

**2017 National Exemplary Awards for
Innovative Substance Abuse Prevention Programs, Practices and Policies
APPLICATION COVER SHEET
(INCLUDE WITH APPLICATION)**

1. Has this intervention been submitted for an Exemplary Award in previous years? [Circle one]

Yes No

2. What is the primary target for this program, practice or policy? [Circle one]

Individual School-Based Family/Parent Peer/Group
Workplace Environmental/Community-Based Other

If Other, explain: _____

PROGRAM INFORMATION

Program Name: Athlete Committed Program _____

Agency: Butte County Behavioral Health Prevention Services _____

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I have reviewed the information contained in this application and certify that it is accurate, to the best of my knowledge.

Danelle Campbell _____

5/4/17 _____

Program Director Signature

Date

NOMINATING AGENCY/ORGANIZATION INFORMATION

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I have reviewed the information contained in this application and certify that it is accurate, to the best of my knowledge.

[Signature] _____

5/4/17 _____

Nominating Agency Signature

Date

**2017 National Exemplary Awards
Innovative Substance Abuse Prevention Programs, Practices, and Policies**

**Butte County Department of Behavioral Health, California
Athlete Committed Program**

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Abstract

When you stop and think about the purpose of athletics for youth, it is important to be reminded that the objective goes far beyond winning, championships, season records and the scoreboard. High school athletics is the largest target population that exists in any school. In small rural schools 60-90% of students may be involved in at least one sport per school year, while in the larger schools 40-55% of students are involved in sports. Butte County Department of Behavioral Health (DBH) Prevention Unit developed the Athlete Committed Program in 2010. **Athlete Committed Program is a systemic community approach to** 1) Reducing risk, 2) Increasing protective factors in student-athletes, 3) Setting clear and consistent boundaries for behavior, 4) Increasing consequence beliefs, 5) Teaching appropriate and healthy athlete lifestyle, 6) Establishing a process to identify and support those involved in drug use or behaviors of concern. The Athlete Committed Program provides a targeted opportunity to influence the lives of high school athletes – as well as parents/guardians by providing valuable prevention data, strategies and education. From a prevention standpoint, there are some critical areas of purpose in athletics that should not be overlooked. These basics that have the potential to build strengths and reduce risk. **Pro Social Bonding:** The opportunity to take membership in a positive group activity that calls for positive health behaviors, negative attitude toward negative societal issues, positive relationships with adults, positive bonding to social institutions and commitment to pro-social values. Through athletics, we are attempting to establish a social order with a basis of achievement, common interest and excellence. **Clear and Consistent Boundaries:** Standards for youth behavior set by adults, but also standards set by youth and monitored within their social order. Many of these standards are set to address concerns for health and safety. **Life Skills:** “Abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.” Try to impart to those involved in high school athletics a learning experience that offers skills and abilities that can be used throughout the “game of life” long after their athletic career is over. **Caring and Support:** Show those involved in high school athletics that all stakeholders in the program care and support those who partake, win or lose. That the adults in the community appreciate the athletes and what they are trying to achieve. That we are proud of them, not just for how well they play and what they achieve, but also the kind of young people they are with regard to character and citizenship. In return, they will show support and respect for their peers and teammates. **Set High but Realistic Expectations:** Set expectations for youth to always try their best, to believe in themselves and to show dedication, focus and commitment in whatever they do. To instill in them that their athletic experience is a privilege and honor afforded them to represent their community as ambassadors. **Opportunity for Meaningful Experience:** To not simply offer athletics as an activity, but to make it a special experience unlike any other and to provide, as much as possible, for a young person to gain a positive outlook and perspective from being involved in athletics.

The Athlete Committed Program has demonstrated ease in the ability to be replicated. Athlete Committed has been successfully implemented in over 22 rural, suburban, and urban school settings. In addition, the evaluation results demonstrate that Athlete Committed is not only successful in reducing risk, it has demonstrated success in increasing the protective factors that reduce harm. Most notably, the five year analysis demonstrated that on all 22 Athlete Committed survey items, 91% (20) yielded positive differences when including both major high schools in Chico Unified School District and 100% (all 22 items) yielded positive differences when including only Pleasant Valley High School. In addition and equally as impressive was the five year analyses of the alcohol and marijuana use at both schools. From 2009/2010 (when the program started) to 2013/2014 there was a 20% decrease in 11th grade alcohol use, 9% decrease in 11th grade 30 day use of alcohol, and a 9% decrease in 11th grade binge drinking of alcohol. In addition, there was a 12% decrease in 11th grade marijuana use and a 4% decrease in 11th grade 30 day use of marijuana.

NARRATIVE

A. Philosophy

What is the mission statement and rationale of the program? Butte County Department of Behavioral Health (DBH) – Prevention Unit is committed to providing cutting edge prevention programs that not only integrate research-based strategies but are innovative and capture the interest of young people. Athlete Committed Program is a systemic community approach to 1) Reducing risk, 2) Increasing protective factors in student-athletes, 3) Setting clear and consistent boundaries for behavior, 4) Increasing consequence beliefs, 5) Teaching appropriate and healthy athlete lifestyle, 6) Establishing a process to identify and support those involved in drug use or behaviors of concern. The Athlete Committed Program provides a targeted opportunity to influence the lives of high school athletes – as well as parents/guardians by providing valuable prevention data, strategies and education.

What is the philosophy or conceptual framework on which it is based? From a prevention standpoint, there are some critical areas of purpose in athletics that should not be overlooked. These basics that have the potential to build strengths and reduce risk. **Pro Social Bonding:** The opportunity to take membership in a positive group activity that calls for positive health behaviors, negative attitude toward negative societal issues, positive relationships with adults, positive bonding to social institutions and commitment to pro-social values. Through athletics, we are attempting to establish a social order with a basis of achievement, common interest and excellence.

Clear and Consistent Boundaries: Standards for youth behavior set by adults, but also standards set by youth and monitored within their social order. Many of these standards are set to address concerns for health and safety. **Life Skills:** “Abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.” Try to impart to those involved in high school athletics a learning experience that offers skills and abilities that can be used throughout the “game of life” long after their athletic career is over. **Caring and Support:** Show those involved in high school athletics that all stakeholders in the program care and support those who partake, win or lose. That the adults in the community appreciate the athletes and what they are trying to achieve. That we are proud of them, not just for how well they play and what they achieve, but also the kind of young people they are with regard to character and citizenship. In return, they will show support and respect for their peers and teammates. **Set High but Realistic Expectations:** Set expectations for youth to always try their best, to believe in themselves and to show dedication, focus and commitment in whatever they do. To instill in them that their athletic experience is a privilege and honor afforded them to represent their community as ambassadors. **Opportunity for Meaningful Experience:** To not simply offer athletics as an activity, but to make it a special experience unlike any other and to provide, as much as possible, for a young person to gain a positive outlook and perspective from being involved in athletics.

How does the program’s philosophy reflect a “no illegal or high-risk use” message for alcohol and drugs for ATOD prevention programs? At the core of the Athlete Committed Program is the advocacy of abstinence from drug use and risk behaviors that can be harmful for young people. This is accomplished through a well-defined policy that prohibits the use of any illegal substances for high school athletes. In addition, this message is a consistent and foundational message weaved throughout the program components.

B. Needs Assessment

What epidemiological data lead to the establishment of this particular program? Butte County Department of Behavioral Health (BCDBH) Prevention Services uses multiple sources of data to demonstrate the community’s youth substance use-related problems and to prioritize those problems. The Butte County Healthy Kids Survey data is the primary source of the GPRA data. The Healthy Kids Survey is given to all 7th, 9th and 11th graders in Butte County every other year. **Alcohol:** Past 30 day use – 24% of 9th graders and 38% of 11th graders report at least one drink of alcohol in the past 30 days. Age of onset alcohol - 34% of 11th graders report never having one drink of alcohol while 9% report their first

drink at the age of 10 or under, 9% report their first drink at the age of 11-12, 21% report their first drink at 13-14 and 26% report their first drink at age 15-16. Binge drinking - 48% of 11th graders and 28% of 9th graders report binge drinking. 28% of 11th graders reported binge drinking on at least 1 day in the past 30 days and 14% reported drinking to get really drunk. 68% of 11th graders reported drinking more than 4 drinks in their lifetime. Perception of harm – 19% of 7th graders do not think it is harmful to binge drink once or twice per week. Personal disapproval – Only half (52% of 9th graders and 54% of 11th graders) of high school students reported “strongly disapprove” when asked “How do you feel about someone your age having one or two drinks of alcohol nearly every day?”. Perception of parental disapproval – 26% of parents report that when parents provide alcohol to youth, they do so because they do not think it is harmful. 28% of youth report that their parents would disapprove “a lot” of youth using alcohol. Perception of peer disapproval – 25% of 11th graders do not disapprove of drinking alcohol every day. **Marijuana: Past 30 day use** - 14% of 9th graders and 24% of 11th graders report using marijuana in the last 30 days. **Age of onset marijuana** – 65% of Butte County 11th graders report never trying marijuana, 2% report first use at 10 or under, 4% at the age of 11-12, 12% at the age of 13-14 and 6% at the age of 15-16. **Perception of harm** – Nearly half of all high school students do not think it is harmful to use marijuana. When asked “How much do people risk harming themselves physically and in other ways when they use marijuana”, 20% of 9th graders and 22% of 11th graders reported “none” to smoking marijuana occasionally and 22% of 9th graders and 24% of 11th graders reported “slight”. When asked the same questions regarding smoking once or twice a week, 18% of 9th graders and 17% of 11th graders reported “none” and 14% of 9th graders and 16% of 11th graders reported “slight”. **Personal disapproval** – Only 50% of 9th graders and 40% of 11th graders reports “strongly disapprove” when asked “How do you feel about someone your age smoking marijuana once a month or more?”. **Perception of parental disapproval** – 72% of youth report that their parents would disapprove “a lot” of youth using marijuana and 16% reported “not much” or “not at all”. **Tobacco: Past 30 day use** - 10% of 9th graders and 13% of 11th graders report cigarette use in the past 30 days. **Age of onset tobacco** – 23% of 11th graders report smoking for the first time between the ages of 13 and 16 while 11% report being 12 years old or younger. **Perception of harm** – 68% of 9th graders and 78% of 11th graders reported “great” when asked “How much do people risk harming themselves physically and in other ways when they smoke 1-2 packs of cigarettes a day. Only 24% of 9th graders and 30% of 11th graders reported “great” when asked the same question about “smoking occasionally”. **Personal disapproval** – Only 63% of 9th graders and 64% of 11th graders reported “strongly disapprove” when asked “How do you feel about someone your age smoking one or more packs of cigarettes a day. **Perception of parental disapproval** – 75% of youth report that their parents would disapprove “A lot” of youth using tobacco. 10% reported “not much” or “not at all”. **Perception of peer disapproval** – 70% of 9th graders and 71% of 11th graders reported “strongly disapprove” when asked “How do you think your close friends would feel about you smoking one or more packs of cigarettes a day”.

What type of analysis has been conducted to clarify the substance abuse problem? A three tiered approach to analysis and identification of the risks and needs of the target community was employed—with a particular focus on ATOD indicators.

What are the sound long- and short-term planning processes? Consistent with SAMHSA’s guiding principles, DBH Prevention Services uses the Strategic Prevention Framework (SPF) as the foundational planning process for all services and programs. This process includes 1) Needs Assessment, 2) Building Capacity, 3) Strategic Planning, 4) Implementation, and 5) Evaluation. Butte County Behavioral Health Prevention Services partnered with the local Drug Free Communities Coalition (Butte Youth Now Coalition (BYNC) on the planning process consisting of the following:

Coalition Presentation of SPF process: The BYNC was provided an overview of the SPF process along with a question/answer session.

Data Collection and Analysis: Staff participated in a comprehensive collection, review and analysis of local, state and national quantitative and qualitative data. Representatives from each

sector provided valuable data sets, expertise and experience. In addition, the findings from a local assessment tool were used to enhance the assessment process and findings. Each year, key data findings and recommendations are developed with young people – then presented to over 100 community stakeholders to receive feedback and support of initiatives to address key focus areas. This process occurs annually during the Community Leader World Café in October.

Prioritize Focus Areas: As a result of the data review and analysis, the workgroup identified and prioritized the areas of focus for prevention services over the next five years. Based on research and what has been demonstrated to successfully reduce at risk behavior is the need for youth prevention programs that are aimed to increase protective factors and build assets rather than programs that simply provide education or focus on “problems”. Athlete Committed is successfully accomplishing this goal.

What actions were taken to involve representatives of the target population(s) in program planning and implementation to ensure that the program is responsive to their needs? At the foundation of the Athlete Committed Program is the involvement of cross sector representatives at every level. This includes the school district superintendent, school site principals, athletic directors, school counselors, school athletic coaches, prevention staff, high school athletes and parents/caregivers. Youth athletes are involved in the design, implementation and evaluation of all services and use evaluation findings from young people and other school representatives to develop program recommendations.

C. Population(s) Served

What target population does the program serve? High school athletics is the largest target population that exists in any school. In small rural schools 60-90% of students may be involved in at least one sport per school year, while in the larger schools 40-55% of students are involved in sports. In Butte County, approximately 80% of the high school students participate in athletics. Because of the intentional design of the program, every high school student grades 9th – 12th and their parent/care giver is required to participate if they want to be eligible for high school athletics. This provides a very innovative and unique opportunity to ensure participation from our target populations.

Highlights from the Demographics – 49% of the high school athletes are female, 51% are male, the ages ranged from 14-18, the sample represented athletes living in one geographic areas, the majority qualify for free or reduced lunch, the primary languages spoken at home were English (75%) and Spanish (25%), the ethnic diversity included White/European (59%), Latino/Hispanic (28%), Multi-ethnic (28%), Native/Indigenous (1%), and African American/Black (3%).

What was done to recruit and retain members of the targeted population into this program? Recruitment and retention are not an issue with Athlete Committed. All high school students who want to play athletic are required to participate for the duration of their high school athletic involvement.

How are the staff trained in the cultural patterns of the program’s target populations? Another key feature of the program is the required coach/teacher/administrator training that happens on an annual basis. This allows the opportunity to ensure that all staff received consistent, ongoing and relevant training on the population being served, program design and implementation and the science and research behind the program modules.

What have you done to ensure cultural competency in the program? All program materials consist of interactive, thought provoking, culturally-sensitive, educational and skill-building activities that are based on scientific research and evaluation proven to achieve desired outcomes. Athlete Committed presentations, trainings and meetings are structured and presented using varied instructional techniques to meet the diverse learning style and special needs of participants. A strength of Athlete Committed is it’s participation from a diverse group of young people – which is ensured by the diverse population that participates in high school athletics.

D. Building Capacity

How does your program relate to the community’s overall prevention strategy and/or systems?

Athlete Committed has been prioritized as a program strategy through the Butte County Behavioral Health Prevention Services Strategic Prevention Framework Plan, the Chico Unified School District planning process and the Butte Youth Now Coalition.

How does your program support and make use of collaboration and linkages, especially with Federal, State, or local organizations? On a state level Athlete Committed has been highlighted by the California Department of Education. In addition, webinars and trainings on Athlete Committed have been sponsored by the Community Prevention Institute (CPI)/Center for Applied Research Solutions (CARS). These partnerships have provided the opportunity for technical assistance and support for the replication of the Athlete Committed Program. On the national level, Athlete Committed has been recognized by the Life of Athlete/Human Performance Project. On a local level, successful collaboration exists with the Butte Youth Now Coalition, Gridley GUARDIAN Coalition, local school districts, school administration, and school counselors and treatment center counselors

What community outreach strategies do you employ? Outreach is efforts are really unique with the Athlete Committed Program. Because program participation is required for all high school athletes, outreach is conducted primarily through school coaches and athletic directors.

What type of grassroots participation is included in your program? Grassroots participation comes primarily from the local business, sporting goods retailers, local merchants, and parent/civic groups. Mobilizing and capacity building are really quite extraordinary with Athlete Committed. All coaches are required to receive a minimum of three hours of program training each year. In addition, district and school level administration participate in the training. For a select number of key coaches, additional training is provided. Athlete and parents are required to attend educational presentations for every season they play athletics. Athlete Committed provides the ideal opportunity for county level behavioral health services to collaborate with school and district level services to provide comprehensive and consistent service delivery.

E. Strategic Planning

What are the goals and objectives of this program?

Athlete Committed Program goals include: 1) Reducing risk, 2) Increasing protective factors in student-athletes, 3) Setting clear and consistent boundaries for behavior, 4) Increasing consequence beliefs, 5) Teaching appropriate and healthy athlete lifestyle, 6) Establishing a process to identify and support those involved in drug use or behaviors of concern. Core program objectives and components include: Code of Conduct, Mandatory Parent/Athlete Code Night Presentations, Team Break-out Sessions, Athlete Leader Training, Ongoing Athlete Meetings, Activities/Events, Trained Coaches, Supportive Administration, and Pre/Post Season Athlete Evaluation.

How do the goals and objectives directly respond to the information and epidemiological data? The goals and objectives are designed to address the needs assessment process. This assesses the risk factors of the target population as well as the community risk factors. Goals and objectives address multiple risk factors, as defined by the Center for Substance Abuse Prevention (CSAP) and Center for the Application of Prevention Technologies (CAPT). Both groups have shown through research these risk factors include engaging in or exhibiting violent/problem behavior, ATOD usage, academic difficulty/failure, and low family, community, and school attachment. Although athletes have a group to belong to (their team) this often brings with it high risk norms and behaviors that promote substance use, bullying/harassment, and exposure to dangerous/illegal behaviors.

How many members of the population are expected to be reached and in what timeframe?

The Athlete Committed Program serves all high school athletes within the Chico Unified School District. They participate for every season that they play a sport. This could range from a few months (if they only play one sport) to the entire academic school year (if they play three sports). Over 6000 youth and parents/care givers have been served since the inception of Athlete Committed.

What mechanisms are in place to ensure long-term program sustainability? The sustainability of the Athlete Committed Program is routed in the school policy that requires participation in the program for all high school athletes and their parents/care givers. Therefore, for as long as the school policy remains in place, the program will be sustained. We have successfully completed seven years of program implementation to date.

F. Implementation

What makes this program innovative?

The true innovation of this program lies in the ability to capture the participation and interest of a high risk population – high school athletes. In addition, the code of conduct provides the policy and violation structure to ensure that young people are aware of the high expectations for participation, the consequences for code violations and the restorative justice process to ensure they get help if needed/appropriate. We have successfully supported the replication of this program in nearly 25 other California high schools – and have yet to find a similar program.

What distinguishes this program from similar programs, strategies, or practices?

Athlete Committed not only ensures the participation of high school athletes, it requires the participation of their parent/care givers. Each season every high school athlete and their parent/care giver are required to receive prevention education and training, sign commitments and goals and sign annually they sign the code of conduct. These elements ensure that the majority of the high school population and their parents/care givers are active participants in the program. Rarely will you hear of a prevention program or strategy that has the reach of this program.

How does the program operate?

- Athlete Committed is a program that can be implemented one phase at a time or multiple phases simultaneously. Some schools may only be able to start with Phase 1 (education) which would include requiring athletes to participate in the parent/athlete code night presentation, putting posters up in the locker rooms and conducting pre-season meetings.
- Other schools may be able to implement more phases right away, which could include reviewing and revising the athletic code of conduct, training coaches and athletic administrators how to address substance abuse with their athletes, and developing student leadership within the teams and stakeholder unity in the community.
- Whatever phase or phases your program implements there are some non-negotiables for Athlete Committed to be an effective program. It may take some time to implement these, but just know that you will most likely not see true changes in behavior until these are in place.
 - **Code of Conduct:** A comprehensive code includes clear character based expectations of student athletes, as well as clear consequences to any code violation.
 - **Mandatory Parent/Athlete Education and Training:** This meeting is to ensure all parents and athletes are well informed of the Code of Conduct that was signed by athletes and parents. This meeting is imperative so you can educate the athletes and parents/guardians about how substance use (alcohol, tobacco and other drugs), sleep, nutrition, training/recovery, stress and impacts peak performance. This also gives you the opportunity to review the code, discuss character, leadership, bullying/harassment, cyber imaging and the privilege of playing a sport. This meeting helps to ensure that everyone receives a consistent message and is empowered to make the best lifestyle decisions.
 - **Team Meetings/Break-out Sessions:** Ensuring the coach personalizes the message, teammates hold each other accountable to the team goal and expectations for participation are reinforced. This includes choosing and building strong team leaders and creating a culture of high expectations among teammates.

- **Athlete Leader Training:** Training a core group of athletes to be “experts” in the Athlete Committed Program content. These athletes provide cross age presentations, code night presentations, and trainings at conferences.
- **Ongoing Athlete Meetings:** Hold lunch time meetings to discuss weekend activities, issues among teammates, plan post game and weekend activities and events, and general team attitude and culture.
- **Activities and Events:** Athletes plan post competition events, weekend events and “Committed Days” – encouraging all athletes to show up for other team sports and cheer them on.
- **Trained Coaches:** Coaches and athletic administrators have an important role to play in dealing with substance abuse among their athletes but many are not prepared to address it. Conducting coach’s training is imperative both to raise coach consciousness and equip them to deal with the issue of alcohol, tobacco and drug use. Athlete Committed supports coaches to address all behaviors of concern among their team. This approach not only includes coaching to increase athletic performance among players but also viewing sport as an opportunity to build character.
- **Administrative Support:** Principals, Assistant Principals, Superintendents, Athletic Directors and School Board Members need to be supportive and on board with the program. Be prepared to address code infractions and support the investigative process. In addition, prioritize the opportunity for Coach’s training.
- **Pre/Post Season Athlete Evaluation:** Pre and post season surveys are administered to all athletes. This survey provides the opportunity to measure perception, attitude and beliefs among athletes.
- **Restorative Justice Process:** All athletes with a chemical health violation are required to complete three sessions with an intervention specialist. The sessions provide the opportunity for screening, brief intervention and referral to treatment when necessary. The intervention specialist uses a combination of motivational interviewing and cognitive behavioral therapy during the three sessions.

Who is involved in conducting the activities (volunteers, staff, others)? Under the direction of the Program Manager, a Supervising Behavioral Health Education Specialist oversees the Behavioral Health Education Specialists (Athlete Committed coordinator) dedicated to support the implementation of the Athlete Committed Program. In addition, each school site has a lead coach and administrator assigned to support the implementation of the program. Also, each site has a team of youth athlete volunteers who are instrumental in the planning and implementation of meetings, trainings, events and conferences.

How does implementation address the cultural needs of the target population? The target population served is very diverse and to provide the best services Athlete Committed is making ongoing efforts to address the participants’ needs. All training, presentation and meeting content is developed to be interactive, thought provoking, culturally-sensitive, educational and skill-building activities that are based on scientific research and evaluation proven to achieve desired outcomes in the areas substance use prevention.

What is the infrastructure/support system used to implement this program? The DBH Prevention Services staff includes 40 individuals between the ages of 15 and 46 who have received the training and development required to meet program objectives and goals. The diverse ethnic make-up of the Prevention Unit staff lend to the successful outreach and implementation of services to diverse under-served populations. Key project personnel have attended various prevention/youth development trainings including the National Prevention Network Prevention Research Conference, California Substance Use

Disorder Conference, and various training addressing Risk and Resiliency, youth development, and prevention trends. In addition, key staff have completed the Life of an Athlete training and specific content training in the areas relevant to the program.

Describe the program’s ability to effect community-wide change:

Athlete Committed has had very successful team level, school level and community level change. Athlete Committed reaches the majority of high school students within the district, their parents/care givers and the stakeholders who support the initiative. In addition, the marketing, media campaigns and school climate initiatives have helped to impact change beyond the target population. The community wide-change is experienced in the reduction of the harmful risk factors that impact school systems, law enforcement, family systems, health systems, and peers.

What is the number of individuals in the community, and what percent of these individuals were impacted through the implementation of this program? There are approximately 3,400 high school students in the district. Approximately 80% play a high school sport. Therefore, the program is reaching approximately 2,720 high school athletes each year – with at least one parent/care giver for each athlete.

What aspects or elements of the program, if any, can be replicated or adapted to other sites? The Athlete Committed Program has been successfully replicated by community-based prevention organizations working with schools or by schools directly. For community-based organizations the critical prerequisite is to have a working relationship with school sites and buy-in from the school administration and staff for delivering the services. Much effort has been placed on creating standardized procedures and materials that facilitate successful replication. These replication materials include, but are not limited to the following: Program Manuals, The Coach’s Playbook, Athlete Committed Toolkits, Athlete Leader Application Packages, Pre/Post Season Surveys, training materials, and media materials.

G. Evaluation

What are the major outcomes, impacts, and changes accomplished due to this program

The Athlete Committed Program has implemented evaluation since the inception of the program. Overtime, the evaluation design has progressed from having a primarily formative design (focusing on process findings) to having a more rigorous measurement of program outcomes. The initial formative focus allowed for continuous learning about how the program was working as it was implemented. This approach met the information needs of the partners within the limited resources available to conduct the evaluation and facilitated program improvement efforts.

The current evaluation design incorporates multiple research methods that integrate process and outcome analyses to provide a complete understanding of the degree of program effectiveness, the reasons for program successes and shortcomings, and the likely applicability of these program “lessons” to other communities interested in implementing the Athlete Committed Program model. Most notably, the five year analysis demonstrated that on all 22 Athlete Committed survey items, 91% (20) yielded positive differences when including both major high schools in Chico Unified School District and 100% (all 22 items) yielded positive differences when including only Pleasant Valley High School. In addition and equally as impressive was the five year analyses of the alcohol and marijuana use at both schools. From 2009/2010 (when the program started) to 2013/2014 there was a 20% decrease in 11th grade alcohol use, 9% decrease in 11th grade 30 day use of alcohol, and a 9% decrease in 11th grade binge drinking of alcohol. In addition, there was a 12% decrease in 11th grade marijuana use and a 4% decrease in 11th grade 30 day use of marijuana as reported in the California Healthy Kids Survey results for Chico Unified School District.

Data Collection Strategies & Key Findings

Over the past five years, athletes at Pleasant Valley High School have completed the Athlete Committed survey at the beginning of their season and at the end of the season. If they play more than one sport, they complete the survey for each sport season/team. The survey measures the athlete perception of bullying/harassment, substance use, coach's belief and follow through, parent/guardian behaviors, consequences for code violations and attitudes regarding team leaders.



In the fall 2011 survey administration 163 athletes in grades 10-12 completed the survey. In the fall 2015 survey administration 257 athletes in grades 10-12 completed the survey. This reflects the increasing support for and participation in the data collection efforts over time.

Try to visualize how important athletics are and the positive impact it can have on youth and communities; it has significant potential to develop many of the life skills and abilities young people will need to be successful as adults.

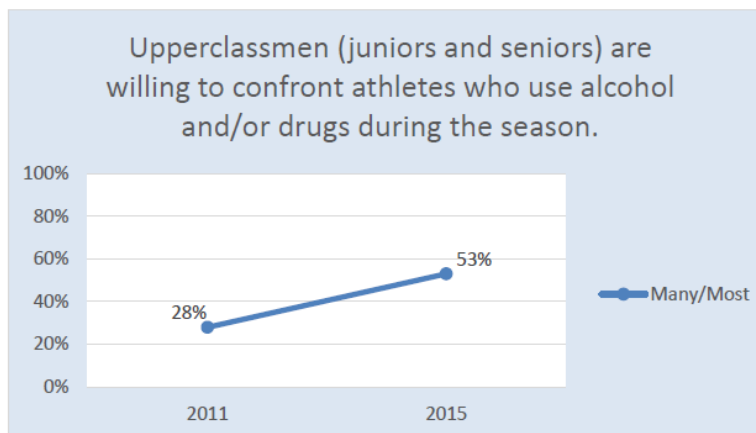
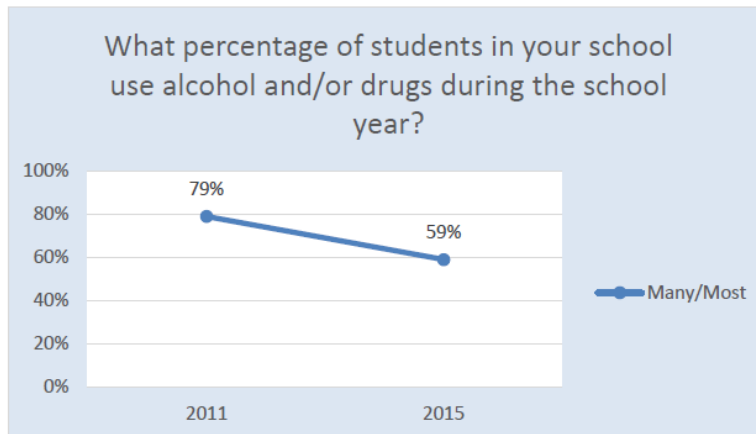
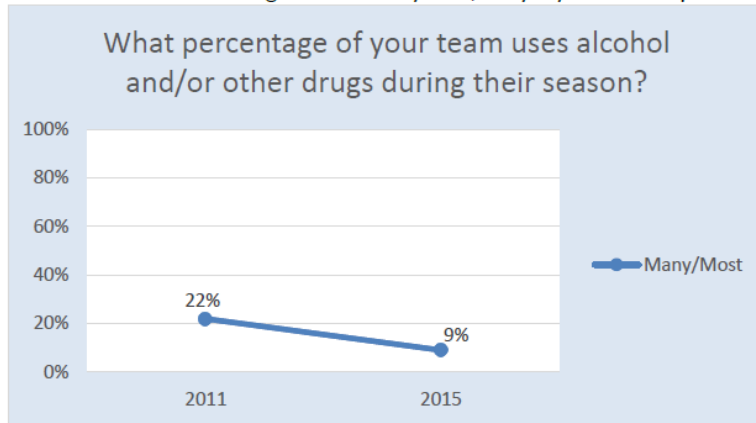
Athlete Committed is adding to that potential – by providing consistent expectations, messages, consequences and support for all athletes. This translates to success in life!



Substance Use

Athletes remain one of the highest “at risk” groups for substance abuse. When athletes win, they celebrate, often with alcohol and other drugs. When they lose, they try to kill the pain of defeat with alcohol and other drugs. An NCAA

study discovered that between 68% and 95% of college athletes drink alcohol regularly and approximately one third use marijuana. High school athletes are traditionally no exception. However, with implementation of the Athlete Committed Program, we are making significant progress in this area.

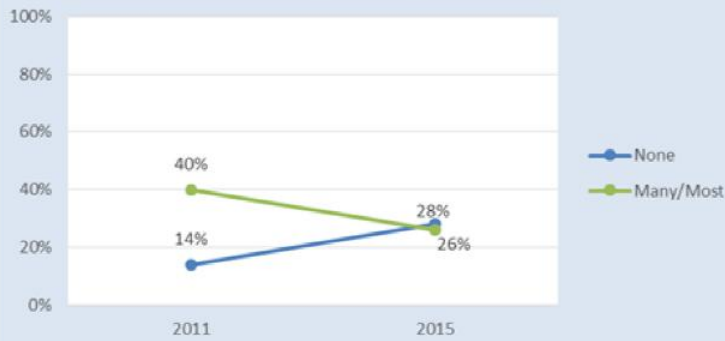


Key Findings:

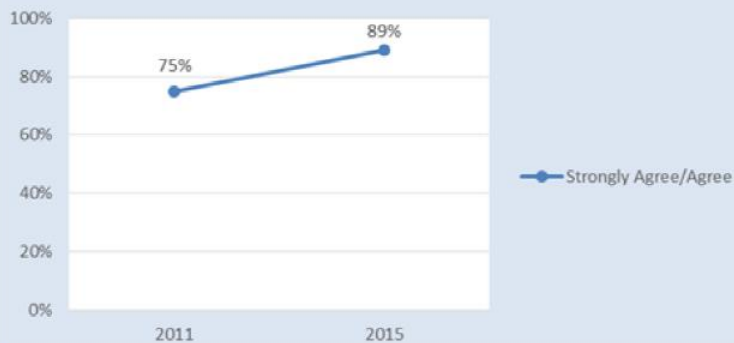
Over the past five years:

- 13% decrease in athletes reporting that their team uses alcohol and/or other drugs during the season (only 9% report that many/most use)
- 20% decrease in athletes reporting that students in their school use alcohol and/or drugs during the school year
- 25% increase in athletes reporting that upperclassmen (juniors and seniors) are willing to confront athletes who use alcohol and/or drugs during the season

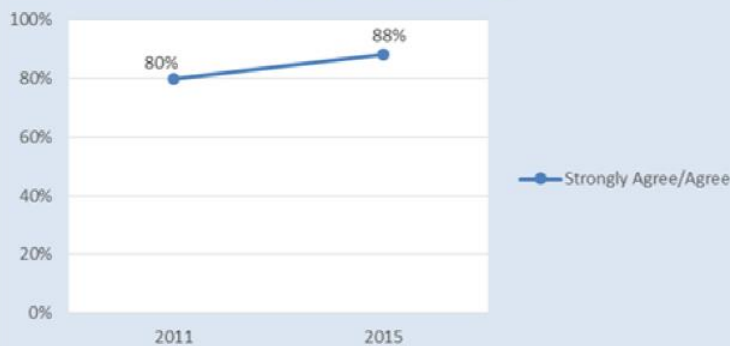
What percentage of athletes in your school use alcohol and/or drugs during their sport season?



There are negative effects on team morale when athletes on my team use alcohol and/or drugs.



Participation in athletics helps keep kids from using alcohol and/or drugs.

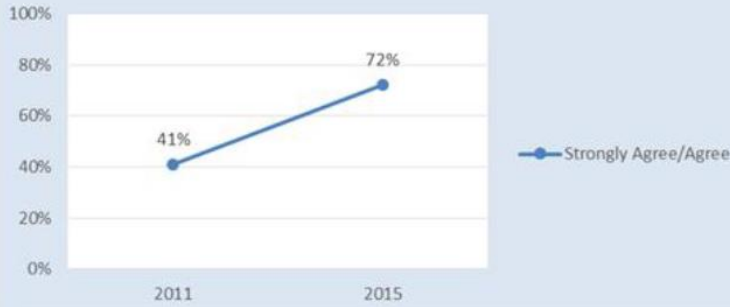


Key Findings:

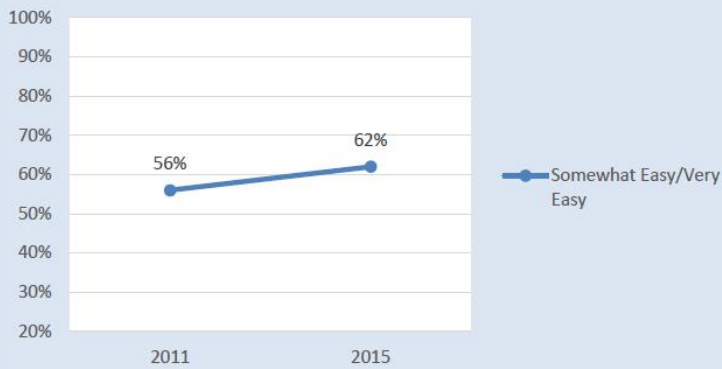
Over the past five years:

- 14% decrease in athletes reporting that athletes in their school use alcohol and/or other drugs during their sport season
- 14% increase in athletes reporting that NO athletes in their school use alcohol and/or drugs during their season
- 14% increase in athletes reporting that there are negative effects on team morale when athletes use alcohol and/or drugs (89% agree)
- 8% increase in athletes reporting that participation in athletics helps keep kids from using alcohol and/or drugs (88% agree)

Signing a "code of conduct" in order to compete on a team helps prevent the use of alcohol and drugs.



It is easy to find parties where there is not alcohol and/or drugs available.



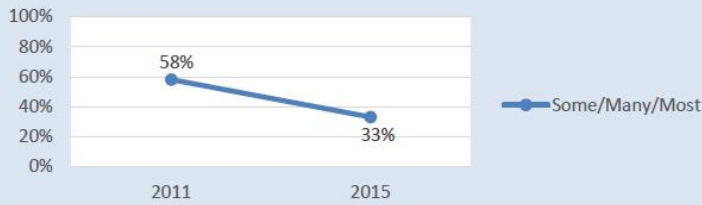
Key Findings:

Over the past five years:

- 31% increase in athletes reporting that signing a "code of conduct" helps prevent the use of alcohol and drugs
- 6% increase in athletes reporting that it is easy to find parties where there is NOT alcohol and/or drugs

Bullying & Harassment

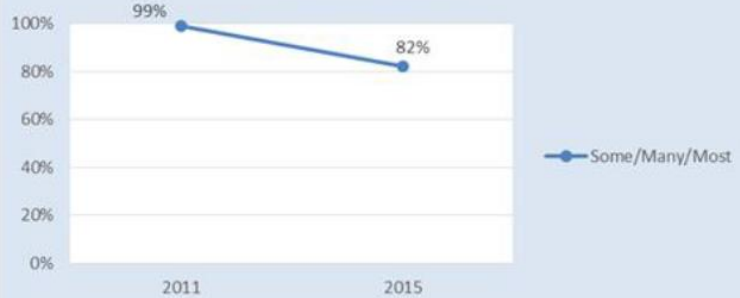
What percentage of your teammates bully or harass other students? This includes cyberbullying, verbal/physical harassment, written harassment or hazing type behavior.



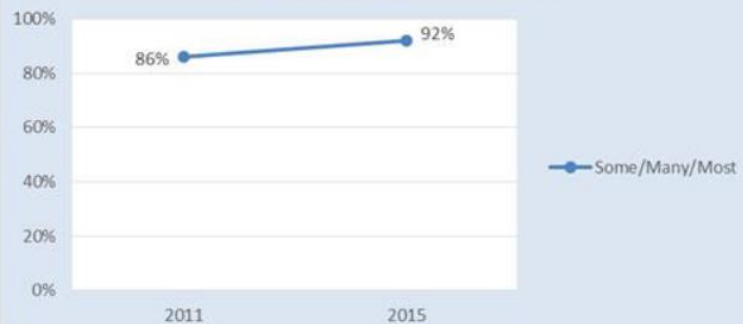
Athletes are expected to show respect, sportsmanship, fairness and self-control. Athletes have a responsibility to not only ensure that they do not engage in any bullying or harassment, but also to ensure that they are not a silent bystander. They must be willing to do the right thing – always. And, to look out for others who may need their support. Athletes must possess high levels of communication and be willing to confront any behaviors of concern – including bullying, verbal/physical harassment, written harassment or hazing type behavior.



What percentage of your schools population bully or harass other students. This includes cyberbullying, verbal/physical harassment, written harassment, or hazing type behavior.



What percentage of upperclassmen (juniors or seniors) in your sport are willing to confront other athletes who are bullying or harassing other students?



Key Findings:

Over the past five years:

- 25% decrease in athletes reporting that their teammates bully or harass other students
- 17% decrease in athletes reporting that students harass other students
- 6% increase in athletes reporting that upperclassmen in their sport are willing to confront other athletes who are bullying or harassing other students

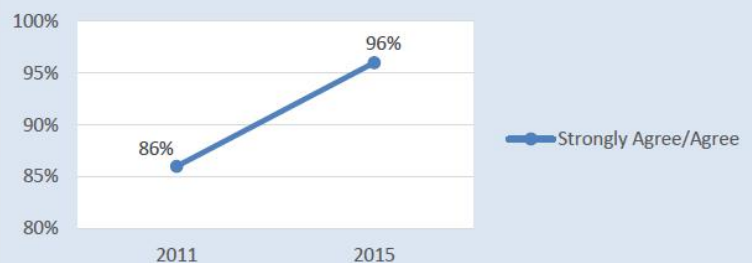


Coach Belief & Follow Through

Coaches have a special relationship with their players, but coaches often underestimate the amount of influence they have. The coach holds an important leadership role at a very significant and impressionable time in athletes' lives. When coaches talk to players or other students about the danger of drugs, the message is more effective because the Coach is speaking.



The coach has talked to the team about the athletic code and alcohol/drug use by athletes.



Key Findings:

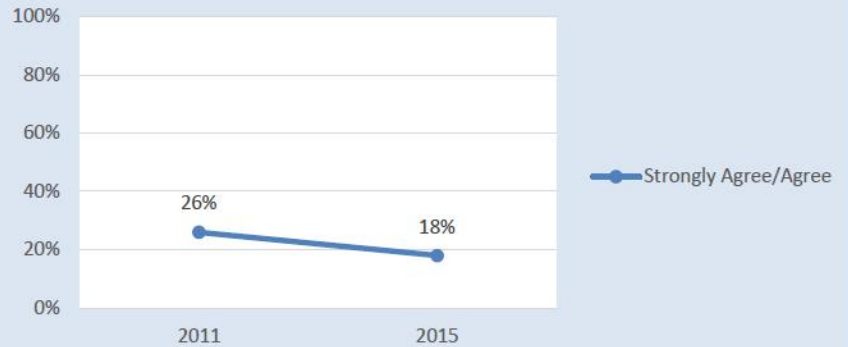
Over the past five years:

- 10% increase in athletes reporting that their coach has talked to the team about the athletic code and alcohol/drug use by athletes (96% agree)
- 8% increase in athletes reporting that if they know of a teammate who is using alcohol and/or drugs and reported it to their coach, the coach would address the athlete with appropriate consequences (93% agree)
- 8% decrease in athletes reporting that the coach is aware that there are athletes on my team who use alcohol and/or drugs during the season, but choose to look the other way (18% agree)

If you know of a teammate who is using alcohol and/or drugs and reported it to your coach, the coach would address the athlete with appropriate consequences.



The coach is aware that there are athletes on my team who use alcohol and/or drugs during the season, but choose to look the other way.

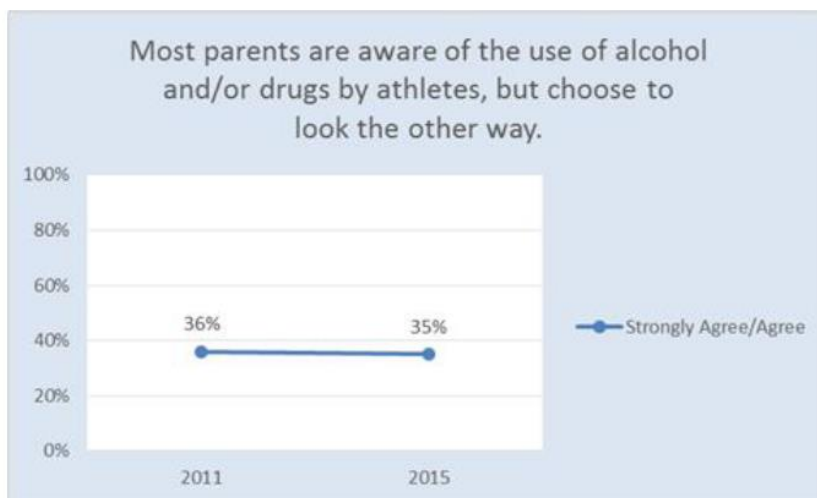




The “code” spells out the consequences for behavioral issues and violations but often times it is the coach that enforces the violations and links the athlete to a process for support and change. Athletes appreciate coaches who clearly express their expectation that players will not use any substances, checks in with the team about violations and consistently holds them accountable for violations.

Parent/Guardian Behaviors

The success of the Athlete Committed Program also involves a commitment from parents/guardians to support the foundational concepts of the program. It is impressed upon all parents/guardians, that by signing the code, an individual indicates that they have knowledge, understanding and agreement to all standards set forth for the privilege of being involved in the athletic program. This includes ensuring that parents are setting clear expectations for no use, clear consequences for use, and not host parties where alcohol/drugs is present.



Key Findings:

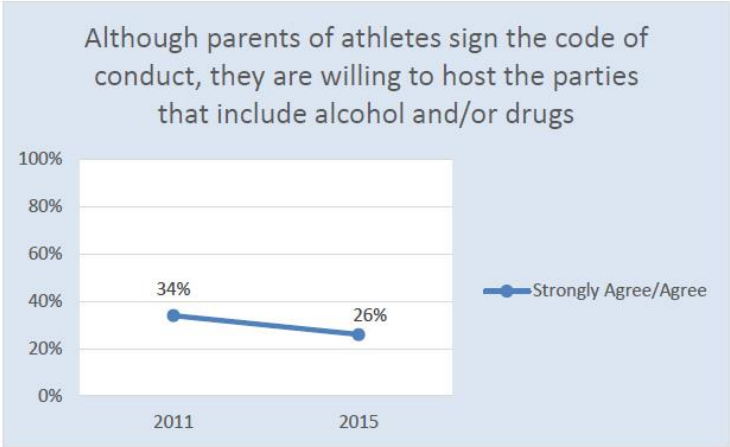
Over the past five years:

- 1% decrease in athletes reporting that most parents are aware of the use of alcohol and/or drugs by athletes, but choose to look the other way

Key Findings:

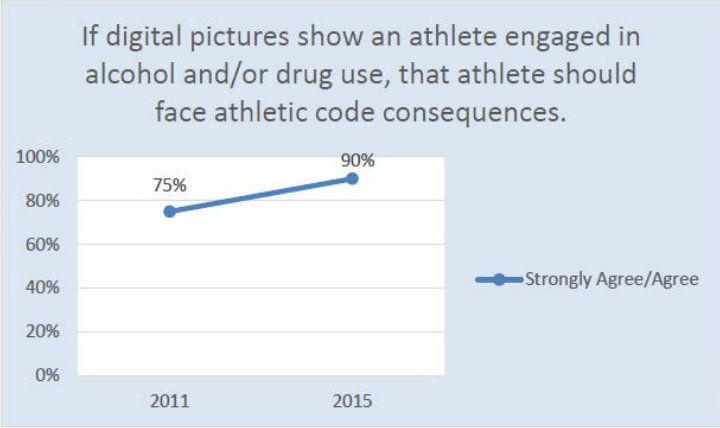
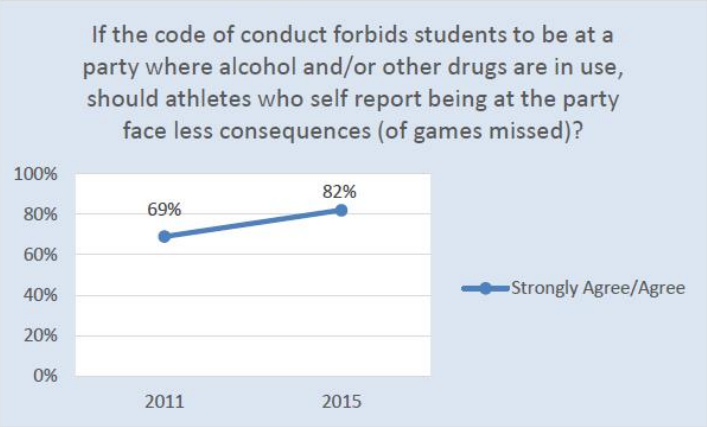
Over the past five years:

- 8% decrease in athletes reporting that although parents sign a code of conduct, they are willing to host parties that include alcohol and/or drugs



Consequences for Code Violations

A well written code should be a positive document that establishes a comprehensive structure for running a program of excellence. Athletic programs should ask, “Is our code to punish individuals for their mistakes or to educate them and to set clear and consistent boundaries for their behavior”? The code should be focused on what we expect from athletes – good character, leadership, role modeling, and high expectations. Playing sports for a school is a privilege, not a right! The code outlines the conditions for participation as part of that privilege – and it also outlines the consequences for violations.



What evidence can be used to support the answer described above? To date the evaluation findings have been based on a combination of youth self-reports, teacher/counselor reports, and program staff reports. The information has been primarily derived from youth participant surveys.

How do the outcomes relate to the program's goals and objectives? All of the program outcomes reported are directly related to the design and implementation of the program goals and objectives. The specific program goals and objectives directly correlate to the major evaluation domain areas. This correlation provides the opportunity to measure the effectiveness of the goals and objectives and monitor the impact through the related outcome domain areas.

How do the results derived from the evaluation meet the needs for which the program was designed? The outcomes indicate that participants are experiencing the supports and opportunities provided through the goals and objectives. These objectives are directly linked to positive short and long-term prevention and youth development outcomes described above. These outcomes are consistent with the outcomes intended in program design, increasing skills and knowledge, increasing school/community bonding, increasing social skills and cultural sensitivity, increasing peer refusal skills, increasing knowledge on substance use, increasing capacity, increasing positive/resilient behaviors amongst program participants and decreasing substance use and violence amongst program participants.

H. Program Management

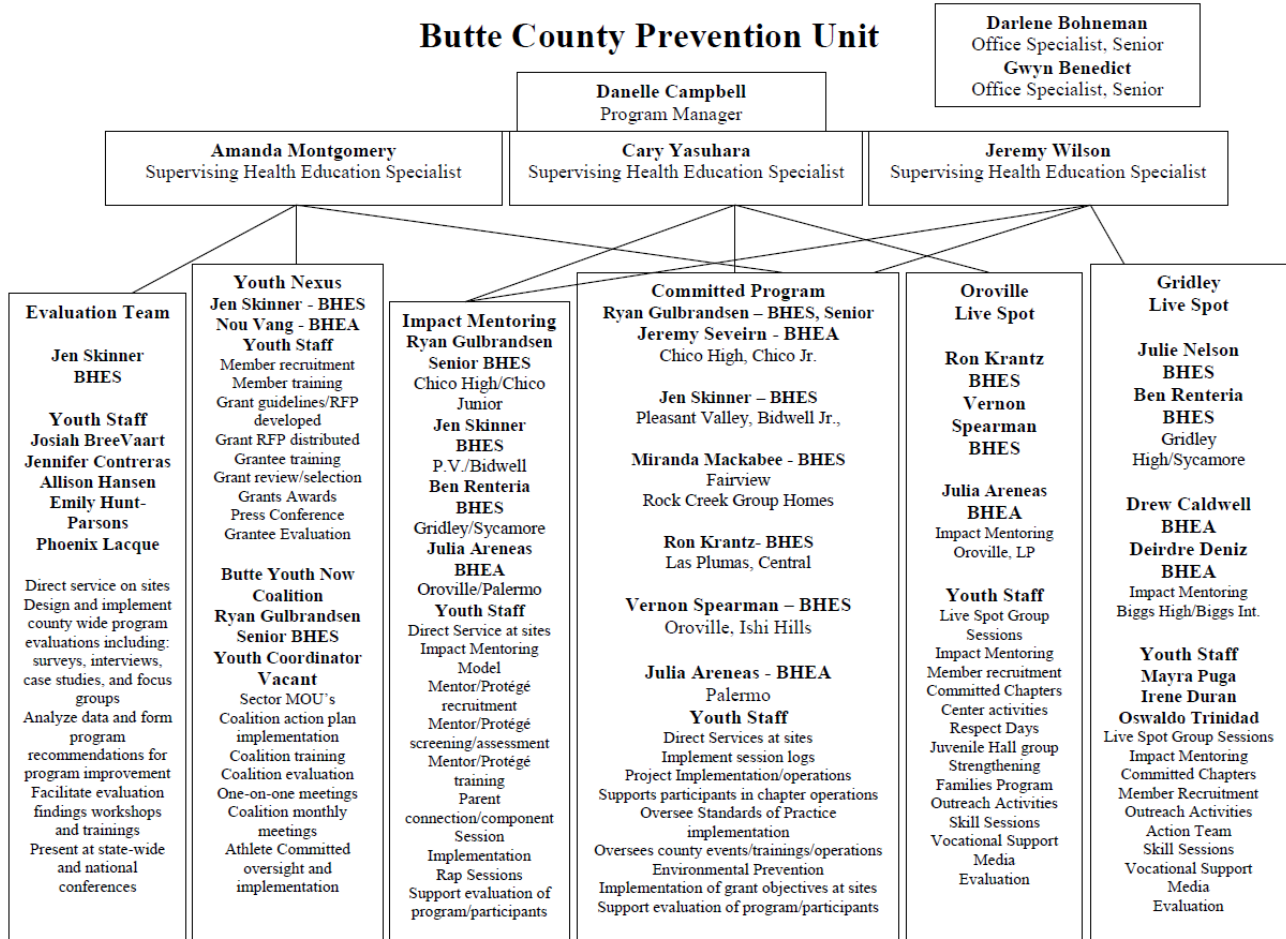
What resources are available to the program, and how is the program able to maximize or optimize the resources available to it?

Many of the resources needed to implement Athlete Committed will be provided in-kind by the schools. Additional resources required will include funding for district-wide coordination, school-level trainings, and media/marketing organizing efforts. Due to the fact that this program is tied directly to the eligibility for high school athletics, we are able to maximize and optimize existing systems and processes that are already in place to support athletics.

What systems are in place to help ensure effective communication and coordination?

The Athlete Committed Program Coordinator meets with the DBH Supervisor once a week to support the coordination of the program goals and objectives. The Athlete Committed Coordinator is responsible for bi-weekly meetings with the school principal/athletic director, monthly meetings with the athlete leaders, and attending local community coalition meetings. The Athlete Committed Coordinator enlists assistance of sports boosters, school personnel, school board members, community members and volunteers to assist in the promotion and communication about program activities and events. Consistent communication with the coaches is vital to the success of the program. Coaches are the primary communication link to the athlete and their parents. To maintain ongoing documented reporting, the Athlete Committed Coordinator ensures that the data collection process is coordinated with school representatives and coaches. That data is then used for program evaluation and assessment.

Butte County Behavioral Health Prevention Unit Organizational Chart



Athlete Committed Program – Replication Budget/Costs \$29,800

The annual cost for startup of Athlete Committed is \$29,800 per site. This includes program staffing, trainers, site coordinator stipends, supplies/materials, and marketing/media elements. The average cost for the first year start up is \$37.25 per athlete. This is drastically reduced after year one to approximately \$10,000 per site. Participation in the program can reduce problem behaviors that often result in school absences, intervention/treatment services, and interaction with law enforcement. Program expenses for the two high school within Chico Unified School District are support through the Drug Free Communities Grant, SAPT funding, district level funding and school site funding.