

**Communities That Care® Prevention Strategies Guide
Programs At-A-Glance**

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience
Adolescent Transitions Program	<ul style="list-style-type: none"> • Early and persistent antisocial behavior • Early initiation of the problem behavior • Family management problems • Friends who engage in the problem behavior • Transitions and mobility 	<ul style="list-style-type: none"> • Opportunities • Recognition • Skills 	<ul style="list-style-type: none"> • Individual • Family • School 	Ages 11-14	<ul style="list-style-type: none"> • Universal • Selective • Indicated
AIDS Prevention for Adolescents in School	<ul style="list-style-type: none"> • Favorable attitudes toward the problem behavior • Friends who engage in the problem behavior 	<ul style="list-style-type: none"> • Skills 	<ul style="list-style-type: none"> • School 	Ages 12-20	<ul style="list-style-type: none"> • Universal
Alcohol Skills Training Program	<ul style="list-style-type: none"> • Early initiation of the problem behavior • Favorable attitudes toward the problem behavior • Friends who engage in the problem behavior 	<ul style="list-style-type: none"> • Healthy beliefs and clear standards • Skills 	<ul style="list-style-type: none"> • Individual • School • Community 	Ages 18-24	<ul style="list-style-type: none"> • Selective
Al's Pals: Kids Making Healthy Choices	<ul style="list-style-type: none"> • Constitutional factors • Early and persistent antisocial behavior • Favorable attitudes toward the problem behavior 	<ul style="list-style-type: none"> • Bonding • Healthy beliefs and clear standards • Opportunities • Recognition • Skills 	<ul style="list-style-type: none"> • School 	Ages 3-8	<ul style="list-style-type: none"> • Universal

Anger Coping Program	<ul style="list-style-type: none"> • Constitutional factors • Early and persistent antisocial behavior • Family management problems • Favorable attitudes toward the problem behavior • Friends who engage in the problem behavior 	<ul style="list-style-type: none"> • Opportunities • Recognition • Skills 	<ul style="list-style-type: none"> • Individual • School 	Ages 9-12	<ul style="list-style-type: none"> • Indicated
Athletes Training and Learning to Avoid Steroids (ATLAS)	<ul style="list-style-type: none"> • Favorable attitudes toward the problem behavior • Friends who engage in the problem behavior 	<ul style="list-style-type: none"> • Healthy beliefs and clear standards • Opportunities • Skills 	<ul style="list-style-type: none"> • School • Community 	Ages 14-18	<ul style="list-style-type: none"> • Universal
BASICS (Brief Alcohol Screening and Intervention of College Students)	<ul style="list-style-type: none"> • Favorable attitudes toward the problem behavior 	<ul style="list-style-type: none"> • Healthy beliefs and clear standards • Opportunities • Skills 	<ul style="list-style-type: none"> • Individual 	Ages 18-24	<ul style="list-style-type: none"> • Selective • Indicated
Behavioral Monitoring and Reinforcement Program	<ul style="list-style-type: none"> • Academic failure beginning in late elementary school • Early and persistent antisocial behavior • Lack of commitment to school • Rebelliousness 	<ul style="list-style-type: none"> • Recognition 	<ul style="list-style-type: none"> • Individual • School 	Ages 12-18	<ul style="list-style-type: none"> • Selective
Be Proud! Be Responsible!	<ul style="list-style-type: none"> • Early initiation of the problem behavior • Favorable attitudes toward the problem behavior 	<ul style="list-style-type: none"> • Skills 	<ul style="list-style-type: none"> • School • Community 	Ages 13-18	<ul style="list-style-type: none"> • Universal

	<ul style="list-style-type: none"> • Friends who engage in the problem behavior 				
Big Brothers Big Sisters of America®	<ul style="list-style-type: none"> • Early and persistent antisocial behavior • Early initiation of the problem behavior • Lack of commitment to school 	<ul style="list-style-type: none"> • Bonding • Opportunities 	<ul style="list-style-type: none"> • Individual 	Ages 5-18	<ul style="list-style-type: none"> • Selective
Brief Strategic Family Therapy	<ul style="list-style-type: none"> • Constitutional factors • Early and persistent antisocial behavior • Family conflict • Family management problems • Favorable parental attitudes and involvement in the problem behavior • Friends who engage in the problem behavior • Low neighborhood attachment and community disorganization • Rebelliousness • Transitions and mobility 	<ul style="list-style-type: none"> • Bonding • Opportunities • Recognition • Skills 	<ul style="list-style-type: none"> • Individual • Family 	Ages 6-17	<ul style="list-style-type: none"> • Selective • Indicated

Caring School Community™	<ul style="list-style-type: none"> • Academic failure beginning in late elementary school • Early and persistent antisocial behavior • Friends who engage in the problem behavior • Lack of commitment to school • Rebelliousness 	<ul style="list-style-type: none"> • Bonding • Healthy beliefs and clear standards • Individual characteristics • Opportunities • Recognition • Skills 	<ul style="list-style-type: none"> • Family • School 	Ages 5-12	<ul style="list-style-type: none"> • Universal
CASASTART (Center on Addiction and Substance Abuse Striving Together to Achieve Rewarding Tomorrows)	<ul style="list-style-type: none"> • Constitutional factors • Early and persistent antisocial behavior • Early initiation of the problem behavior • Extreme economic deprivation • Family conflict • Family history of the problem behavior • Family management problems • Friends who engage in the problem behavior • Gang involvement • Lack of commitment to school • Low neighborhood attachment and community disorganization 	<ul style="list-style-type: none"> • Bonding • Opportunities 	<ul style="list-style-type: none"> • Community • School 	Ages 8-13	<ul style="list-style-type: none"> • Selective • Indicated
Child Access Prevention Laws	<ul style="list-style-type: none"> • Availability of firearms 	<ul style="list-style-type: none"> • Healthy beliefs and clear standards 	<ul style="list-style-type: none"> • Community 	Ages 0-17	<ul style="list-style-type: none"> • Universal

Children's Aid Society—Carrera Program	<ul style="list-style-type: none"> • Early initiation of the problem behavior • Extreme economic deprivation • Favorable attitudes toward the problem behavior • Favorable parental attitudes and involvement in the problem behavior • Lack of commitment to school 	<ul style="list-style-type: none"> • Bonding • Opportunities • Recognition • Skills 	<ul style="list-style-type: none"> • Community 	Ages 11-19	<ul style="list-style-type: none"> • Universal • Selective
Communities Mobilizing for Change on Alcohol (CMCA)	<ul style="list-style-type: none"> • Availability of drugs • Community laws and norms favorable toward drug use, firearms and crime • Friends who engage in the problem behavior 	<ul style="list-style-type: none"> • Healthy beliefs and clear standards • Opportunities 	<ul style="list-style-type: none"> • Community • Family 	Ages 18-20	<ul style="list-style-type: none"> • Universal
Community Trials Intervention to Reduce High-Risk Drinking (Underage Access Component)	<ul style="list-style-type: none"> • Availability of drugs • Community laws and norms favorable toward drug use, firearms and crime • Family management problems 	<ul style="list-style-type: none"> • Healthy beliefs and clear standards • Skills 	<ul style="list-style-type: none"> • Community 	Ages 12-20	<ul style="list-style-type: none"> • Universal
Coping Power Program	<ul style="list-style-type: none"> • Early and persistent antisocial behavior • Family conflict • Family management problems 	<ul style="list-style-type: none"> • Bonding • Opportunities • Recognition • Skills 	<ul style="list-style-type: none"> • Individual • Family • School 	Ages 8-13	<ul style="list-style-type: none"> • Indicated

	<ul style="list-style-type: none"> • Favorable attitudes toward the problem behavior • Favorable parental attitudes and involvement in the problem behavior • Friends who engage in the problem behavior • Lack of commitment to school • Rebelliousness • Transitions and mobility 				
Early Risers “Skills for Success”	<ul style="list-style-type: none"> • Constitutional factors • Early and persistent antisocial behavior • Extreme economic deprivation • Family conflict • Family history of the problem behavior • Family management problems • Favorable parental attitudes and involvement in the problem behavior • Low neighborhood attachment and community disorganization 	<ul style="list-style-type: none"> • Bonding • Healthy beliefs and clear standards • Opportunities • Recognition • Skills 	<ul style="list-style-type: none"> • Individual • Family • School • Community 	Ages 6-12	<ul style="list-style-type: none"> • Selective • Indicated
Enforcement of the Law Against	<ul style="list-style-type: none"> • Availability of drugs 	<ul style="list-style-type: none"> • Healthy beliefs and clear standards 	<ul style="list-style-type: none"> • Community 	Ages 12-14	<ul style="list-style-type: none"> • Universal

Tobacco Sales to Minors in Harlem					
Family Matters	<ul style="list-style-type: none"> • Availability of drugs • Community laws and norms favorable toward drug use, firearms and crime • Family conflict • Family management problems • Favorable attitudes toward the problem behavior • Favorable parental attitudes and involvement in the problem behavior • Friends who engage in the problem behavior 	<ul style="list-style-type: none"> • Bonding • Healthy beliefs and clear standards • Opportunities • Skills 	<ul style="list-style-type: none"> • Individual • Family 	Ages 12-14	<ul style="list-style-type: none"> • Universal
First Step to Success	<ul style="list-style-type: none"> • Early and persistent antisocial behavior • Rebelliousness 	<ul style="list-style-type: none"> • Recognition • Skills 	<ul style="list-style-type: none"> • Individual • Family • School 	Ages 3-8	<ul style="list-style-type: none"> • Selective
Functional Family Therapy	<ul style="list-style-type: none"> • Early and persistent antisocial behavior • Early initiation of the problem behavior • Extreme economic deprivation • Family conflict • Family history of the problem behavior • Family management 	<ul style="list-style-type: none"> • Bonding • Opportunities • Skills 	<ul style="list-style-type: none"> • Individual • Family 	<ul style="list-style-type: none"> • Ages 11-18 	<ul style="list-style-type: none"> • Selective • Indicated

	<ul style="list-style-type: none"> problems Favorable parental attitudes and involvement in the problem behavior Lack of commitment to school Rebelliousness 				
Get Real about AIDS®	<ul style="list-style-type: none"> Early initiation of the problem behavior Favorable attitudes toward the problem behavior 	<ul style="list-style-type: none"> Skills 	<ul style="list-style-type: none"> School 	Ages 9-18	<ul style="list-style-type: none"> Universal
Guiding Good Choices®—A Families That Care™ Program	<ul style="list-style-type: none"> Early and persistent antisocial behavior Early initiation of the problem behavior Family conflict Family management problems Favorable attitudes toward the problem behavior Favorable parental attitudes and involvement in the problem behavior Friends who engage in the problem behavior 	<ul style="list-style-type: none"> Bonding Healthy beliefs and clear standards Opportunities Recognition Skills 	<ul style="list-style-type: none"> Family 	Ages 9-14	<ul style="list-style-type: none"> Universal

High/Scope® Approach to Preschool Education	<ul style="list-style-type: none"> • Academic failure beginning in late elementary school • Constitutional factors • Early and persistent antisocial behavior • Extreme economic deprivation • Family conflict • Family history of the problem behavior • Low neighborhood attachment and community disorganization 	<ul style="list-style-type: none"> • Healthy beliefs and clear standards • Opportunities • Skills 	<ul style="list-style-type: none"> • School 	Ages 3-5	<ul style="list-style-type: none"> • Universal • Selective
The Incredible Years	<ul style="list-style-type: none"> • Early and persistent antisocial behavior • Family conflict • Family management problems • Favorable parental attitudes and involvement in the problem behavior • Lack of commitment to school 	<ul style="list-style-type: none"> • Bonding • Opportunities • Recognition • Skills 	<ul style="list-style-type: none"> • Family • Community • School 	Ages 3-8	<ul style="list-style-type: none"> • Selective • Indicated
Job Corps	<ul style="list-style-type: none"> • Academic failure beginning in late elementary school • Extreme economic deprivation 	<ul style="list-style-type: none"> • Opportunities • Skills 	<ul style="list-style-type: none"> • Individual • Community 	Ages 16-24	<ul style="list-style-type: none"> • Selective
LifeSkills® Training	<ul style="list-style-type: none"> • Community laws and 	<ul style="list-style-type: none"> • Healthy beliefs and 	<ul style="list-style-type: none"> • School 	Ages 8-14	<ul style="list-style-type: none"> • Universal

(LST)	<ul style="list-style-type: none"> norms favorable toward drug use, firearms and crime • Early initiation of the problem behavior • Favorable attitudes toward the problem behavior • Friends who engage in the problem behavior 	<ul style="list-style-type: none"> clear standards • Individual characteristics • Skills 			
Lions-Quest Skills for Adolescence	<ul style="list-style-type: none"> • Availability of drugs • Community laws and norms favorable toward drug use, firearms and crime • Early and persistent antisocial behavior • Early initiation of the problem behavior • Family management problems • Friends who engage in the problem behavior 	<ul style="list-style-type: none"> • Bonding • Healthy beliefs and clear standards • Individual characteristics • Opportunities • Recognition • Skills 	<ul style="list-style-type: none"> • Individual • Family • School 	Ages 11-14	• Universal
Multidimensional Family Therapy	<ul style="list-style-type: none"> • Constitutional factors • Early and persistent antisocial behavior • Early initiation of the problem behavior • Extreme economic deprivation • Family conflict • Family history of the problem behavior 	<ul style="list-style-type: none"> • Bonding • Opportunities • Skills 	<ul style="list-style-type: none"> • Individual • Family 	Ages 12-17	• Indicated

	<ul style="list-style-type: none"> • Family management problems • Favorable attitudes toward the problem behavior • Friends who engage in the problem behavior • Lack of commitment to school 				
Nurse-Family Partnership (NFP)	<ul style="list-style-type: none"> • Constitutional factors • Extreme economic deprivation • Family conflict • Family history of the problem behavior • Favorable parental attitudes and involvement in the problem behavior 	<ul style="list-style-type: none"> • Healthy beliefs and clear standards • Opportunities • Skills 	<ul style="list-style-type: none"> • Individual • Family 	Prenatal-2 years	<ul style="list-style-type: none"> • Selective
The Olweus Bullying Prevention Program	<ul style="list-style-type: none"> • Constitutional factors • Family management problems • Favorable attitudes toward the problem behavior • Friends who engage in the problem behavior • Rebelliousness 	<ul style="list-style-type: none"> • Bonding • Healthy beliefs and clear standards • Opportunities • Skills 	<ul style="list-style-type: none"> • Individual • School 	Ages 6-14	<ul style="list-style-type: none"> • Universal
PALS (Participate and Learn Skills)	<ul style="list-style-type: none"> • Early and persistent antisocial behavior • Extreme economic deprivation 	<ul style="list-style-type: none"> • Bonding • Healthy beliefs and clear standards • Opportunities 	<ul style="list-style-type: none"> • Community 	Ages 5-15	<ul style="list-style-type: none"> • Universal • Selective

		<ul style="list-style-type: none"> • Recognition • Skills 			
The Parent-Child Home Program	<ul style="list-style-type: none"> • Academic failure beginning in late elementary school • Family history of the problem behavior 	<ul style="list-style-type: none"> • Skills 	<ul style="list-style-type: none"> • Individual • Family 	Ages 1-4	<ul style="list-style-type: none"> • Selective
Parenting Wisely®	<ul style="list-style-type: none"> • Academic failure beginning in late elementary school • Early and persistent antisocial behavior • Family conflict • Family management problems • Favorable parental attitudes and involvement in the problem behavior 	<ul style="list-style-type: none"> • Bonding • Opportunities 	<ul style="list-style-type: none"> • Individual • Family 	Ages 9-18	<ul style="list-style-type: none"> • Universal • Selective • Indicated
Positive Action®	<ul style="list-style-type: none"> • Academic failure beginning in late elementary school • Availability of drugs • Community laws and norms favorable toward drug use, firearms and crime • Early and persistent antisocial behavior • Early initiation of the problem behavior • Family conflict 	<ul style="list-style-type: none"> • Bonding • Healthy beliefs and clear standards • Opportunities • Recognition • Skills 	<ul style="list-style-type: none"> • Family • School • Community 	Ages 5-18	<ul style="list-style-type: none"> • Universal

	<ul style="list-style-type: none"> • Family history of the problem behavior • Family management problems • Favorable attitudes toward the problem behavior • Favorable parental attitudes and involvement in the problem behavior • Friends who engage in the problem behavior • Gang involvement • Lack of commitment to school • Low neighborhood attachment and community disorganization 				
Project ALERT	<ul style="list-style-type: none"> • Community laws and norms favorable toward drug use, firearms and crime • Early initiation of the problem behavior • Family management problems • Favorable attitudes toward the problem behavior • Favorable parental attitudes and 	<ul style="list-style-type: none"> • Healthy beliefs and clear standards • Opportunities • Skills 	<ul style="list-style-type: none"> • Family • School 	Ages 12-14	<ul style="list-style-type: none"> • Universal

	involvement in the problem behavior				
	<ul style="list-style-type: none"> • Friends who engage in the problem behavior 				
Project Northland	<ul style="list-style-type: none"> • Availability of drugs • Community laws and norms favorable toward drug use, firearms and crime • Family management problems • Favorable attitudes toward the problem behavior • Favorable parental attitudes and involvement in the problem behavior • Friends who engage in the problem behavior • Low neighborhood attachment and community disorganization 	<ul style="list-style-type: none"> • Bonding • Healthy beliefs and clear standards • Opportunities • Skills 	<ul style="list-style-type: none"> • Family • School • Community 	Ages 11-18	<ul style="list-style-type: none"> • Universal
Project SHOUT (Students Helping Others Understand Tobacco)	<ul style="list-style-type: none"> • Early initiation of the problem behavior • Favorable attitudes toward the problem behavior • Friends who engage in the problem behavior 	<ul style="list-style-type: none"> • Healthy beliefs and clear standards • Opportunities • Recognition • Skills 	<ul style="list-style-type: none"> • School 	Ages 10-14	<ul style="list-style-type: none"> • Universal

Project Towards No Drug Abuse (Project TND)	<ul style="list-style-type: none"> Favorable attitudes toward the problem behavior 	<ul style="list-style-type: none"> Healthy beliefs and clear standards Skills 	<ul style="list-style-type: none"> School 	Ages 14-18	<ul style="list-style-type: none"> Universal Selective Indicated
Promoting Alternative Thinking Strategies (PATHS®)	<ul style="list-style-type: none"> Constitutional factors Early and persistent antisocial behavior 	<ul style="list-style-type: none"> Bonding Skills 	<ul style="list-style-type: none"> Individual School 	Ages 5-12	<ul style="list-style-type: none"> Universal Selective
Reducing the Risk	<ul style="list-style-type: none"> Early initiation of the problem behavior Favorable attitudes toward the problem behavior Friends who engage in the problem behavior 	<ul style="list-style-type: none"> Healthy beliefs and clear standards Skills 	<ul style="list-style-type: none"> School 	Ages 14-18	<ul style="list-style-type: none"> Universal
Responding in Peaceful and Positive Ways (RIPP)	<ul style="list-style-type: none"> Community laws and norms favorable toward drug use, firearms and crime Constitutional factors Favorable attitudes toward the problem behavior Friends who engage in the problem behavior Lack of commitment to school Media portrayals of violence 	<ul style="list-style-type: none"> Bonding Healthy beliefs and clear standards Opportunities Skills 	<ul style="list-style-type: none"> School 	Ages 11-13	<ul style="list-style-type: none"> Universal
Safe Dates	<ul style="list-style-type: none"> Early and persistent antisocial behavior Early initiation of the problem behavior 	<ul style="list-style-type: none"> Healthy beliefs and clear standards Skills 	<ul style="list-style-type: none"> School Community 	Ages 12-14	<ul style="list-style-type: none"> Universal

	<ul style="list-style-type: none"> Favorable attitudes toward the problem behavior Friends who engage in the problem behavior 				
Safer Choices	<ul style="list-style-type: none"> Favorable attitudes toward the problem behavior Friends who engage in the problem behavior 	<ul style="list-style-type: none"> Healthy beliefs and clear standards Skills 	<ul style="list-style-type: none"> School 	Ages 14-18	<ul style="list-style-type: none"> Universal
School Development Program	<ul style="list-style-type: none"> Academic failure beginning in late elementary school Early and persistent antisocial behavior Early initiation of the problem behavior Favorable attitudes toward the problem behavior Favorable parental attitudes and involvement in the problem behavior Lack of commitment to school 	<ul style="list-style-type: none"> Bonding Skills 	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none"> Ages 5-18 	<ul style="list-style-type: none"> Universal Selective
Schools and Families Educating Children (SAFEChildren)	<ul style="list-style-type: none"> Academic failure beginning in late elementary school Community laws and norms favorable toward drug use, firearms and 	<ul style="list-style-type: none"> Bonding Healthy beliefs and clear standards Opportunities Skills 	<ul style="list-style-type: none"> Family School 	Ages 5-6	<ul style="list-style-type: none"> Universal Selective

	<ul style="list-style-type: none"> crime • Family management problems • Lack of commitment to school • Low neighborhood attachment and community disorganization • Transitions and mobility 				
Second Step [®] : A Violence Prevention Curriculum	<ul style="list-style-type: none"> • Constitutional factors • Early and persistent antisocial behavior 	<ul style="list-style-type: none"> • Bonding • Healthy beliefs and clear standards • Recognition • Skills 	<ul style="list-style-type: none"> • School 	Ages 3-14	<ul style="list-style-type: none"> • Universal
STARS for Families (Start Taking Alcohol Risks Seriously)	<ul style="list-style-type: none"> • Early initiation of the problem behavior • Family management problems • Favorable attitudes toward the problem behavior • Favorable parental attitudes and involvement in the problem behavior • Friends who engage in the problem behavior 	<ul style="list-style-type: none"> • Bonding • Healthy beliefs and clear standards • Opportunities • Recognition • Skills 	<ul style="list-style-type: none"> • Individual • Family 	Ages 11-14	<ul style="list-style-type: none"> • Universal • Selective
Starting Early Starting Smart (SESS)	<ul style="list-style-type: none"> • Family history of the problem behavior • Family management problems 	<ul style="list-style-type: none"> • Individual characteristics • Skills 	<ul style="list-style-type: none"> • Individual • Community 	Ages 0-7	<ul style="list-style-type: none"> • Selective

Strengthening Families Program: For Parents and Youth 10-14	<ul style="list-style-type: none"> • Early and persistent antisocial behavior • Early initiation of the problem behavior • Family conflict • Family management problems • Friends who engage in the problem behavior 	<ul style="list-style-type: none"> • Bonding • Healthy beliefs and clear standards • Opportunities • Skills 	<ul style="list-style-type: none"> • Family 	Ages 10-14	<ul style="list-style-type: none"> • Universal
Structured Playground Activities	<ul style="list-style-type: none"> • Early initiation of the problem behavior 	<ul style="list-style-type: none"> • Opportunities • Skills 	<ul style="list-style-type: none"> • School 	Ages 5-8	<ul style="list-style-type: none"> • Universal
Teen Outreach Program	<ul style="list-style-type: none"> • Early initiation of the problem behavior • Favorable attitudes toward the problem behavior • Friends who engage in the problem behavior 	<ul style="list-style-type: none"> • Bonding • Opportunities • Skills 	<ul style="list-style-type: none"> • School • Community 	Ages 12-17	<ul style="list-style-type: none"> • Universal
Teenage Health Teaching Modules (THTM)	<ul style="list-style-type: none"> • Early initiation of the problem behavior • Favorable attitudes toward the problem behavior • Friends who engage in the problem behavior 	<ul style="list-style-type: none"> • Opportunities • Skills 	<ul style="list-style-type: none"> • School 	Ages 11-18	<ul style="list-style-type: none"> • Universal
TLC: Teens Linked to Care	<ul style="list-style-type: none"> • Early initiation of the problem behavior 	<ul style="list-style-type: none"> • Healthy beliefs and clear standards • Opportunities • Recognition • Skills 	<ul style="list-style-type: none"> • Community 	Ages 13-24	<ul style="list-style-type: none"> • Selective

Criteria for Including Programs

Risk and Protective Factors:

All programs, policies and practices included in this guide address one or more of the risk and/or protective factors that are part of the **Communities That Care®** system. We closely examined program materials, requested that developers review the factors, and in many cases worked with individual program developers to make sure we have accurately identified the factors addressed by each program.

Developmentally appropriate:

All programs, policies and practices included in this guide intervene at an appropriate age and include materials that are developmentally appropriate. We closely examined the program materials and program evaluations to make sure each program includes developmentally appropriate activities and results in positive outcomes among youth in the targeted age group.

Currently available:

All programs, policies and practices included in this guide are currently available for implementation. Each one offers materials, training or technical support to help facilitate implementation in your community, or can be implemented without formal support.

High-quality evaluation:

The programs included in the *Communities That Care® Prevention Strategies Guide* were evaluated based upon high-quality experimental and/or quasi-experimental designs. These evaluations have shown that the programs, policies and practices have prevented or reduced substance abuse, delinquency, teen pregnancy, school drop-out and/or violence among youth. Experimental designs are characterized by random assignment of participants to intervention and control groups. Quasi-experimental designs can include intervention and control groups, but participants are not randomly assigned to the groups. In quasi-experimental studies of programs included in this guide, researchers conducted reasonable tests to ensure group equivalence was achieved before intervention. This means that the researcher examined if the groups contained individuals who were equivalent on factors likely to impact the results of the study (such as demographic factors and outcome variables such as substance abuse or delinquency at pretest). Some programs included here were evaluated using quasi-experimental designs involving only one group that was alternately exposed to and removed from the intervention and measured during each phase: a) before the intervention began, b) during the first application of the intervention, c) when the intervention had been stopped, and d) after the intervention had been reinstated.

In addition to having been tested in a study using an experimental or quasi-experimental design, the programs included in this guide were evaluated in studies with the following characteristics: (1) appropriate methods of analysis; (2) statistically significant results; (3) measurement reliability and validity; (4) levels of missing data within minimum bounds required for valid analysis; and (5) adequate efforts to rule out the possibility that the outcomes are due to factors other than the program (such as very large or differential attrition rates, maturation in the participants or environmental factors).

Why does this edition of the *Communities That Care® Prevention Strategies Guide* have fewer programs, policies and practices than previous editions?

This guide seeks to help communities take actions that will lower risk, enhance protection and reduce or prevent problem behaviors. Therefore, the 2004 edition does not include programs, policies or practices that have been tested in studies but do not offer materials, training or technical support to facilitate implementation, unless they can be implemented without such support. It also does not include programs, policies or practices that have shown effects on risk and protective factors but not on the following problem behaviors: substance abuse, delinquency, teen pregnancy, school drop-out or violence.