the prevention program. Outcome data are collected from the youth participating in each of the programs using an instrument that contains questions from Government Performance and Results Act, Center for Substance Abuse Prevention's Core Measures, and the Iowa Youth Survey (IYS). This instrument contains questions that measure goals one through six, relating to substance abuse prevention program outcomes: 1) reduce underage alcohol use by the youth targeted by the prevention programs; 2) reduce binge drinking by the youth targeted by the prevention programs; 3) increase the percentage of targeted youth who disapprove of alcohol abuse; 4) increase the percentage of targeted youth who believe that alcohol abuse is harmful to their health; 5) increase the percentage of targeted youth who believe their parents disapprove of alcohol use; and 6) reduce the percentage of targeted youth who believe that it is easy to obtain alcohol in their neighborhood or community. Youth participating in LifeSkills Training (LST) will complete a pre-test at the beginning of each program year and a post-test at the end of each program year, to allow for data collection and reporting on a timely basis for the multi-year program.

Outcome Data: School-Based Prevention Programs

One thousand four hundred and fifty-nine youth from the four school districts have completed a pre-test to date. The pre-test was administered prior to the first program lesson. Of the 1,440 youth: 660 are middle school aged youth participating in the first year of LST; 667 are high school aged youth participating in Project Toward No Drug Abuse (TND); 85 are high school aged youth participating in Leadership and Resiliency Program (LRP); and 28 are high school aged youth participating in Reconnecting Youth (RY). In addition, **503** middle school aged youth completed a pre-test prior to the first program lesson of the second year of LST and 40 high school aged youth completed a pre-test prior to their involvement in another year of LRP. Finally, **386** middle school aged youth completed a pre-test prior to the first program lesson of the third and final year of LST; while 10 high school aged youth completed a pre-test prior to their involvement in a third year of LRP.

One thousand three hundred and eighty-six youth from the four school districts have completed a post-test to date. The post-test was administered after the last program lesson. Of the 1,381 youth: 629 are middle school aged youth who participated in the first year of LST; 661 are high school aged youth who participated in TND; 71 are high school aged youth who participated in LRP; and 20 are high school aged youth who participated in RY. In addition, 331 middle school aged youth completed a post-test after the last program session of the second year of LST and 33 high school aged youth completed a post-test after their second year of LRP. Finally, **369** middle school aged youth completed a post-test after the last program session of the third and final year of LST and 7 high school aged youth completed a post-test after their third year of LRP.

As of June 30, 2011, **1,343** youth have completed both a pre-test and post-test. More than 95% of the youth eligible to complete both a pre-test and post-test did so. Of these youth: 609 are middle school students who participated in the first year of LST (all 6th graders); 661 are high school students who participated in TND (mostly 9th grade students); 71 are high school students who participated in LRP; and



20 are high school students who participated in RY. In addition, 295 middle school students completed both a pre-test and post-test for the second year of LST (all 7th graders) and 32 high school students completed both a pre- and post-test for a second year of LRP. Finally, **345** middle school students completed both a pre- and post-test for the third year of LST (all 8th graders) and 7 high school students completed both a pre- and post-test for a third year of LRP.

The reported N throughout this report is specific to each variable and reflects the number of youth who responded to the question at *both* pre-test and post-test. The N may be equal to or less than the total number of youth who completed both a pre-test and post-test. This is because youth may have skipped an individual question (either intentionally or unintentionally), youth may have selected more than one response, data entry staff may not have been able to determine which responses were selected, or this may be due to data entry error. RY has an insufficient sample size at this point in the project to report outcomes. The median number of days between the pre-test and the post-test is 81 for the first year of LST (Minimum = 18; Maximum = 214); 29 for TND (Minimum = 3 days; Maximum = 87 days); 81 for RY (Minimum = 52 days; Maximum 130); 189 for LRP (Minimum = 70 days; Maximum = 231 days); 41 for the second year of LST (Minimum = 4 days; Maximum = 250 days); 203 for youth completing a second year of LRP (Minimum = 85; Maximum = 238); 49 for the third year of LST (Minimum = 22; Maximum = 97); and 231 for youth completing a third year of LRP (Minimum = 210; Maximum = 238). Appendix 2, on pages 18 through 22, contains figures representing survey data on tobacco and marijuana use.

Figure 1 on page 4 compares the pre to post change in past 30-day use of alcohol, binge drinking, and perceived harm/risk of alcohol abuse for LST, with the average yearly change in these three measures from each district (Mt. Vernon, Central City, Center Point-Urbana, and Springville) participating in this project. (Note: Figure 18 in Appendix 2 on page 19 show usage changes for tobacco and marijuana.) The Iowa Youth Survey (IYS) data are provided as a reference point for comparison to the outcome data in this report and are from the four participating districts. The Iowa Youth Survey is a triennial census assessment of Iowa's school-age students' (grades 6, 8, and 11) attitudes toward substance use and actual use of substances. The IYS data represent an estimate of the change one might expect to see among youth in the general population over the course of one year. The average yearly change was calculated by dividing the difference between grades by the number of years. Sixth and 8th grade IYS data provide a reference for programs implemented in the middle schools; 8th and 11th grade IYS data are utilized for programs in the high schools. This average yearly change serves as a realistic point of reference when examining the programs rather than comparing to no change (zero). So, based on the 2005 IYS, past 30-day use of alcohol is estimated to increase 2.6 percentage points per year from 6th grade to 7th grade, and 2.6 percentage points from 7th grade to 8th grade. For high school grades, past 30-day alcohol use is estimated to increase 5.7 percentage points per year.

The comparisons of pre to post change for past 30-day use of alcohol, binge drinking, and perceived harm/risk of alcohol abuse found in Figure 1 on page 4 are measures of project Goals 1, 2, and 4. Goal 1 calls for a 50% reduction in the anticipated year-to-year increase in the percentage of participating students who report alcohol consumption during the past 30-day period. A 1.3% increase or less in alcohol consumption is needed to achieve this goal for LST; a 2.9% increase or less is needed for TND and LRP. Outcomes for all three years of LST and TND exceed this goal. The pre to post change for LST (year 1) is a 0.3 percentage point decrease, for LST (year 2) a 0.3 increase, a 0.6 increase for LST



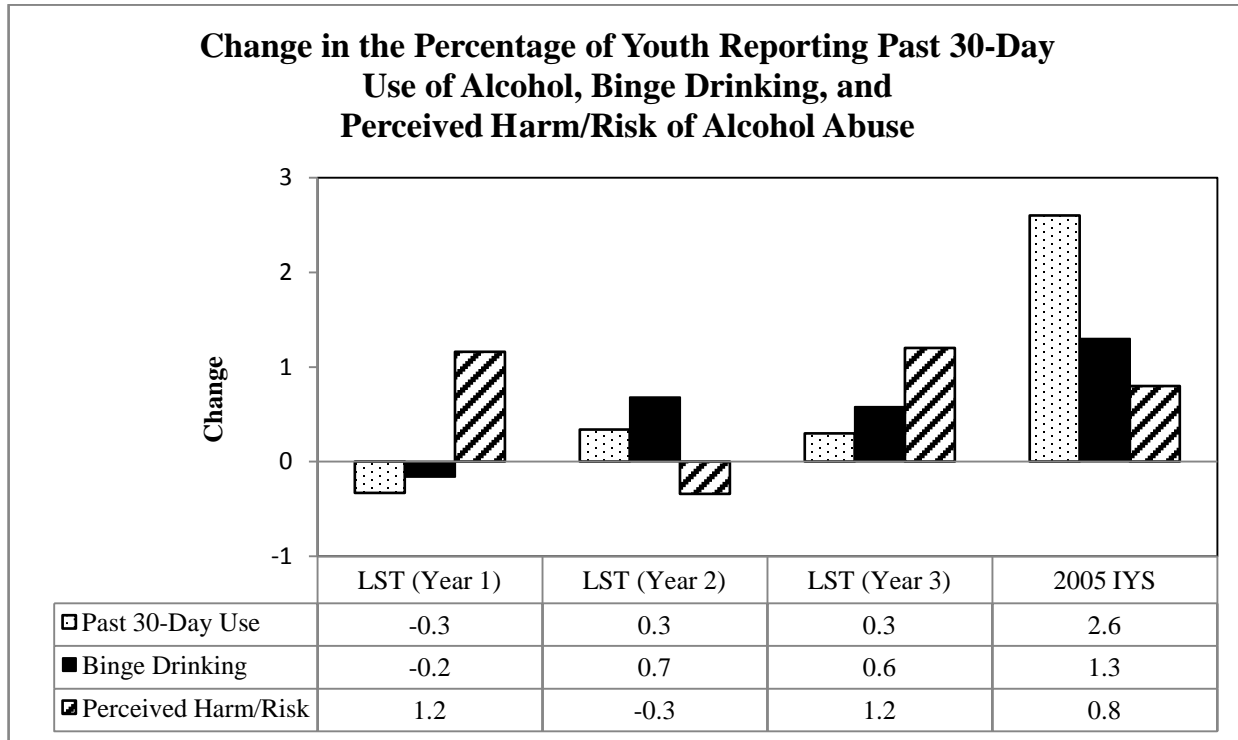
(year 3), and for TND a 0.2 percentage point decrease. Outcomes for LRP did not meet this goal with an increase of 4.4 percentage points.

Goal 2 calls for 50% reduction in the anticipated year-to-year increase in the percentage of participating students who report binge drinking in the past 30-day period. A 0.7% increase or less in binge drinking is needed to achieve this goal for LST; a 1.6% increase or less in binge drinking is needed for TND and LRP. Outcomes for all three years of LST exceed this goal, as does TND. The pre to post change for LST (year 1) is a 0.2 percentage point decrease, for LST (year 2) a 0.7 point increase, for LST (year 3) a 0.6 point increase, for TND a 1.4 point increase, and for LRP a 5.7 point increase.

Goal 4 calls for a 50% increase in the anticipated year-to-year reduction in the percentage of participating students who believe alcohol is harmful to their health. Achievement of this goal cannot be measured, since the 2005 IYS data did not show the anticipated reductions in perceived risk of harm. The 2005 IYS had an increase in perceived risk of 0.8% for 6th to 8th grade students (the groups used to generate the estimate for LST) and an increase of 1.3% among 8th to 11th grade students (the groups used to generate the estimate for TND and LRP). However, the first year of LST had a greater increase than the IYS comparison data and TND had a similar increase as the IYS comparison, while the second year of LST started with an extremely high percentage: over 99%. There was a pre to post increase of 1.2 percentage points for the first year of LST, a decrease of 0.3 points for LST (year 2), an increase of 1.2 points for LST (year 3), a 1.3 point increase for TND, and no change for LRP.



Figure 1. Life Skills Training Outcome Data and 2005 6th and 8th Grade Iowa Youth Survey Data



Notes: ¹The median number of days between pre- and post-tests was 81 for the first year of LST, 41 days for the second, and 49 days for the third year. IYS data is reported as an annual change estimate.

²All LST data met or exceeded the project goal.

³The percents of respondents reporting use at pre-test were as follows, for LST (Year 1): past 30-day alcohol use, 3.33%; binge drinking: 0.99%; and perceived harm/risk: 97.34%. For LST (Year 2): past 30-day alcohol use, 5.56%; binge drinking: 1.69%; and perceived harm/risk: 98.97%. And for LST (Year 3): past 30-day alcohol use, 8.13%; binge drinking: 2.90%; and perceived harm/risk: 98.71%.

Goal 3 is no change or an increase in the percentage of participating students who disapprove of alcohol use. The first year of LST, TND, and LRP exceed this goal. The first year of LST had an increase of 0.5 percentage points from pre- to post-test, TND increased 0.6.0 percentage points, and LRP had no change. The second year of LST (a 0.3 percentage point decrease) and third year of LST (a 0.9 percentage point decrease) did not meet this goal (see Figure 2 found below).

Figure 2. Percentage of Youth Reporting Disapproval of Alcohol Abuse

Percentage of youth reporting that they either strongly disapprove or disapprove of someone their age drinking one or two drinks of alcohol nearly every day	LifeSkills Training – First Year (N = 602)		LifeSkills Training – Second Year (N = 293)		LifeSkills Training – Third Year (N = 344)	
	Pre-Test %	Change	Pre-Test %	Change	Pre-Test %	Change
	97.84	0.50^b	95.22	-0.34^b	94.77	-0.87^b
	Project Toward No Drug Abuse (N = 638)		Leadership and Resiliency Program (N = 70)			
	Pre-Test %	Change	Pre-Test %	Change		
	84.64	0.63^b	74.299	0^b		

^b: A positive change value indicates the most desirable change for these questions.

Figures 3 and 4 on page 6 show outcomes for individual attitudes and perceived harm of alcohol use by program. (Note: Figures 19 through 22 in Appendix 2 on pages 20 through 22 show outcomes for individual attitudes by program for tobacco and marijuana.) Outcomes were either: 1) favorable, which means that attitudes toward alcohol use grew more unfavorable (e.g., Respondent felt alcohol use was a moderate risk at pre-test and a great risk at post-test) or that the pre- and post-test responses remained the same and were unfavorable toward alcohol use; or 2) unfavorable, which means that attitudes grew more favorable toward alcohol use from pre-test to post-test (i.e., Respondent strongly disapproved of alcohol use at pre-test and disapproved at post-test) or that the pre- and post-test responses remained the same and were favorable toward alcohol use.

Figure 3. Alcohol Use Attitudes

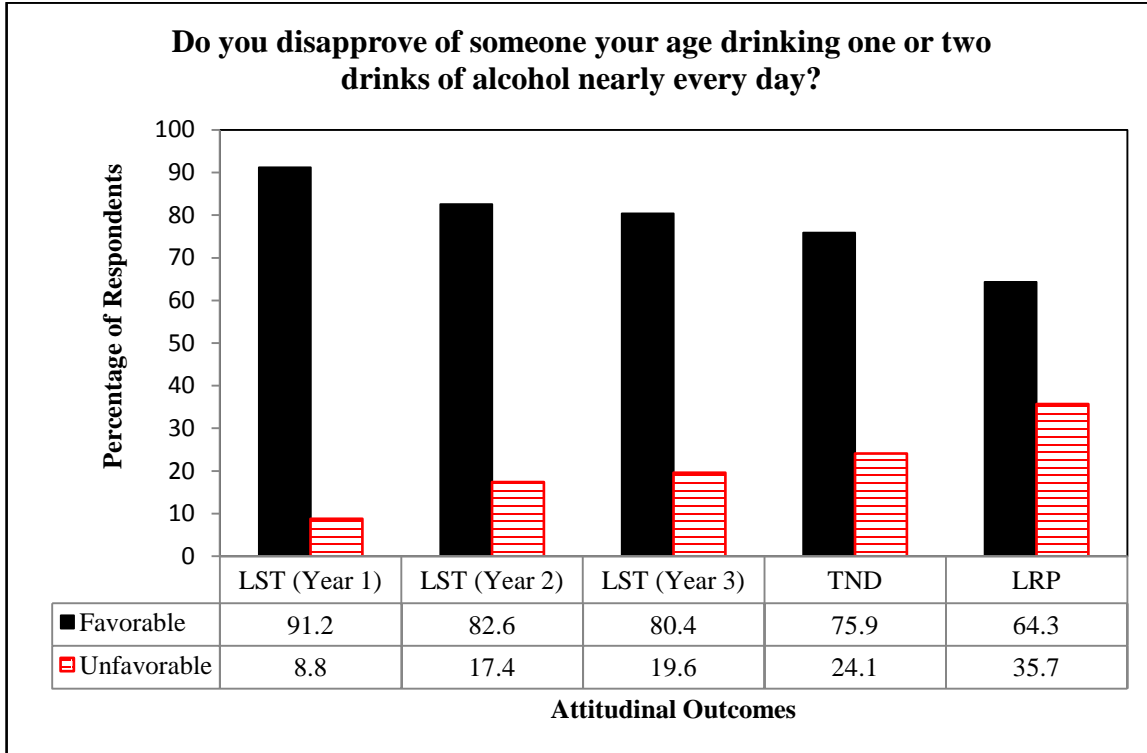
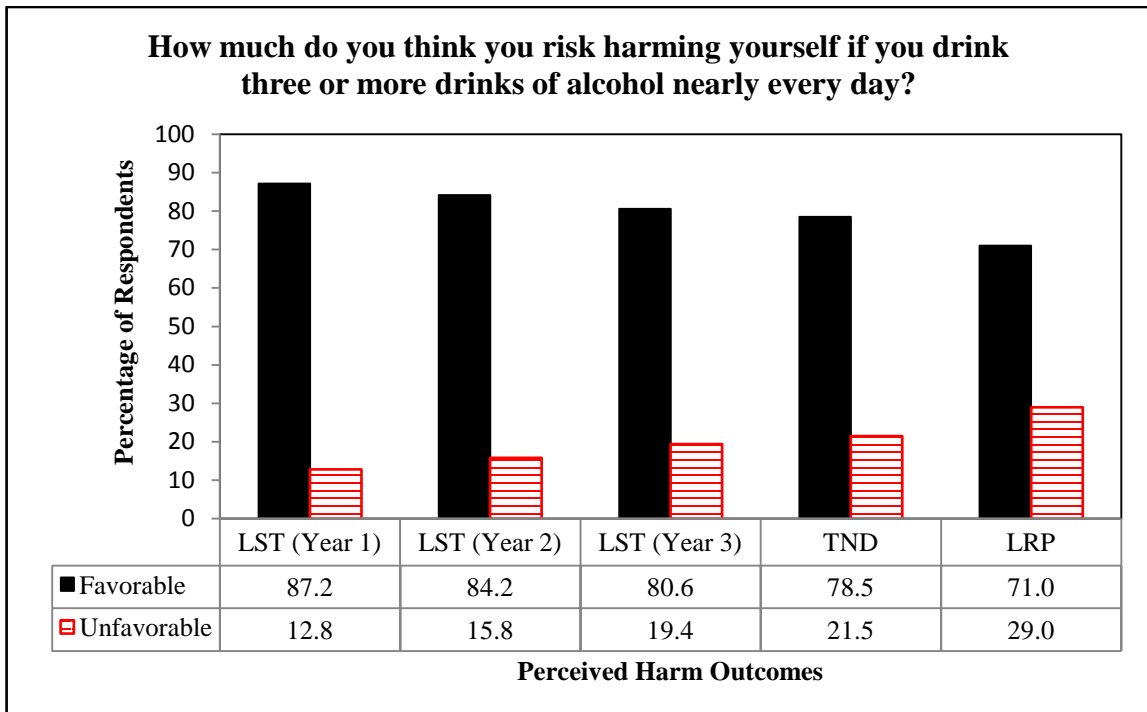


Figure 4. Alcohol Perceived Harm



Goal 5 is no change or an increase in the percentage of students reporting parental disapproval of alcohol use. The first year of LST, third year of LST, TND, and LRP exceed this goal. The first year of LST had no change, third year of LST had an increase of 1.8 percentage points, TND had an increase of 0.2 percentage points, and LRP had an increase of 4.8 percentage points. The second year of LST had a decrease of 3.6 percentage points from over 97% at pre-test (Figure 5).

Figure 5. Percentage of Youth Reporting Parental Disapproval of Alcohol Use

Percentage of youth reporting that their parents feel it would be wrong or very wrong for them to drink beer, wine, or hard liquor	LifeSkills Training – First Year (N = 569)		LifeSkills Training – Second Year (N = 274)		LifeSkills Training – Third Year (N = 344)	
	Pre-Test %	Change	Pre-Test %	Change	Pre-Test %	Change
	98.06	0^b	97.44	-3.64^b	94.94	1.78^b
	Project Toward No Drug Abuse (N = 600)		Leadership and Resiliency Program (N = 63)			
	Pre-Test %	Change	Pre-Test %	Change		
	89.17	0.16^b	85.72	4.75^b		

^b: A positive change value indicates the most desirable change for these questions.

Figures 6 and 7 on page 8 show change in the youths’ perception of adult attitudes on their alcohol use from the pre-test to the post-test by program. Outcomes were either: 1) favorable, which means that perceptions toward alcohol use grew more unfavorable (e.g., Respondent felt their parents would feel that alcohol use was wrong at pre-test and very wrong at post-test) or that the pre- and post-test responses remained the same and were unfavorable toward alcohol use; or 2) unfavorable, which means that perceptions grew more favorable toward alcohol use from pre-test to post-test (i.e., Respondent felt adults in their neighborhood would feel that alcohol use was wrong at pre-test and not wrong at all at post-test) or that the pre- and post-test responses remained the same and were favorable toward alcohol use.

Figure 6. Perception of Parental Attitudes on Child’s Use of Alcohol

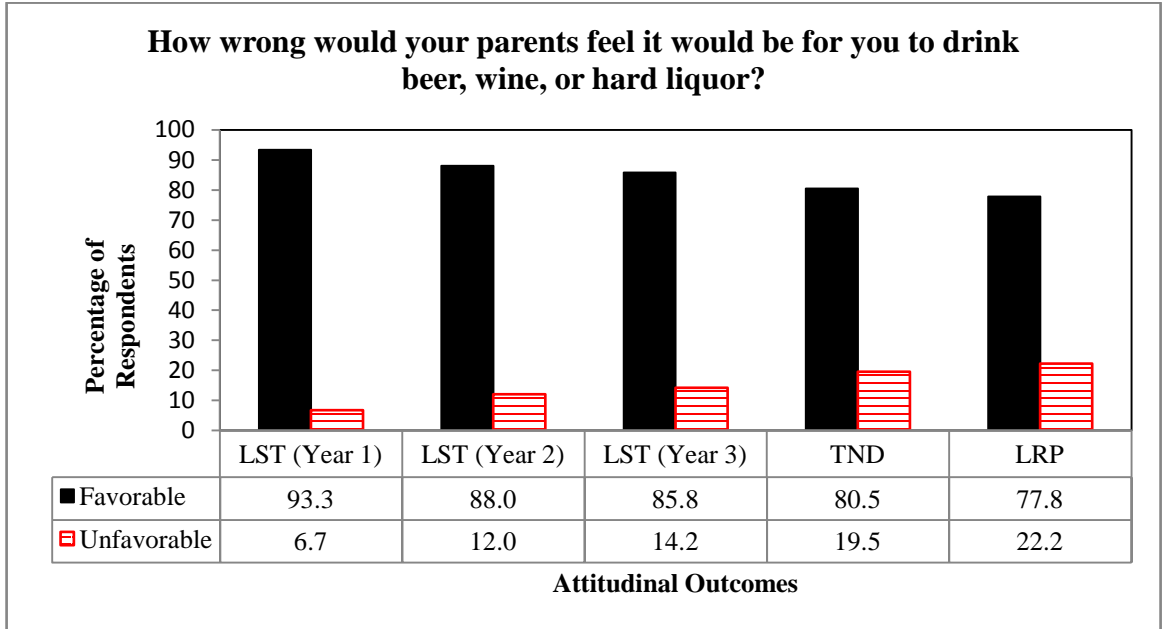


Figure 7. Perception of Neighborhood Adult’s Attitudes on Child’s Use of Alcohol

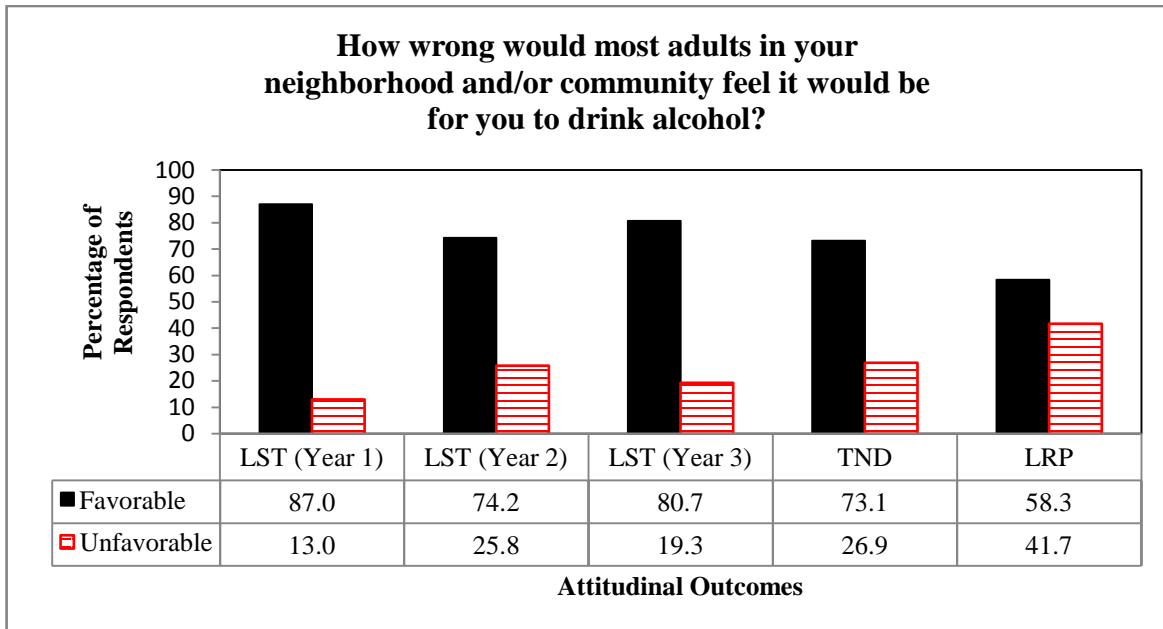
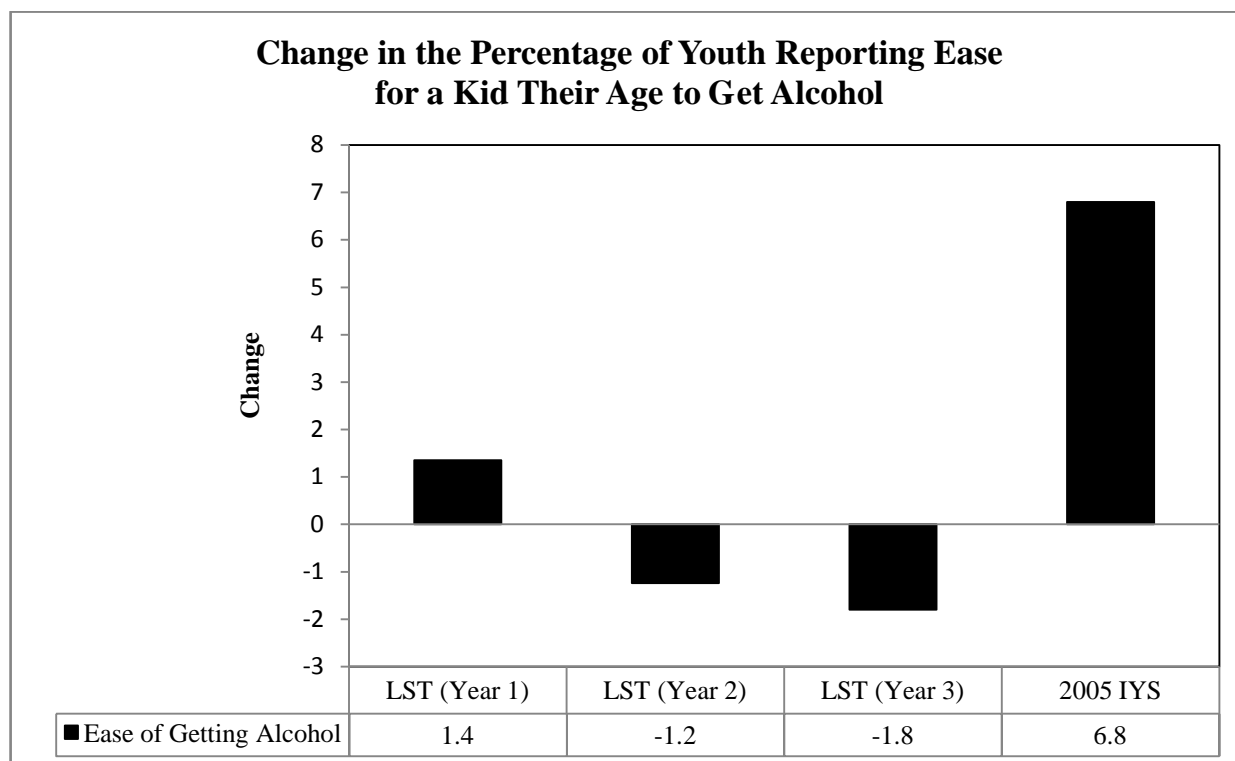


Figure 8 found below presents the pre to post change in perception of alcohol availability and the estimate of average yearly change based on the 2005 IYS data from each district (Mt. Vernon, Central City, Center Point-Urbana, and Springville) participating in this project. The first year of LST had an increase of 1.4 percentage points; LST (year 2) had a decrease of 1.2 percentage points; LST (year 3) had a decrease of 1.8 percentage points from pre to post; TND had a decrease of 1.4 percentage points; and LRP had an increase of 17.0 percentage points. All LST years and TND data exceed the projected outcome for Goal 6 (25% reduction in anticipated annual increase in participants who report that obtaining alcohol is easy) of a 5.1 percentage point increase or less in alcohol availability for LST and a 9.2 percentage increase or less for TND and LRP.

Figure 8. Alcohol Availability – LifeSkills Training



Notes: ¹The median number of days between pre- and post-tests was 81 for the first year of LST, 41 days for the second, and 49 days for the third year. IYS data is reported as an annual change estimate.

²All three individual LST years met or exceeded the project goal.

³“Don’t know” responses were combined with missing responses and were not included in the total when calculating the percentages.

⁴The percents of respondents reporting ease to get alcohol for LST at pre-test were as follows: 15.81% for the first year, 38.46% for the second year, and 41.73% for the third year.

Figures 9 through 12 on pages 10 through 12 display outcomes for school enjoyment, performance, and support from an adult at school. These outcomes were either: 1) favorable, which means that enjoyment or performance increased (e.g., Respondent enjoyed being in school more at post-test than at pre-test) or the pre- and post-test responses remained the same and were favorable regarding school enjoyment or performance; or 2) unfavorable, which means that school enjoyment or performance decreased from pre-test to post-test (e.g., Respondent tried to do their best in school more at pre-test than at post-test) or the pre- and post-test responses remained the same and were unfavorable regarding school enjoyment or performance.

Figure 9. School Enjoyment

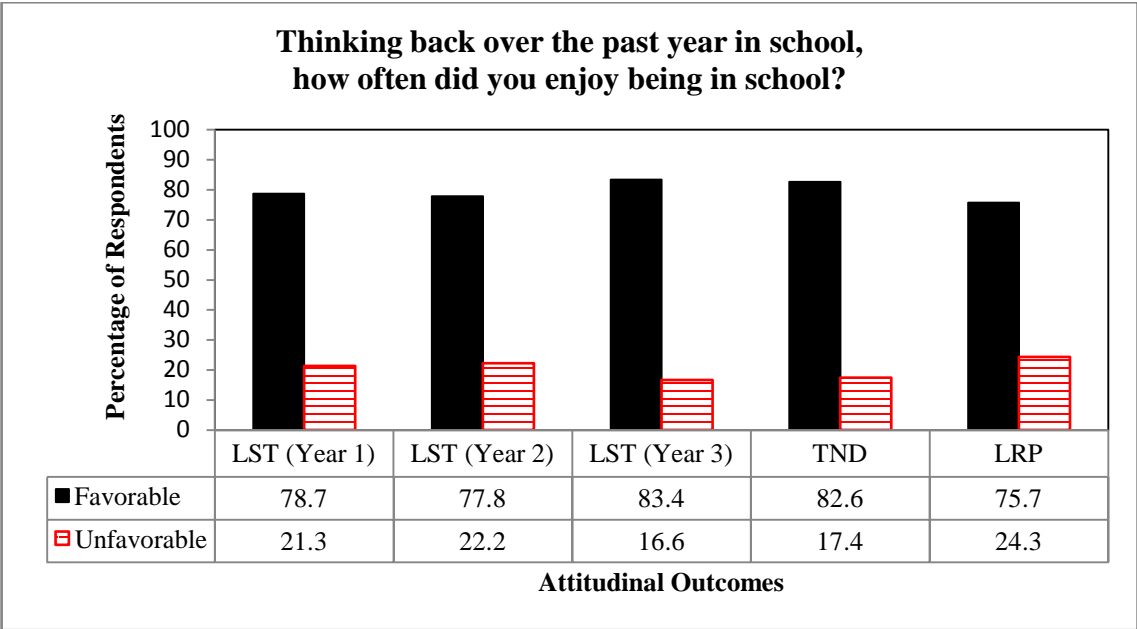


Figure 10. School Performance

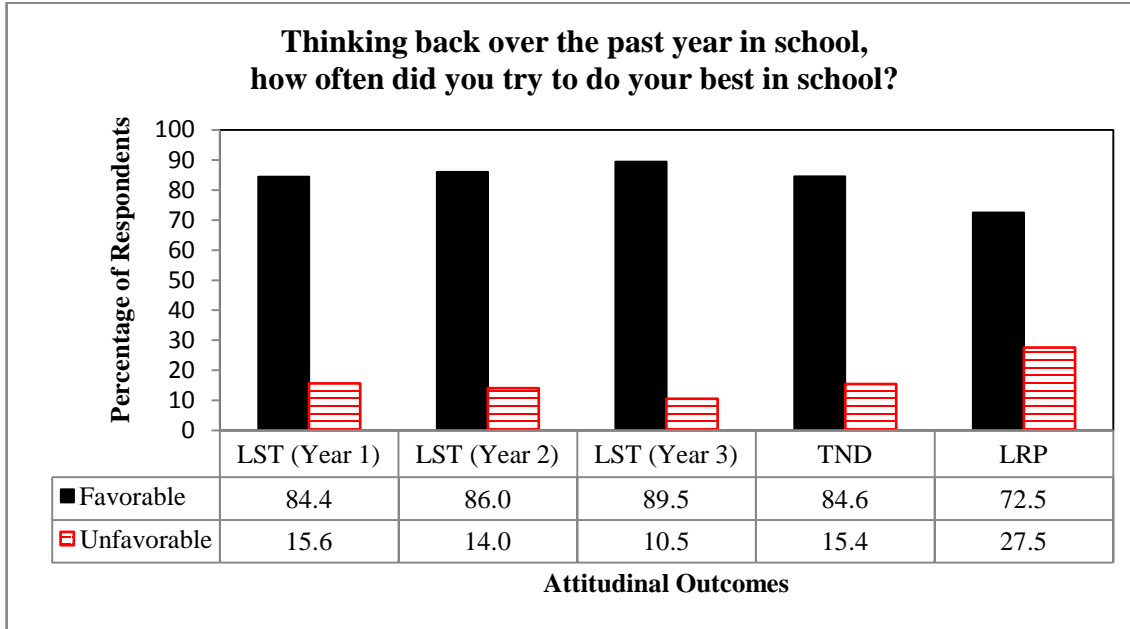


Figure 11. Grades

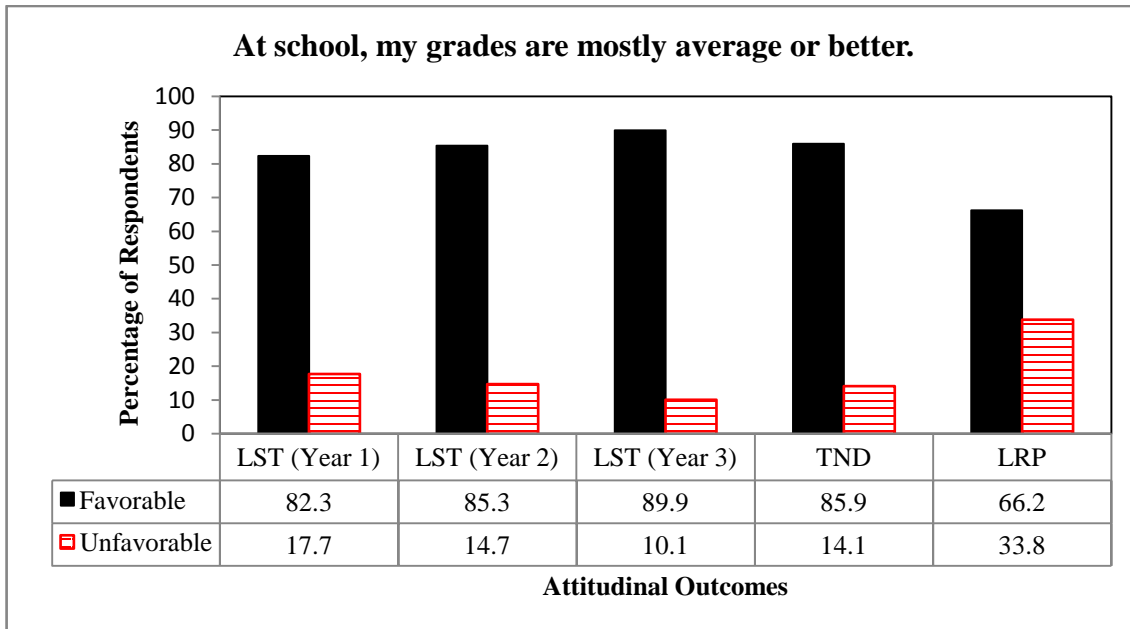


Figure 12. Support from Adult at School

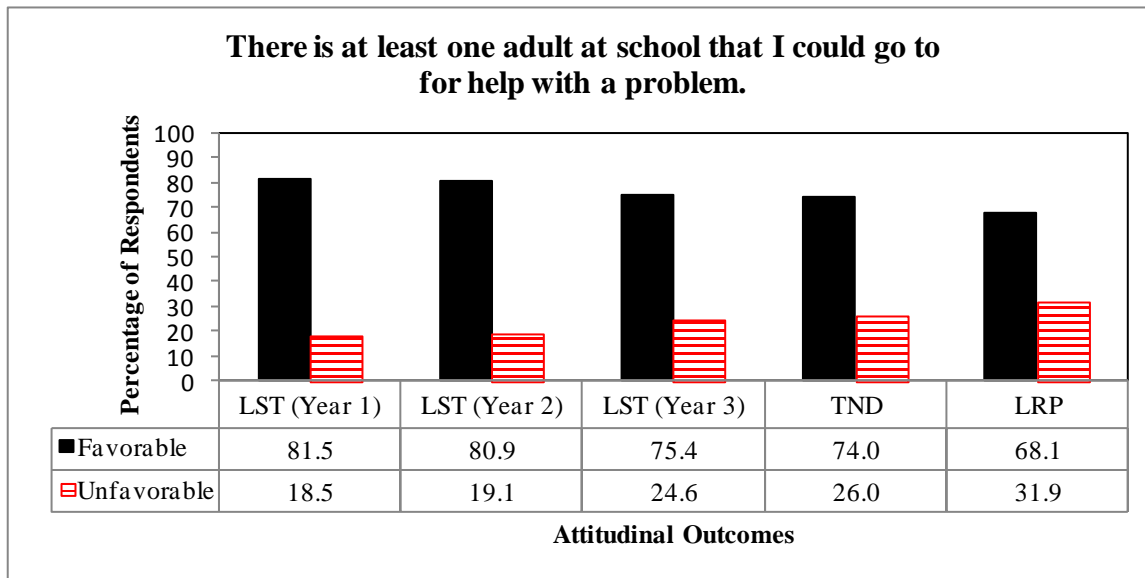


Figure 13 found below shows the percentage at pre-test and change in percentage of youth who skipped or cut school in the past month. The percentage who reported skipping or cutting school increased from pre-test to post-test for all programs. As with other indicators, the overall percent of participants who reported skipping or cutting school tended to increase as their age increased.

Figure 13. Percentage of Youth Reporting that They Cut or Skipped in the Past Month

	LifeSkills Training – First Year (N = 601)		LifeSkills Training – Second Year (N = 290)		LifeSkills Training – Third Year (N = 144)	
	Pre-Test %	Change	Pre-Test %	Change	Pre-Test %	Change
Percentage of youth reporting that they missed at least one whole day in the past month because they skipped or cut school.	3.66	1.33^a	5.17	1.04^a	5.23	-1.17^a
	Project Toward No Drug Abuse (N = 640)		Leadership and Resiliency Program (N = 70)			
	Pre-Test %	Change	Pre-Test %	Change		
	9.53	0.31^a	21.43	5.71^a		

^a: A negative change value indicates the most desirable change for these questions.

Figure 14 shows the percentage of youth who reported that they plan to finish high school. Almost all of the programs had positive outcomes on this indicator, with all programs having over 98% of students planning to graduate high school.

Figure 14. Percentage of Youth Reporting that They Plan to Finish High School

	LifeSkills Training – First Year (N = 599)		LifeSkills Training – Second Year (N = 288)		LifeSkills Training – Third Year (N = 342)	
	Pre-Test %	Change	Pre-Test %	Change	Pre-Test %	Change
Percentage of youth reporting that they plan to finish high school	99.00	0.17^b	98.96	0.35^b	99.71	1.12^b
	Project Toward No Drug Abuse (N = 632)		Leadership and Resiliency Program (N = 69)			
	Pre-Test %	Change	Pre-Test %	Change		
	99.68	-0.63^b	100.0	-1.45^b		

^b: A positive change value indicates the most desirable change for these questions.

Conclusion

The American Gothic Revisited – Rural Linn County project, a Grant to Reduce Alcohol Abuse from the U.S. Department of Education, had positive effects within the four Iowa school districts served (Mount Vernon, Central City, Center Point-Urbana, and Springville). The project had nine goals, six of which were substance abuse prevention program outcomes, two were process goals, and the final goal was for substance abuse counseling. Of the six substance abuse prevention program goals, the project mostly met or exceeded the target for five goals. Substance abuse prevention program outcome data mostly exceeded the goals for past 30-day alcohol use, binge drinking, disapproval of alcohol use, parental disapproval of alcohol use, and alcohol availability. The sixth substance abuse prevention program goal was not measurable, as the anticipated decrease in the IYS failed to occur. The project met both the comprehensive alcohol prevention systems change goal (although complete dosage fidelity for all the programs and all the school districts was not obtained) and the goal to implement/sustain proven alcohol abuse prevention programs. The substance abuse treatment goal was almost met, with a success rate of 69% for the project. At the conclusion of this project, implementation was effective as almost all of the prevention programming met or exceeded the goals to positively affect youth in the participating school districts.



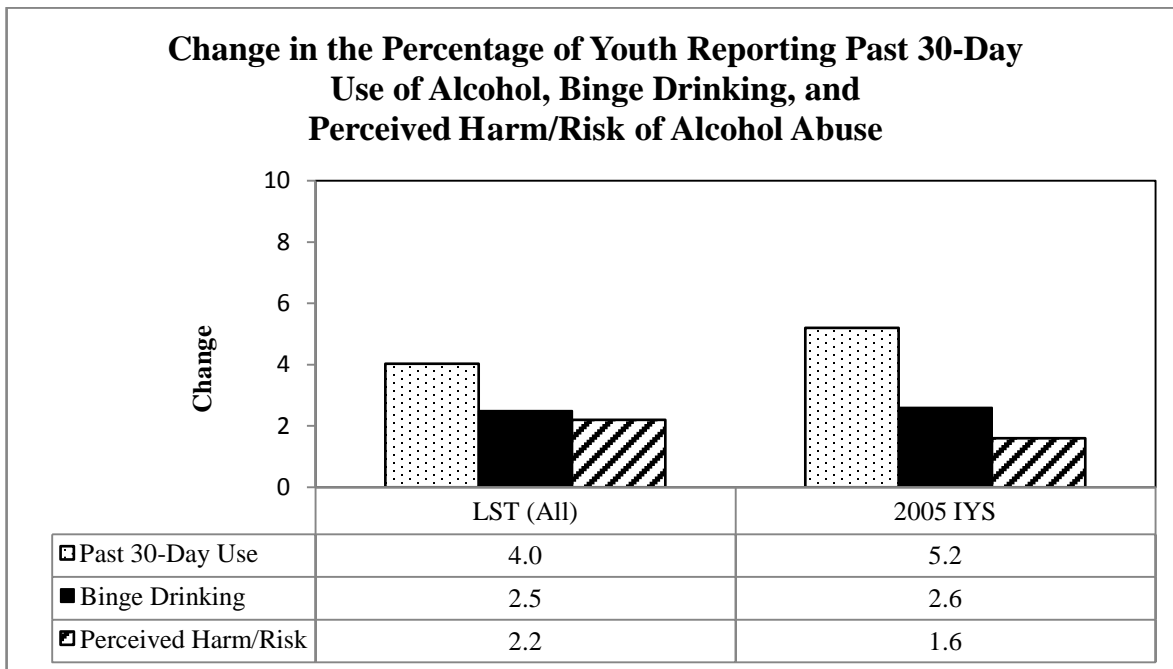
Appendix 1

Full LST Data



Figures 15 through 17 on pages 15 through 17 show data for youth who completed all three years of LST; these data were collected during the students' sixth grade year (pre-test) and were compared to data collected during their eighth grade year (post-test). The IYS comparison differs in this appendix from the rest of the report, as an annual change would not be appropriate since the program spanned two calendar years. The IYS values reported in this appendix are the differences between sixth and eighth grade data from the 2005 IYS. As shown in Figure 15 found below, LST had a positive effect on 30-day alcohol use and perception of harm/risk of alcohol abuse. The binge drinking increase was higher than what we would expect to see, although it should be noted that the percent reporting binge drinking at pre-test was 0%.

Figure 15. Life Skills Training (All Years) Outcome Data and 2005 Iowa Youth Survey Data

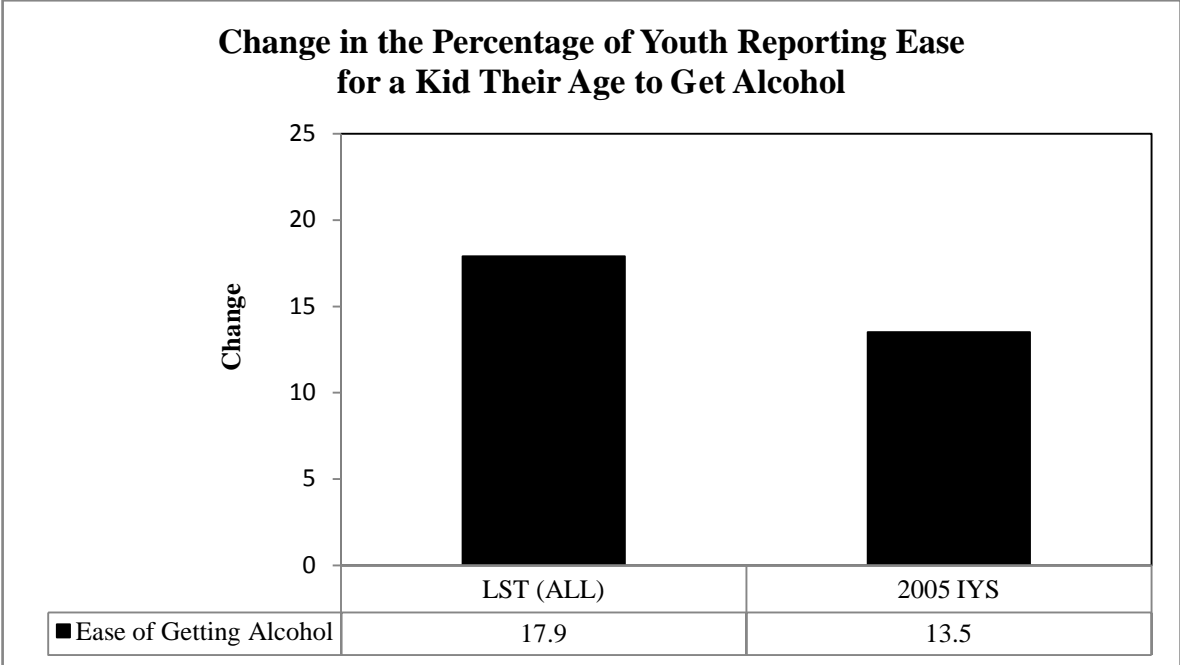


Notes: ¹The median number of days between pre- and post-tests was 857 for LST. IYS data is reported as the difference between 2005 data from 6th and 8th graders.

²The percents of respondents reporting use at pre-test were as follows: past 30-day alcohol use, 5.37%; binge drinking: 0.57%; and perceived harm/risk: 98.71%.

Figure 16 found below presents the pre to post change in perception of alcohol availability for LST and the change in perception of alcohol availability based on the 2005 IYS data from each district (Mt. Vernon, Central City, Center Point-Urbana, and Springville) participating in this project. LST showed a greater increase in percentage of youth saying it would be easy to obtain alcohol from sixth to eighth grade than we expected to see, based on 2005 IYS data.

Figure 16. Alcohol Availability – All Years of Life Skills Training Outcome Data



Notes: ¹The median number of days between pre- and post-tests was 857 for LST. IYS data is reported as the difference between 2005 data from 6th and 8th graders.

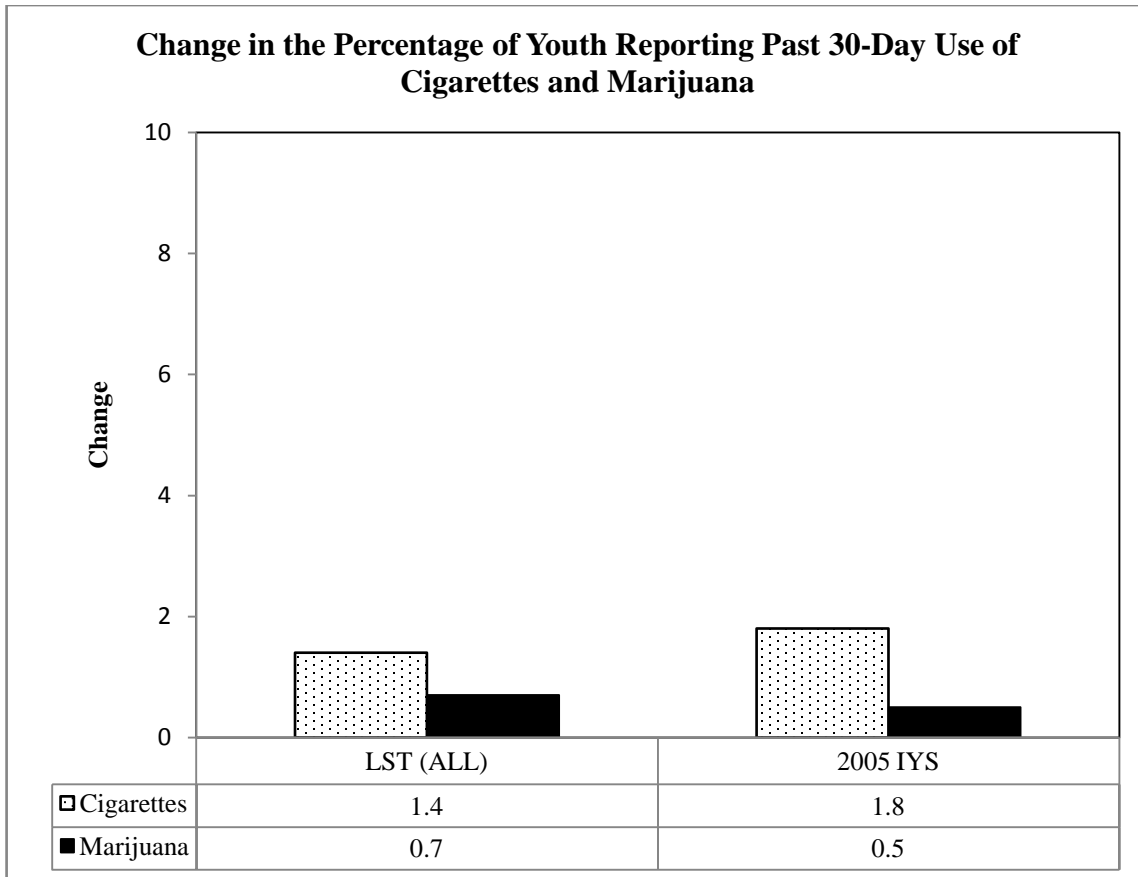
²“Don’t know” responses were combined with missing responses and were not included in the total when calculating the percentages.

³The percent of respondents reporting ease to get alcohol for LST at pre-test was 19.12%.

Tobacco and Marijuana Use

As shown in Figure 17, LST had a positive effect on cigarette usage. Specifically, for past 30-day use of cigarettes, there is an increase of 1.4 percentage points from pre to post; which is lower than the 2005 IYS estimate of a 1.8 percentage point increase. For past 30-day use of marijuana, there is an increase of 0.7 percentage points; which is similar to the 2005 IYS estimate of a 0.5 percentage point increase.

Figure 17. Life Skills Training (All Years) Outcome Data and 2005 Iowa Youth Survey Data



Notes: ¹The median number of days between pre- and post-tests was 857 for LST. IYS data is reported as the difference between 2005 data from 6th and 8th graders.

²The percents of respondents reporting use at pre-test were as follows: cigarettes, 0.51%; and marijuana: 0%.

Appendix 2

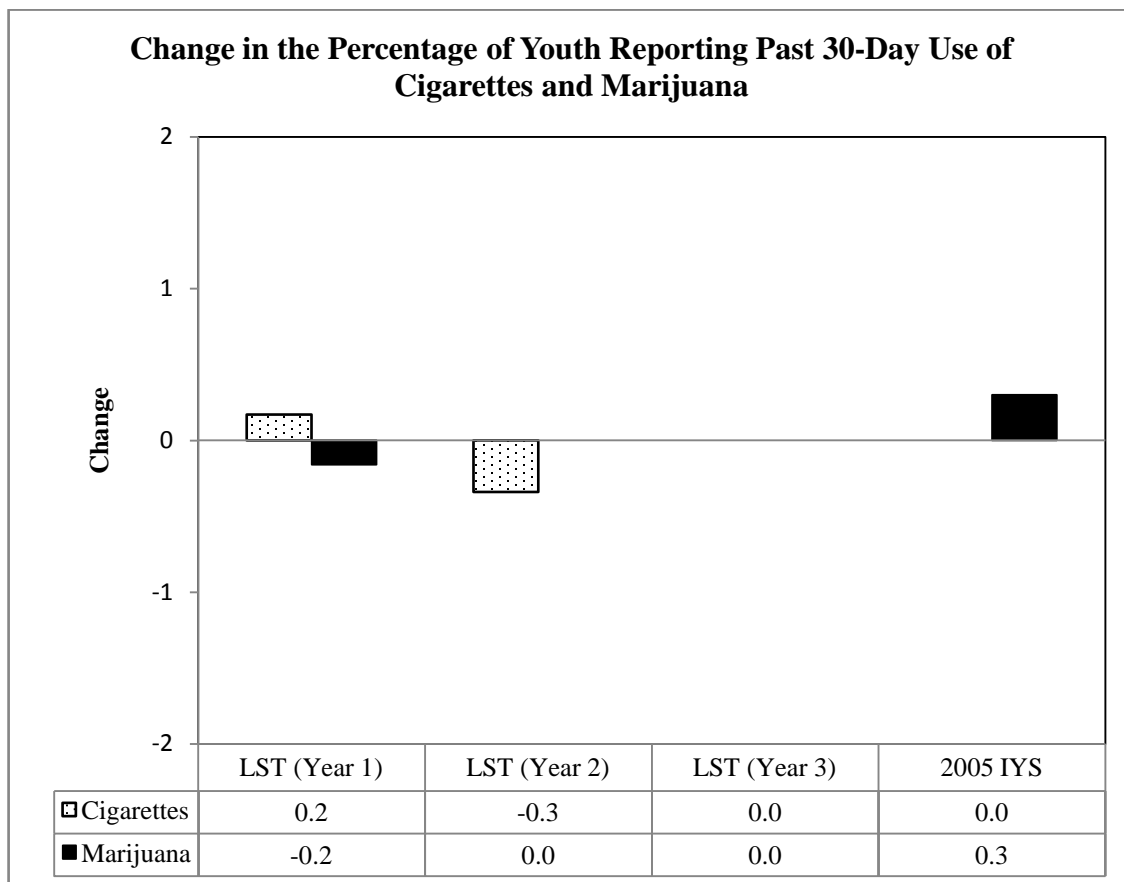
Other Substances Data



Tobacco and Marijuana Use by Program

As shown in Figure 18, all three years of LST had a positive effect on cigarette and marijuana usage. Specifically, for past 30-day use of cigarettes, there is an increase of 0.2 percentage points from pre to post for the first year, a 0.3 percentage point decrease for the second, and no change from pre to post for the third; which is lower than the 2005 IYS estimate of a 0.9 percentage point increase. For past 30-day use of marijuana, there is a 0.2 percentage point decrease from pre to post for the first year and no change for the second or third years; the LST change is lower than the 2005 IYS estimate of a 0.3 percentage point increase.

Figure 18. Life Skills Training Outcome Data and 2005 6th and 8th Grade Iowa Youth Survey Data



Notes: ¹The median number of days between pre- and post-tests was 81 for the first year of LST, 41 days for the second, and 49 days for the third year. IYS data is reported as an annual change estimate.

²A negative value or value lower than the IYS value is a favorable outcome.

³The percents of respondents reporting use at pre-test were as follows, for LST (Year 1): past 30-day cigarette use, 0.33% and marijuana, 0.33%. For LST (Year 2): past 30-day cigarette use, 2.37% and marijuana, 0.68%. And for LST (Year 3): past 30-day cigarette use, 0.77% and marijuana, 0.77%.

Figures 19 and 20 on pages 20 and 21 show outcomes for individual attitudes and perceived harm of cigarette use by program. Outcomes were either: 1) favorable, which means that attitudes grew more unfavorable toward cigarette use (e.g., Respondent disapproved of cigarette use at pre-test and strongly disapproved at post-test) or that the pre- and post-test responses remained the same and were unfavorable toward cigarette use; or 2) unfavorable, which means that attitudes grew more favorable toward cigarette use from pre-test to post-test (i.e., Respondent strongly disapproved of cigarette use at pre-test and disapproved at post-test) or that the pre- and post-test responses remained the same and were favorable toward cigarette use.

Figure 19. Cigarette Use Attitudes

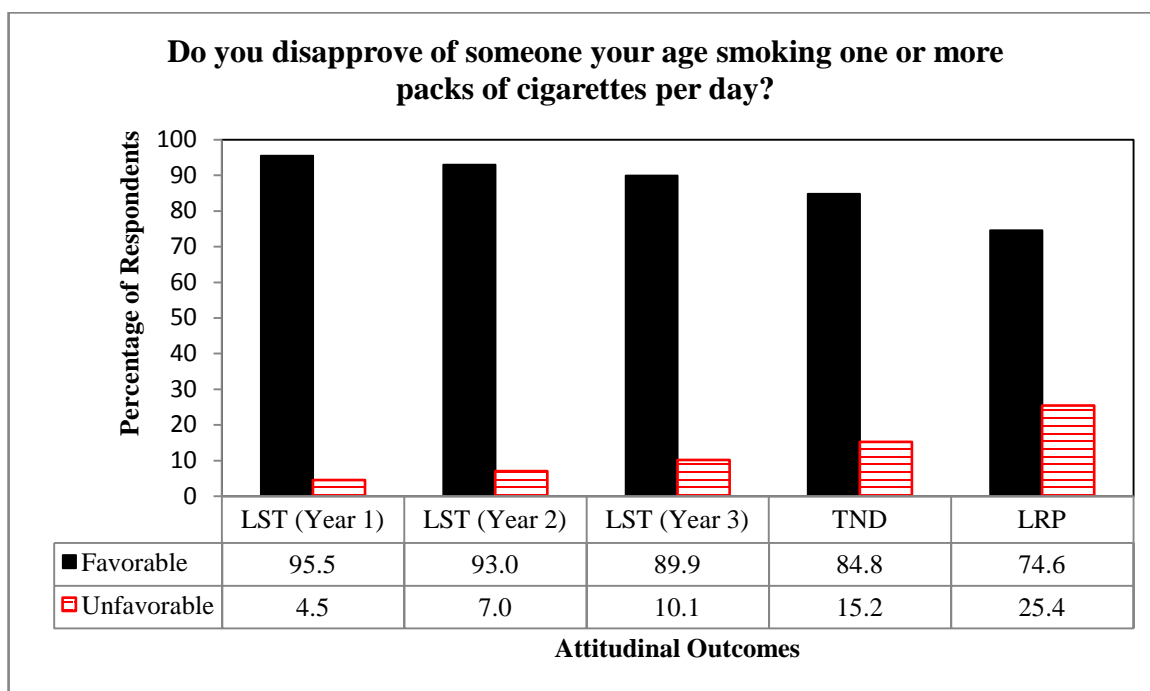
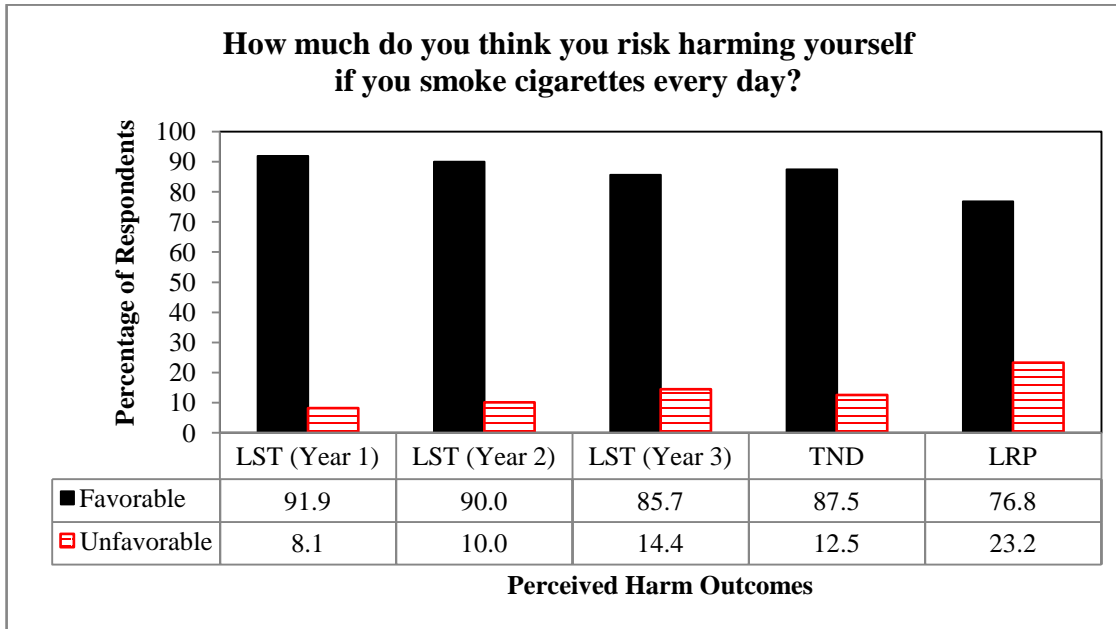


Figure 20. Cigarette Perceived Harm



Marijuana

Figures 21 and 22 on page 22 show outcomes for individual attitudes and perceived harm of marijuana use by program. Outcomes were either: 1) favorable, which means that attitudes grew more unfavorable toward marijuana use (e.g., Respondent disapproved of marijuana use at pre-test and strongly disapproved at post-test) or that the pre- and post-test responses remained the same and were unfavorable toward marijuana use; or 2) unfavorable, which means that attitudes grew more favorable toward marijuana use from pre-test to post-test (i.e., Respondent strongly disapproved of cigarette use at pre-test and didn't disapprove at post-test) or that the pre- and post-test responses remained the same and were favorable toward marijuana use.

Figure 21. Marijuana Use Attitudes

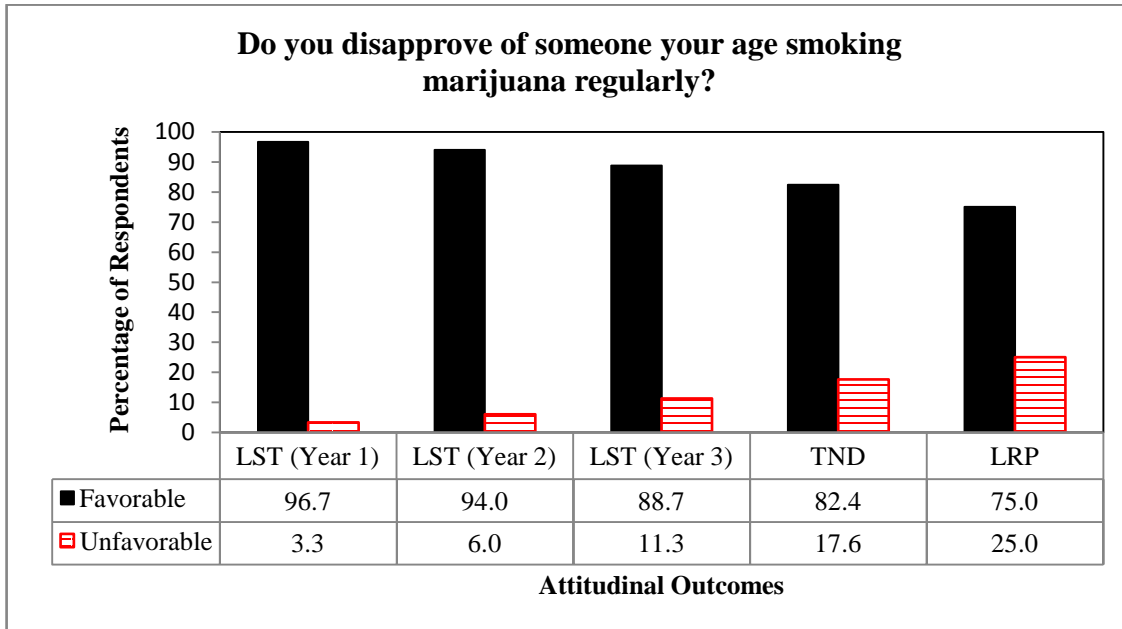


Figure 22. Marijuana Perceived Harm

