

# **The Community Asset Development for Youth (CADY Strategy)**

**A Tool for Violence, Bullying, and Substance Abuse Prevention**



**A report to the Michigan Department of Education and the Michigan Office of Drug  
Control Policy on the Genesee County Pilot Test**

**by**

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**October 2002**

## Final Report: The Genesee County CADY Pilot Test

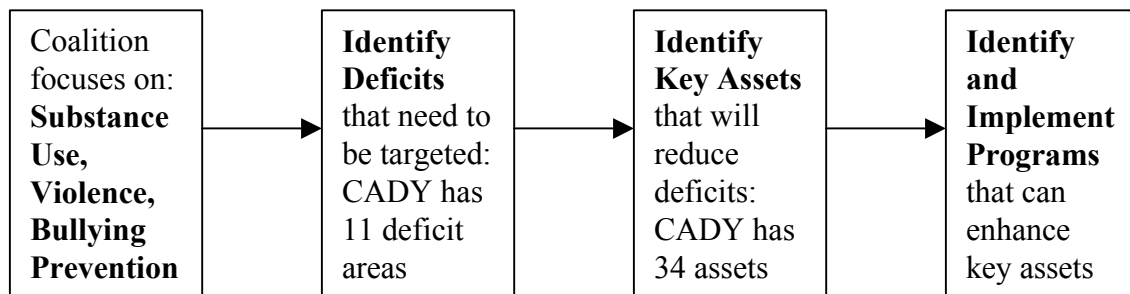
### Introduction

In January, 2002, the Michigan Department of Education and the Michigan Office of Drug Control Policy within the Michigan Department of Community Health contracted with the Michigan Public Health Institute to pilot test the CADY (Community Asset Development for Youth) tool in six Genesee County school districts including: Beecher, Bendle, Carmen Ainsworth, Genesee, Mt. Morris, and Westwood. The purpose of the pilot test in these communities was to examine the CADY on-line concept. The concept involves displaying the asset and deficit results on line for each community and providing program recommendations to build assets most capable of reducing targeted deficits. Thus, CADY's unique innovation is offering communities with a strategic planning tool that moves them scientifically and quickly to recommended programs.

The data for this pilot test were collected in Spring, 2002 and the results were presented to the districts through the website created for this program on September 25, 2002. The purpose of this report is to provide more detail on this pilot test to determine next steps for the CADY approach. To begin, it is useful to review the CADY approach and how it differs from other similar tools.

### What is the purpose of CADY?

CADY is a violence and substance abuse prevention strategic planning tool for communities. Our goal is to help community and/or school-based coalitions identify violence, bullying, and substance abuse deficits, the assets that will offset these deficits, and the specific research-evaluated programs that can build these assets. We want to move coalitions as quickly as possible from problem to solution to sustain their momentum and effectiveness. This graphic maps the CADY tool's structure.



**Coalition Focus.** The most effective strategy for system change in communities is a broad-based coalition that has a clear focus, tools for strategic planning, and

leadership for effective functioning. CADY seeks to go beyond the assessment process by helping communities with the following tasks:

- Develop their coalition membership and functionality
- Assess their assets and deficits
- Create an Action Plan for selecting and implementing programs
- Assist in evaluating program effectiveness

We have developed a Safe Community Ladder that gives communities a blueprint for understanding where they need to go ultimately in bolstering youth academic and social development. The ladder consists of the following rungs with the first three focusing on process, the middle three on programming, and the top three on outcomes:

9. Academic and Social Developmental Impacts
8. Deficit Reductions
7. Asset Increases
6. Programs Evaluated with Revisions and Sustainability Plan
5. Programs Implemented
4. Action Plan and Program Selection Conducted
3. Completed the CADY Assessment Process
2. Selected Coalition Membership, Structure, and Operations
1. Coalition Leadership (Conveners and Coordinators) Assembles a Coalition

The CADY team seeks to work through the Intermediate School Districts (ISDs) to move communities up this ladder. This suggests that our approach is not simply to provide assessment and evaluation services, but to become an integral part of the coalition's process from the very beginning. This is the approach we are currently using in Genesee County working through the ISD to chart the progress of each school district involved in the CADY process.

**Identify Deficits.** CADY focuses on 11 deficit areas, the first six of which focus on substance abuse, and the remaining five on violence. These deficit areas and the questions that are used to assess them are structured to be compatible with the Western Michigan Survey, and the Youth Risk Behavior Survey System so districts that have completed these surveys can compare deficit results to prior years. The deficits include:

1. **Alcohol Use:** The extent and amount of alcohol persons consume within a specific time period. Weekly and monthly alcohol consumption in terms number of days drinking and number of days having more than 3 drinks in one day.
2. **Cigarette Use:** The extent and amount of cigarettes persons smoke within a specific time period. Weekly and monthly cigarette smoking in terms number of days smoking and number of days having more than 3 cigarettes in one day.

3. **Marijuana Use:** The extent and amount of marijuana persons smoke within a specific time period. Weekly and monthly marijuana smoking in terms number of days smoking and number of days having more than 3 joints in one day.
4. **Inhalant Use:** The extent and amount of inhalants persons inhale within a specific time period. Weekly and monthly inhalant use in terms number of days using and number of days inhaling more than 3 times in one day.
5. **Nonprescription Drug Use:** The extent and amount of medications (e.g., cold medicine, no-doze, or diet pills) taken within a specific time period. Weekly and monthly nonprescription drug use are assessed.
6. **Illegal Drug Use:** The extent and amount of illegal drugs taken within a specific time period. Weekly and monthly drug use are assessed.
7. **Use of Violent Behaviors:** The extent to which the student has grabbed, kicked, shoved, hit, used a weapon, thrown an object, slapped, or scratched someone to cause harm in the last 30 days.
8. **Bullying:** The extent to which the student has called someone names, teased, made fun of, or threatened to harm another student during the last 30 days.
9. **Negative School Climate:** The extent to which the student feels fearful of being hurt, made fun of, physically harmed, or lonely at school.
10. **Witnessing Violent Behaviors at School:** The extent to which the student has witnessed grabbing, kicking, weapons, slapping, or scratching at school.
11. **Witnessing Bullying at School:** The extent to which the student has witnessed name-calling, teasing, or other forms of bullying in the school setting.

**Identify Key Developmental Assets.** The CADY assets selected to address these deficit areas were derived from an extensive literature review (and a published meta-analysis) focusing on substance abuse and violence. CADY identifies four types of assets:

- Character assets that are core attitudes and values necessary for resilience to substance abuse and violence,
- Skills assets that allow youth to engage their environment broadly to help build these character assets,
- Relationship assets that provide youth with the guidance necessary to build the skill and character assets, and
- Environmental assets that provide the external policies, programs, and resources necessary to support positive youth development.

CADY assesses the character, skill and relationship assets at four levels. First, youth are asked if they have these assets. The parents/adult caregivers of these students are surveyed to determine if they are teaching, reinforcing and role modeling these assets. Teachers are surveyed to see if they perceive they are teaching these assets, and

community members are surveyed to get a sense of community norms associated with these assets. Principals and police leaders are surveyed to determine the extent to which the environmental assets are in place. Given this framework, here are the assets that are examined in CADY:

### **CHARACTER ASSETS**

1. **School Value:** Students enjoy school and see value getting an education for their future.
2. **Personal Attitudes about Alcohol:** How favorable an individual is about using alcohol.
3. **Personal Attitudes about Tobacco:** How favorable an individual is about using tobacco products including smoking cigarettes.
4. **Personal Attitudes about Marijuana:** How favorable an individual is about smoking marijuana.
5. **Personal Attitudes about Inhalants:** How favorable an individual is about using inhalants.
6. **Personal Attitudes about Violent Behaviors:** How favorable an individual is about using violence to hurt people in a variety of contexts.
7. **Morality:** The extent to which the person is willing to cheat, steal, bend the truth or do things that are not right just to get ahead.
8. **Attachment to Outside Activities:** The extent to which a student is actively involved and values extra-curricular activities.
9. **Praise for Not Using:** Whether the individual perceives receiving praise from his/her family for not using drugs, smoking cigarettes, or drinking alcohol.
10. **Fear of Consequences:** The individual abstains from immoral/illegal acts due to a fear of getting into trouble by an authority.
11. **Feelings of Cultural Acceptance:** The individual feels comfortable about his/her racial/ethnic identity and accepted by others of different racial/ethnic identities.

### **SKILL ASSETS**

12. **Conflict Management:** The extent to which individuals deal with adversity or conflict via nonaggressive communication versus violence or avoidance.
13. **Dealing with Bullying:** The extent to which the person understands how to respond to bullying and can help others deal with it, as well.
14. **Anger Management and Emotional Competence.** An individual's confidence in his or her ability to control anger in the face of insults and bullying.
15. **Media Literacy.** Being able to understand the intent of alcohol commercials and violence messages in the media.

16. **Decision Making and Problem Solving.** The individual's ability to exercise impulse control by sticking with a problem, gathering information from others, and considering the consequences of his or her actions.
17. **Resisting Peer Pressure:** The extent to which an individual feels s/he resist negative peer pressure such as doing drugs or drinking.
18. **Cultural Competence:** Having the ability to make friends with people from other racial/ethnic groups as well as being sensitive to racial/ethnic differences.

#### **RELATIONSHIP ASSETS**

19. **Positive Peer Influence:** The extent to which an individual surrounds him/herself with peers whom do not engage in immoral or illegal acts such as drug or alcohol use.
20. **Setting Limits For Youth:** The extent to which the family allows their children to engage in various activities without their permission or knowledge, regardless of the time of day.
21. **Family Bonding and Communication:** An individual perceives his/her family cares for him/her, talk to him/her, and listen to him/her.
22. **Teacher/School Bonding and Communication:** An individual perceives his/her teacher or a school worker cares for him/her, talks to him/her, and listens to him/her.
23. **Other Adult Bonding and Communication:** An individual perceives an other adult besides a teacher or parent cares for him/her, talks to him/her, and listens to him/her.

#### **SCHOOL ENVIRONMENTAL ASSETS**

24. **Physical Safety Environment:** The school has assessed its physical security needs and monitors its physical environment.
25. **Pro-Social Environment:** The school has clear policies about violence and bullying while recognizing and rewarding pro-social behavior.
26. **Safety and Violence Training:** The school provides substance abuse and violence prevention training for all school students and staff members.
27. **Reporting Procedures for Violent Incidents:** The school has and uses a system for collecting reportable incidents as required by PA 102.
28. **Discipline Policy:** The school has a coherent discipline policy that is enforced equitably, communicated widely, and recognizes positive behaviors.
29. **Outside Security Assistance:** The school has an active partnership with local law enforcement and uses them consistently in district buildings.
30. **Conflict Management Tools:** The school provides conflict management training, mediation, and other resources for students to manage conflict effectively.

31. **Crisis Management Support Services:** The school provides a variety of services and implements a number of plans
32. **School, Police, and Community Organization Coordination:** The school has a problem solving team that consists of members from the schools, law enforcement, and the community.
33. **Emergency Plan:** The school has a plan to address emergencies and critical incidents that is jointly constructed by the safety team.
34. **Emergency Response Training:** The school, law enforcement, and other safety team members are trained in implementing the emergency plan.

**Identify and Implement Programs.** The final and perhaps most important component of CADY is the manner in which it links assets and programs. In the CADY website data base are 70 programs identified by SAMHSA as “research based.” When a community looks at its deficit scores and identifies an area to target, the website presents a list of assets, derived from Regression analysis, that are most capable of offsetting that particular deficit. Then, a community selects an asset to focus on, clicks on that asset, and the list of programs capable of building that asset appear for the community. Program description and contact information are included in that program information.

To illustrate how this process functions on the website, here are data from the Beecher school district in Genesee County. Table 1 lists the asset scores (% of students who score 3.5 or higher on the assets out of a 5.0 scale) for all students and across the three grade areas assessed. Scores for the parents, teachers, and community members associated with Beecher are also included.

**Table 1: Beecher Assets Overall and by Grade**

Asset	Youth				Parents	Community Members	School Staff
	All	11	9	7			
Anger Management and Emotional Competence.	26	23	31	26	93		76
Attachment to Outside Activities	46	29	46	61	93	83	100
Conflict Management	48	41	53	53	92	91	89
Cultural Competence	67	79	73	54	86	69	57
Dealing with Bullying	55	61	62	46	100		86
Decision Making and Problem Solving	41	36	43	49	100		95
Family Bonding and Communication	63	56	68	70	100		
Fear of Consequences	48	36	51	58	92		97
Feelings of Cultural Acceptance	52	61	56	46	92	80	85
Media Literacy	5	3	6	4	77		87
Morality	48	47	41	54	100	98	100
Other Adult Bonding And Communication	82	80	92	77		60	

Personal Attitudes about Alcohol	69	65	70	77	100	52	84
Personal Attitudes about Inhalants	81	81	83	81	100	98	76
Personal Attitudes about marijuana	65	59	67	74	93	90	95
Personal Attitudes about Tobacco	80	71	86	88	100	85	84
Personal Attitudes about Violent Behaviors	37	32	34	43	86	88	95
Positive Peer Influence	65	54	76	68	100		
Praise for Not Using	66	63	68	70	100		100
Resisting Peer Pressure	25	18	32	26	100		87
School Value	66	54	74	73	100	92	100
Setting Limits for Youth	48	46	43	56	100		
Teacher/School Bonding And Communication	52	44	59	54			97

Once the school districts have seen their asset data, they can examine scores on the 11 deficits. Table 2 contains the data for Beecher. In this case, the State score is the average of the 6 school districts in the pilot test. These data indicate the percentage of students answering “yes” to the question: Have you ever had a drink of alcohol? The results from four other questions looking at how much students drink are not listed here. Note that Beecher scores are well below scores from the “state” average.

In looking at the deficit scores across all 11 areas, Beecher might decide to focus on alcohol. If they wanted to address this issue, they would look at the assets identified in Table 2 that emerged from regression analysis as the key predictors of alcohol use. Note there are nine assets that emerged as key predictors for this sample of 231 students at Beecher. The letter “T” is listed if it is a significant predictor for the entire sample, or predictive for a particular grade. From this list, I would recommend that the Beecher Coalition focus on assets that have “Ts” for the overall sample and for the 11<sup>th</sup> graders since they have the highest drinking rates. The Beecher Coalition could then click on the targeted assets to identify the programs from the list of 70 that address the assets they are interested in. The key point is that the second half of Table 2 provides the outline for the Beecher Coalition’s Action Plan to address alcohol use by students.

**Table 2: Beecher Alcohol Use Scores by Grade Compared to State Average**

Alcohol Use Scores								
	All	11 <sup>th</sup>	9 <sup>th</sup>	7 <sup>th</sup>	All Total	11 <sup>th</sup> Total	9 <sup>th</sup> Total	7 <sup>th</sup> Total
<b>Beecher</b>	57	66	60	45	231	68	73	82
<b>State</b>	71	82	74	57	1413	459	488	430

Name of Related Assets	Alcohol Use			
	All	11th	9th	7th
Cultural Competence	T*	T*		
Decision Making and Problem Solving	T			
Fear of Consequences	T	T		
Personal Attitudes about Alcohol			T*	

Personal Attitudes about marijuana	T*	T		T*
Personal Attitudes about Tobacco	T*			
Personal Attitudes about Violent Behaviors	T			T
Positive Peer Influence	T*	T	T*	
Resisting Peer Pressure		T		

**What makes CADY unique as compared to other asset approaches?**

CADY is a unique youth development approach in four ways:

First, CADY is a strategic planning tool that moves communities from deficits to assets to programs quickly and scientifically. No other tool pursues this objective. Other youth assessments such as Western, Search Institute, and the Youth Risk Behavior Survey System provide a snapshot of how the youth scored on the survey without doing any analyses to help communities take that information and move forward toward an action plan for enhancing youth development.

Second, CADY offers a community approach to youth asset development. Parents, teachers, community members, principals, and law enforcement representatives are given a voice about their role in asset development. The other approaches focus only on students. The responsibility to change must be shared by everyone. Thus, CADY is really a community mirror that reflects its commitment to building youth assets. Does the community have the programs in place to support youth, or are they moving down a road that moves further away from this support?

Third, CADY presents its results and moves through the Action Planning process on line. The rationale for placing the data on line is to give the community as much control as possible over the strategic planning process. It is often not useful to survey students and then give the results back to a school administrator several months later after the community has moved on to other things. The community needs to receive the results within a couple of weeks (at the most) look at its own data, print out the reports they find useful, and struggle with the strategic planning process.

Fourth, CADY is unique from the Search Institute asset process since CADY is focused on substance abuse and violence prevention whereas Search is not focused on any particular contexts. CADY also has more stringent measurement requirements than Search since CADY has no assets measured by only one-item while Search has eight measured in this manner. And, CADY is a strategic planning tool and Search is not used in this manner.

Overall, CADY is narrowly focused, comprehensive in its intent to provide more than assessment services, and is community based. This same model is used in the traffic safety tool ACTS (Assessing Community Traffic Safety) which has been very successfully used in 70 communities in Michigan, and 30 in Texas. Communities want to control the prevention process and have the tools to do it.

## **How does the CADY process work?**

CADY consists of 8 questionnaires: youth, parents of adolescent children, school staff, community members (who do not have adolescent children), principals, police leaders, youth serving organizations, and the coalition members. Each of these questionnaires is described below:

**Youth Questionnaire.** The CADY Youth Survey consists of 144 questions and requires about 40 minutes to complete. It is best to survey at least 300 students in 7th, 9th, and 11th grades for a total DISTRICT sample of about 900 students. Surveying these grades helps us understand important developmental milestones for youth. We have found tremendous grade differences in both assets and deficits in other communities.

**Parent Questionnaire.** The Parent Questionnaire is mailed to the parents/adult care givers of the youth who are surveyed in the middle or high school. The survey is sent to the parents along with the permission slip asking if the parent/guardian will allow the student to complete the survey. With return rates of about 20-30%, we generally acquire about 200-400 parent/guardian responses. The survey consists of 91 questions, and is distributed by mail. The survey measures the extent to which the parents actively teach, role model and reinforce the assets for their children.

**School Staff Questionnaire.** The School Staff Questionnaire is distributed to all teachers who have any contact with students. The survey consists of 76 items and requires about 10 minutes to complete. The survey measures the extent to which school staff members actively teach students about the core assets.

**Community Questionnaire.** The Community Questionnaire is mailed to about 1,200 randomly selected individuals in the community. If respondents indicate that they have children in middle or high school, their responses are included in the parent survey. The survey consists of 55 questions, and is distributed by mail. The survey measures the extent to which the community members role model behaviors associated with the core assets identified above.

**Law Enforcement Questionnaire.** This questionnaire consists of 20 questions distributed to law enforcement leaders who serve the community. The goal of the questionnaire is to determine the extent to which these leaders support the School Environmental Assets.

**Principal Questionnaire.** This survey asks principals about the presence of environmental assets in their schools. The tool consists of 46 questions.

**Youth Serving Organization Questionnaire.** This survey consists of eight questions that ask schools, community groups, agencies, entertainment facilities, counseling services, etc. to identify any educational, recreational, parenting, counseling, or outreach, programs and services they might offer for youth. The programs are listed,

and then coded by asset. Coding programs by assets helps create the final action plan since programs will be needed to bolster the specific assets.

**Coalition Questionnaire.** The purpose of this survey is to help coalition members be reflective about the internal assets of their coalition. Individuals complete the survey then discuss how they might enhance assets that are needed to make effective decisions.

To complete the assessment and strategic planning process to climb through at least the fourth rung of the Safe Community Ladder, the following steps are recommended:

**Task 1: Multisector Analysis of the Community.** Who are the key stakeholders in the CADY process including the Intermediate School Districts, (ISDs), Health Department, schools, Multi-purpose Collaborative Bodies (MPCBs), Youth/Family Coalitions, United Way, Michigan State University Extension (MSUE), key community groups, etc. CADY is then discussed with key personnel from each stake holder group. If a youth development coalition exists, then its members complete the Coalition Questionnaire to determine if the community is prepared to move forward.

**Task 2: Create CADY Implementation Plan.** If the community is ready to move forward, then the CADY team outlines a partnership agreement with the coalition that includes resources provided from each group. Included in this agreement is an implementation plan that includes a task list and roles for each partner based on agreement in prior task, and time line. The plan also specifies how the data will be collected. This plan also includes a sampling strategy for that community.

**Task 3: Data Collection.** The data collection phase consists of first training the coalition members on data collection methods. Typically, the coalition is responsible for distributing the Principal, Teacher, and Youth Serving Organization, and Coalition questionnaires. The CADY team collects the Youth, Parent, and Community questionnaire data. The process usually begins with the distribution of the Youth questionnaire. A sample is selected, a permission slip is mailed to parents/adult care givers for passive consent, and a parent questionnaire is included in this packet to return to the CADY team.

**Task 4: Data Processing/Analysis.** The CADY team then collects all the data and prepares it for computer analysis by first entering it into a database. The data are then analyzed to determine which assets are critical for a particular community. These data are then placed into the CADY website with unique user names and passwords for each community to protect their privacy. This process typically requires about four to six weeks.

**Task 5: Help Coalitions Create their Action Plans.** Once the data are available on the secured website, members of the CADY team work with the coalition to interpret

the data and create an Action Plan to move them closer to programming. Ultimately the CADY team will collect examples of each program so they can be presented to the coalitions for their examination. CADY should probably be completed every 18 to 24 months to gauge changes in assets and deficits following program implementation.

### **What is the CADY Vision for FY 2003 and Beyond?**

**CADY Service Scope.** The first vision issue relates to the kinds of services that CADY ought to pursue. We see three sets of services as being essential to the success of CADY in communities based on our experiences with coalitions in the traffic safety area. First, we need to provide technical assistance to ISDs and their constituent communities in terms of both coalition development and training on the front end, and action planning and program implementation on the back end of the CADY assessment process. Our experience is that just helping with the data process is not sufficient to insure that programs get implemented and evaluated. Coalitions need technical assistance that is ready to perform these tasks. The Office of Criminal Justice Outreach (CJO) at MSU is set up to fulfill this kind of technical assistance role in the near term.

Second, we need to provide assistance in the data collection process. For the pilot communities in Genesee County, the CJO staff organized the student data collection process, and Innovative Computer Services (ICS) processed the data and placed it on the website. This collection process went very smoothly and without error. If we dramatically expand the number of school districts completing CADY we may ultimately expect school and/or community members to collect data, in which case these individuals will need to be trained on how to do this process correctly and efficiently. ICS will continue to do all the questionnaire mailing and processing. They also constructed the website and will continue to expand and maintain it.

Third, the CADY team should be instrumental in building learning organizations in school districts associated with asset development and substance abuse and violence prevention. CADY should be instrumental in organizing asset conferences, providing asset training to districts on a local and/or state-wide basis, and should work to build a community of prevention specialists around the state. The CADY website can serve a significant role in developing the social capital of these individuals. For example, the Michigan Asset Strategy Team website will be housed on the CADY site and provide information about conferences, unique local programs, contact names, etc.

**The CADY Administration Process.** In addition to these enhancements, the CADY package should begin to explore alternative means of entering and processing data. Specifically, the website can be constructed to allow students to enter their data on line thereby producing very quick turnaround between the time of data entry and strategic planning. This option is clearly more cost effective.

However, there are some issues with this strategy that should be explored. For example, confidentiality is a significant challenge with CADY since we are asking youth

to admit to illegal behavior. Will youth trust entering this sensitive information into a computer even if we are able to take steps to insure confidentiality? This is an important issue since the computers would likely be on school property and students might wonder if anyone is monitoring the computer screens despite confidentiality assurances. In addition, would on-line data entry bias the survey in favor of those youth with better computer skills or more confidence in operating the computer? Another distribution strategy might involve having youth complete an anonymous paper-pencil tool and trusting the coalition members enter the data on line. So, there are some possibilities other than the current paper-pencil administration process used currently. To address these issues we would be wise to conduct a small pilot project with two or three school districts to see if these barriers can be addressed.

Even if we are able to allow data entry by youth, there is still the question of mailing the permission slips to parents/adult caregivers and having them complete their questionnaires and mailing them back to ICS. Would on-line administration work for parents, teachers, community members, police leaders and others? These are significant questions that should be addressed, and are significant questions because we must balance easy and efficiency of administration with confidentiality, scientific rigor and data quality. Thus, the CADY vision with respect to on-line administration is not clear, but certainly bears further consideration.

**The CADY Website.** Finally, it is important that the CADY website becomes a central player in the substance abuse and violence prevention process. We must continue to link those interested in prevention, asset development for youth, evaluators, parents, legislators and others concerned about these issues. As the site gains more attention it should start to promote the asset development perspective