



Join Together Northern Nevada

**Analysis of Youth Key
Informant Interviews in
Support of CCPP**

November 2022

Prepared in collaboration with:

Impact

Impact Evaluation & Assessment Services

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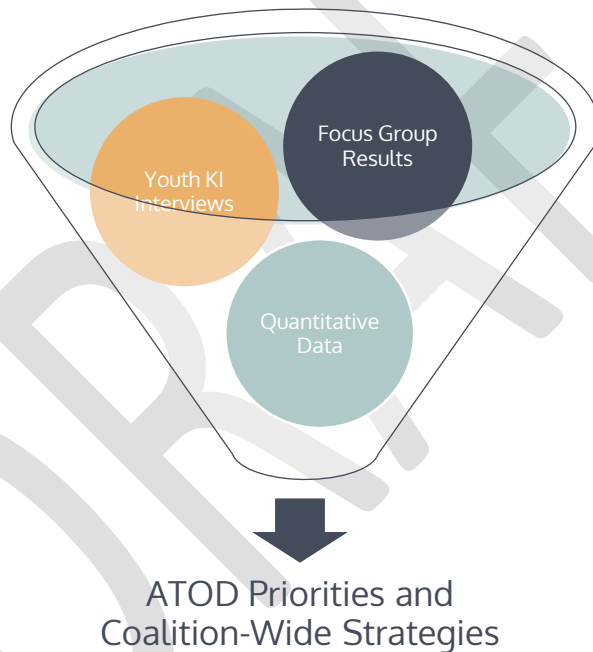
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Background

Join Together Northern Nevada (JTNN) engaged the services of Impact Evaluation & Assessment Services to facilitate focus groups and key informant interviews in support of their Comprehensive Community Prevention Plan (CCPP). This report summarizes the key findings from youth key informant interviews.

The results are organized around the four domains of the risk and protective factors: community, school, individual/peer, and family (Source:).

The youth key informant interviews are one of three data gathering activities JTNN will utilize to select ATOD priorities for their CCPP, as follows:



The results detailed below are not exhaustive. The results of focus groups were analyzed separately and reported previously. Quantitative data will be analyzed separately. JTNN's interactions in the community and knowledge of emerging local trends may uncover topics not addressed by these participants.

Methodology for Youth Key Informant Interviews

Impact, Dina Hunsberger of Public Health Consulting, and JTNN staff worked together to create a methodology for youth key informant interviews.

In the spring of 2022, a group of public middle and high schools was randomly selected from a list obtained from the Washoe County School District website with the goal of interviewing eighteen 12-17 year-olds (nine from grades 6-8 and nine from grades 9-12). This list included charter schools that are sponsored by the Washoe County School District. The list of schools was vetted to ensure adequate representation from geographic areas, racial and ethnic categories, and socioeconomic levels. The Administrator for School Counseling and Social Work agreed to initiate contact between counselors in each of the selected schools and Impact. Impact and the counselors were then going to perform a random number selection to identify a student to be interviewed. The counselor would connect Impact with the selected student's caregivers so that parental consent could be obtained (See Appendix A).

Despite several email and telephone reminders and a presentation at a districtwide counselors' meeting, only 5 schools ultimately responded and provided access for a student interview. None of the counselors randomly selected a student and, instead, connected Impact with a teacher's child or someone they identified as a "good" interviewee.

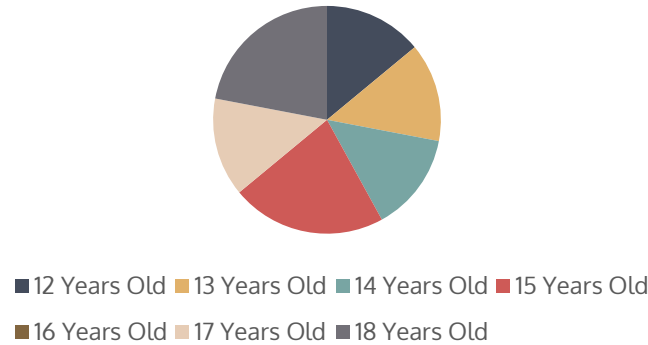
Impact, Public Health Consulting, and JTNN agreed to shift to a snowball methodology wherein each principal evaluator and each JTNN staff member reached out to the parents of young people within their own sphere of influence or agencies that work with young people ages 12-17. The same letter of explanation, questions, and consent forms were utilized.

This methodology resulted in a total of 14 youth key informant interviews.

Characteristics of Interviewees

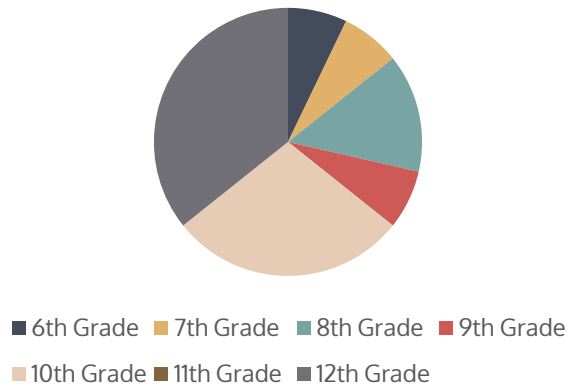


JTNN Youth Key Informant Interviews - 2022
Demographics of Interviewees (n=14)
AGE



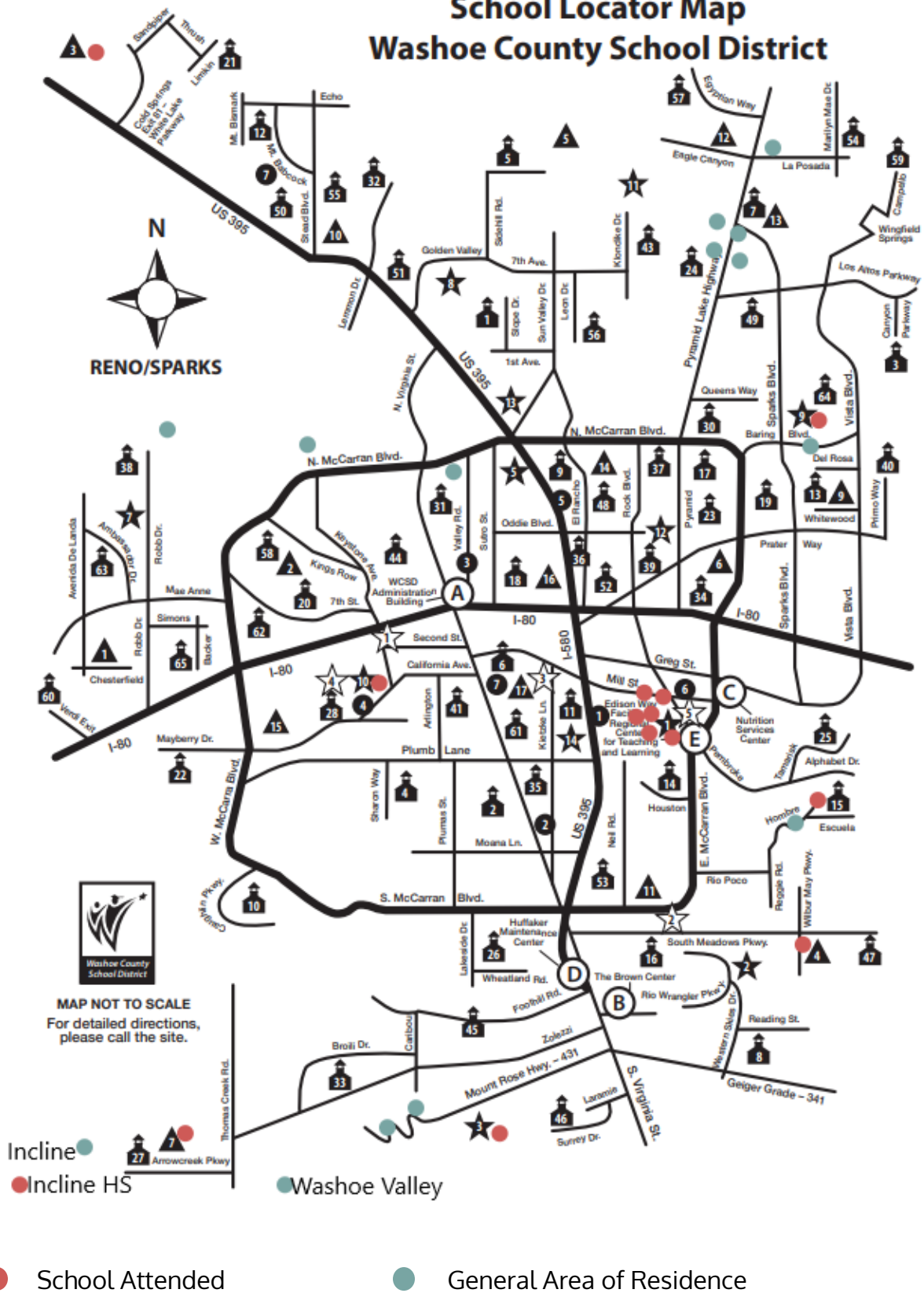
With the exception of 16-year-olds, all other age categories were well represented in the sample.

JTNN Youth Key Informant Interviews - 2022
Demographics of Interviewees
GRADE LEVEL (n=14)



The sample does not include any 11th grade students. Students in 10th and 12th grades are over-represented.

School Locator Map Washoe County School District



As depicted on the map on the previous page, the sample population tends to:

1. Over-represent youth who attend the AACT Charter School.
2. Under-represent those who attend North Valleys HS or live in the North Valleys area.
3. Under-represent students who attend Spanish Springs HS while over-representing youth who live in the Spanish Springs area.
4. Under-represent youth living in and attending schools in south Reno.

The necessary shift from a random selection methodology to a snowball methodology has likely impacted representativeness of the sample population in the following ways:

1. **Income.** Based on the average socioeconomic levels of the areas interviewees live and the schools attended, the average income levels of youth interviewees' families may be higher than the actual average in the area. In addition, interviewees' parents tended to have at least one parent working in a white-collar career.
2. **Family Structure.** There were very few instances of divorced parents in the sample population and no instances of single-parent households, foster families, or other non-traditional family structures. Many interviewees reported having one stay-at-home parent.
3. **Race/Ethnicity.** The interviewees were not asked to provide their race or ethnicity. From this evaluator's observation, however, interviewees were primarily Caucasian and non-Hispanic.
4. **Leisure Activities.** Interviewees mentioned participating in a wide range of extra-curricular activities (band, skiing and other sports, etc.) that may not be available to young people whose families have fewer resources.
5. **Conformity.** Because interviewees were not randomly selected, they tended to be individuals, or to come from families, with an interest in research and/or in healthy lifestyles. The counselors' decisions to choose "good kids" and the willingness of parents to allow their children to participate during the snowball recruitment phase worked together to filter out individuals who might be considered rebellious or anti-social.

For the reasons listed above, the sample population may enjoy more protective factors and fewer risk factors than the aggregate of their peers. The young people interviewed may have a more positive future orientation than their peers.

While this may not be an ideally representative sample of young people living in Washoe County, it is this evaluator's opinion that the results are nonetheless worthy of analysis and action. When interpreting the results, one might put even more emphasis on risk factors because, presumably, their impact would be felt more strongly among youth without the benefits described above (1-5). Conversely, readers may wish to consider the degree to which protective factors might be available to young people who do not enjoy those benefits listed above.

Results of Youth Key Informant Interviews

Results appearing in regular font represent **patterns of responses** from youth key informant interviewees. These results are included because they express sentiments expressed by multiple participants.

Information in "*italics and quotation marks*" are **direct quotes from individual interviewees**. These results do not represent common patterns of responses but are included because they offer interesting or important observations/suggestions.

Notes from interviews were coded by relevance to the risk and protective factors (i.e., Individual/Peer, Family, School, and Community).

Peer/Individual



Source: <https://www.comunitiesthatcare.org.au/how-it-works/risk-and-protective-factors>

Risk Factor	Related Patterns of Responses
Rebelliousness	<p>[In response to prompt about rebellious behavior at school] Me and my friends would shut that down. We would just ask, 'How is this funny? Why do you want to do that?'"</p> <p>MS is worse than HS for rebellious behavior.</p>
Early Initiation of Problem Behavior	<p>I saw and heard about more substance use in MS than in HS.</p> <p>In HS, 9th-10th graders are the users, the older students are over it.</p>
Impulsiveness	None.
Antisocial Behavior	<p>See "Rebelliousness" above. It may be noteworthy that most students laughed at the example of antisocial behavior provided during questioning and responded that they would not participate in behavior like that.</p> <p>We need to get out of the "no" mindset we got into with COVID. We are still so isolated, like out of habit now. Sitting home alone on your phone is normalized.</p> <p>90% of my friends are struggling with mental health.</p>

<p>Favorable Attitudes Toward Problem Behavior</p>	<p>We are scared of meth; we are not afraid of alcohol or marijuana.</p> <p>Our brains are still developing, so I think most of understand that using any kind of substance can mess us up.</p> <p>Kids who get caught using shouldn't be in big trouble. They need more education, maybe character education, and support. Punishment doesn't help anyone change; it just pushes them further down. Protect and encourage, don't punish.</p> <p>Kids parents are smoking weed. It feels like a lost cause to try to keep kids from smoking it.</p>
<p>Interaction with Friends Involved in Problem Behavior</p>	<p>The same small group of kids are the ones who get caught using or brag about it. It's like there's a small group who are committed to using, and they are loud about it. The rest of us are quietly committed to not using.</p> <p>I've heard rumors of people using, but I haven't actually seen it other than people vaping in the school bathrooms.</p> <p>Social media is fake. Kids are trying to live up to fake standards. But even knowing that we still compare our lives with other peoples'. We are all doing it and it makes us depressed.</p> <p>On the other hand, social media can be used to de-stigmatize getting help for mental health.</p>
<p>Sensation Seeking</p>	<p>None.</p>
<p>Rewards for Antisocial Involvement</p>	<p>The "devious challenges" on Tik Tok have caused a lot of problems.</p>

Protective Factor	Related Patterns of Responses
Social Skills	COVID interrupted the normal cycle of older kids teaching younger kids the rules. The kids who missed going to middle school during COVID are not fully cooked. They aren't interested in normal HS stuff, like prom, and they do immature things.
Belief in the Moral Order	None.
Emotional Control	<i>"Sometimes I get overwhelmed at school. When this happens my school is good about letting me go to the hall for a minute and calm down. I see it happening with kids all the time. The teacher says, 'Would you like to go take a minute?' It helps a lot."</i>
Interaction with Prosocial Peers	My friend group are leaders.
	I choose to be around positive people who have plans for their futures.
	My friends are mostly nerds like me.
	There are a lot of cliques at my school. Emo kids, bad girls, kids who form groups from their elementary schools, LGBTQ kids, nerds. I'm not sure if it is good or bad, but I think you can find someone to be friends with.
	When you go to a magnate or charter school or have a variance sometimes your friends live a long ways away from you. It's hard to hang out on weekends, and I don't have a lot of friends in my neighborhood because I don't go to school with them.

Family




Source: <https://www.communitiesthatcare.org.au/how-it-works/risk-and-protective-factors>

Risk Factor	Related Patterns of Responses
Poor Family Management and Discipline	None.
Family Conflict	Two incidences from 14 interviews of split families, living with various siblings, step siblings, biological and step parents.
Family History of Antisocial Behavior	None.
Favorable Parental Attitudes to Problem Behavior	<i>"My [parent] is an alcoholic, that's why I live with my stepparent (x2)."</i>
	Parents seem naïve about kids using drugs.
	<i>"Adults should keep their alcohol and marijuana and vapes locked up."</i>
Protective Factor	Related Patterns of Responses
Attachment and Bonding to Family	<i>"I love my step[parent]. I'm very grateful they are in my life (x2)."</i>
	<i>"When I'm having trouble, I talk with my dad. I tell him, "you have to be 'soft dad' right now and listen." And he does."</i>
	Parents were highest reported source of support. Also mentioned were older siblings and grandparents.
	We really don't want to disobey our parents.
	Our parents usually know what is best for us.

Opportunities for Prosocial Involvement in the Family	Parents encourage me to eat healthy and do healthy activities, like get exercise.
	Parents drive me to practice, games, etc.
Recognition of Prosocial Involvement	Parents expect me to get good grades and reward me.

School Domain

School	
	
Source: https://www.communitiesthatcare.org.au/how-it-works/risk-and-protective-factors	
Risk Factor	Related Patterns of Responses
Academic Failure (low academic achievement)	I try my hardest, but sometimes I fall behind.
	I wish they would focus on supporting kids through failures. That's when we really need to have some guidance about how to do better and to understand that it's not the end of the world.
Low Commitment to School	It is hard enough to do well in school without the world ending around you [COVID, environment, etc.].
	Every student indicated that they want to go to college and all identified academics as key to the future they envision for themselves.
	In response to the question "What advice would you give to younger students?" most interviewees mentioned academic success: Focus on getting good grades. Stay on track academically. Keep yourself organized in your classes.

Bullying	<p><i>"My school has built courage in me."</i></p> <p>Bullying in athletics is different from regular classroom bullying. I wish there was someone who knew, like a mentor or a counselor specific to athletics, who understands what that means and the pressures involved.</p> <p>I would tell a teacher if someone was being bullied. There are consequences and it is taken seriously.</p> <p>Bullying on social media is out of control. The school doesn't seem to know how to handle it when it isn't on school property.</p>
Protective Factor	Related Patterns of Responses
Opportunities for Prosocial Involvement in School	<p>I know what I want to do when I grow up and teachers encourage me. I spend time reading about it on my own. I find people who are doing interesting jobs and ask them questions.</p> <p>Interviewees mentioned a plethora of extracurricular activities: sports of all kinds, band, skiing, art, FFA, STEM clubs, archery, etc.</p> <p>In response to the question "What advice would you give to younger students?"</p> <p>Get out and do stuff.</p> <p>Give up on what you thought you might be interested in and really find out what you like and don't like. Just try things.</p> <p>I missed some opportunities earlier in my HS career that I regret.</p> <p>It seems like there is a big difference in resources from one school to another. I want everyone to have the same opportunities that the charter schools have.</p>

<p>Recognition of Prosocial Involvement</p>	<p>In response to the question, 'Does your school give you an opportunity to shine?' interviewees were remarkably positive:</p> <p>Yes, the staff and teachers really care about us and want to see us succeed.</p> <p>Teachers listen and understand.</p> <p>Teachers get to know you and they want you to strive to be who you want to be.</p>
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It is not clear where the following school-related statements fit within the risk and protective factor matrix:

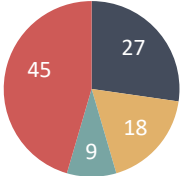
- Teachers need to be strict enough but also encouraging.
- Teachers need to know how to control classrooms and demand respect.

DRAFT

Community



Source: <https://www.communitiesthatcare.org.au/how-it-works/risk-and-protective-factors>

Risk Factor	Related Patterns of Responses										
<p>Low Community Attachment</p>	<p>JTNN Youth Key Informants "How many of your neighbors do you know?"</p>  <table border="1"> <caption>Data for Pie Chart: JTNN Youth Key Informants</caption> <thead> <tr> <th>Response Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>None</td> <td>27</td> </tr> <tr> <td>A few</td> <td>18</td> </tr> <tr> <td>Half</td> <td>9</td> </tr> <tr> <td>Most</td> <td>45</td> </tr> </tbody> </table> <p>Legend: ■ None ■ A few ■ Half ■ Most</p> <p>In response to question about neighbors' reactions if they [the youth] was misbehaving:</p> <p>Almost all indicated their neighbors would knock on their doors and talk with their parents. Most believed their neighbors would think something was really wrong 'What's going on? Can I help you?'</p>	Response Category	Percentage	None	27	A few	18	Half	9	Most	45
Response Category	Percentage										
None	27										
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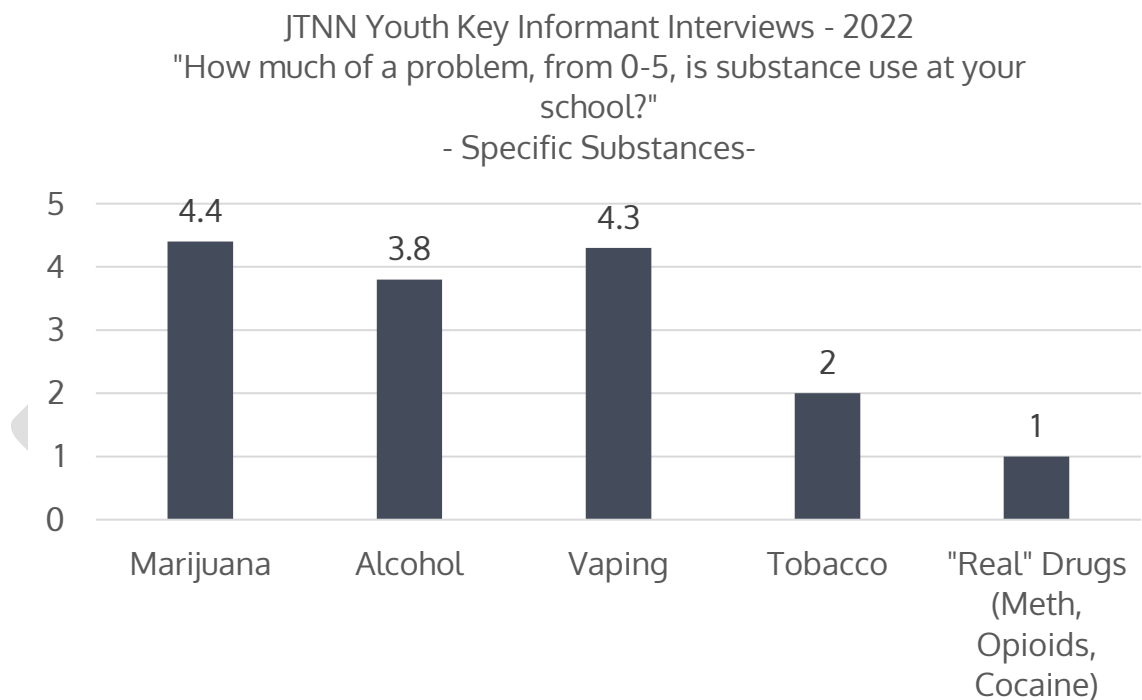
Community Disorganization	[From a parent who requested a separate interview] <i>"I don't think kids feel protected. They are exposed to so much and they don't perceive adults as helping them deal with it all or protecting them right now."</i>
Community Transitions & Mobility	None, other than disrupting influence of youth who attend school outside of their neighborhood.
Protective Factor	Related Patterns of Responses
Opportunities for Prosocial Involvement in the Community	I don't understand how decisions are made for us [youth]. Decision-makers should come here, they should talk to us, sit through our classes. They seem out of touch with what it means to be young right now. Kids need more people to talk to and feel safe.
Recognition of Prosocial Involvement	None.

It is unclear where the following community-related statements fit within the risk and protective factor domain:

- I think a lot about my future. I'm trying to keep my options open. *"Sometimes I just start conversations with people who seem like they have interesting careers and ask them questions. People are usually cool about that."*
- Sometimes when I need advice I talk with my parents' friends.
- Social Media as community: 'When I'm looking for information, I usually research my questions online.' 'I watch a lot of YouTube videos. I find friends there with similar interests.' 'My 'neighborhood' is mostly online, the people I game with.'
- It was remarkable how many times youth mentioned that other youth come to their parents for advice or help or how often they go to a friends' parents.

Perceptions of Peer Use

- It is noteworthy that when asked 'how big of a problem is substance use at your school,' most students requested to be allowed to separate their answer by categories of drugs. All of them included alcohol, and most of them included tobacco, in their responses.
- Interviewees tended to provide a ranking for vaping, smoking, alcohol, and marijuana. All other drugs were ranked together as 'real' or 'serious' drugs.
- Students ranked substance use in general at their schools at 2.8 on a scale of 0-5.



Thoughts About Prevention

- We know the dangers, it's not like we don't know. We might need to be reminded. The reasons for using just might seem more real than the dangers.
- Stop saying, 'when I was a kid.' Look around you, look at social media, obscenity, legalized drugs. Nothing is the same.
- *"I'd like to see JTNN bring the community together for healthy activities. To build the community. Organize walk to school together events, football games, park clean ups. Make them multi-generational."*
- *"This kind of education, just like the SHARE sex ed, is weird. There's nothing you can do to fix it or make it better. It is just tragically necessary."*
- Guest speakers are good. We listen to them and then we don't have to keep seeing them all the time.
- Our school counselors and health teachers help us make healthy choices. They teach us about suicide, bullying, health. It needs to happen in middle school and high school.
- I think if you teach kids to focus on their futures then they won't want to risk it by using drugs.
- Sometimes we aren't listening. It takes a few times, some effort and work, for us to get the message.

Previous Knowledge of JTNN

Most students had not heard of JTNN in the past. Of those that did, their knowledge was relatively vague:

- *"I think I took a survey for them once."*

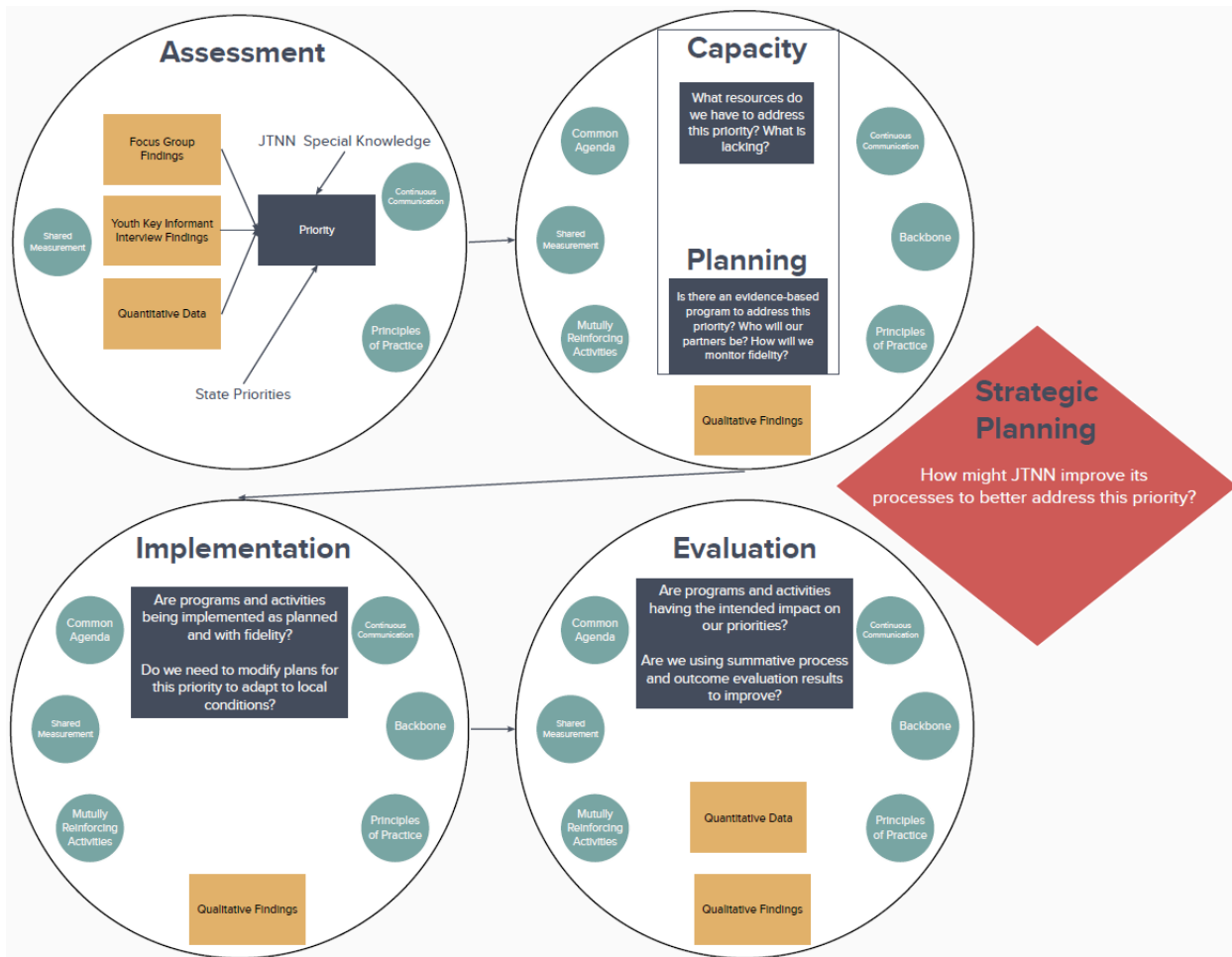
- *"I think they work with our guidance counselors."*
- *"I'm pretty sure they come check on us every few months with a depression screener. It's good to know someone cares, even though I'm ok."*

Some youth offered interpretations of JTNN's mission statement:

- *"I think this means they provide resources for youth adults and adolescents who turn to less than healthy avenues to deal with things."*
- *"They provide support for young people."*
- *"Their mission is to create a safe environment and to educate kids about their futures and their health."*

Conclusion/Next Steps

Quantitative data analysis will be complete in December 2022. At that time, Impact, Public Health Consulting, and JTNN will work together to compare those results with the Focus Group Results provided in a previous report, these findings, and quantitative data in order to triangulate findings and decide upon ATOD priorities, see Appendix B.



= Data Sources
 = Elements of Collective Impact

Letter of Explanation



To Whom it May Concern:

Join Together Northern Nevada (JTNN) is currently working to complete our Comprehensive Community Prevention Plan. This plan will guide our substance misuse prevention activities for the next three years. While we serve all ages, youth between the ages of 12-17 are key to our prevention work. It is imperative that we hear directly from youth to plan and implement the most appropriate strategies.

Our consultants have randomly selected 9 middle schools and 9 high schools from a complete list of schools affiliated with the Washoe County School District. Your school was one of those. One student will be selected in collaboration with school counseling to protect the identity and information of that student.

- Margo Teague of Impact Evaluation & Assessment Services will communicate with you directly to arrange consent forms and the time and place for interviews.
- No interviews will take place without a fully executed consent form in place (see attached).
- The interviews will last for approximately 30 minutes. JTNN and its consultants are **not** interested in asking students about their own substance use, substance use within their homes, or specifics about drug use among their peers. The questions (see attached) are built around the known risk and protective factors for adolescent substance use.
- The interviews can be done in person (Ms. Teague will come to your school) or over Zoom, your school and the student can decide which is preferable.
- Parents are welcome to participate in the interview if they wish.
- The identity of students interviewed will be known only to Ms. Teague and school counselors.
- The results of these interviews will be included in our Comprehensive Community Prevention Plan, which will be publicly available. No identifying information for any individual student will be included.

Thank you for your assistance with this effort and we look forward to working with you to strengthen prevention efforts in Washoe County.

Anne-Elizabeth Northan
Executive Director, Join Together Northern Nevada
Phone: 775-324-7557
Email: director@jtnn.org

JTNN – CCPP 2022
Youth Interview Questions

First Name/Agreed Upon Moniker:

Age:

Intro: I am working on a project for JTNN. They are interested in learning more about what it is like growing up in Washoe County. I'm going to ask you a few questions. I am not recording this conversation, but I am taking notes. I'm not telling anybody other than the [school administrator], which young people I'm talking to in your community. If I use something you say in my report, I'm going to refer to you as "young person." Your parents have consented to your participation in this interview, but if I ask a question you don't want to answer please just say, "pass." I will not ask you anything about your personal substance use or anything else personal. I am also not interested in hearing names of people who might be using drugs. Feel free to talk about whatever you want, but I will interrupt you if you say something that I don't think I should be hearing. Also, if you tell me something about physical, sexual, or emotional abuse, I will have to report that to the authorities. Does this all sound ok to you?

Background: Tell me a little about yourself...

Prompts: How long have you lived here?
 Where do you go to school/grade?
 How do you spend your time?
 Who do you live with?
 Do you live in the town or outskirts?

Individual/Peer

1. {Resiliency}

If something isn't going well for a young person, let's say for example they just moved to your school and they are struggling to make friends. You know how when something isn't going quite right and it feels really irritating? It's just irritating until it gets resolved somehow? What are some things that a young person in this kind of situation, who lives in Washoe County, might do to start feeling better about things?

2. {Rebelliousness}

Let's imagine that 20 people [your age group] are sitting in a classroom together before the teacher walked in. Someone, we'll call him "Joe," wants to pull a mean prank on the teacher. How confident would most of the young people in your school feel about standing up to Joe and asking him not to do it?

3. {*Social, Emotional, Behavioral, Moral Competence*}

This question is a little bit personal to you. Remember, if there's ever anything you don't want to talk about just say so. Have you given any thought about what you want to do as a grown up? Where you'd like to live, whether you'd like to work outside or in an office, whether you'd like to be married or have children?

Prompts: If not, describe some kind of hypothetical future based on answers from background section.

So what kinds of things that you are doing now as a [age] year old do you think might have some kind of impact on [plan]?

School

You told me you are in [grade] at [school].

1. {*Investment in School/Positive Social Involvement*}

Can you tell me some of the things you like about your school?

If you were the principal of your school, what would you do to make it better?

When you think about the adults who work at your school, who would you be most likely to talk to if you were having problems?

And, if Older

Thinking back to your time in middle and early high school, what do you think your school did right in preparing you for your future?

Prompt: What could they have done better?
Do you think most people felt included/belonged?
Did you have an adult you trusted at your school?
Did you have opportunities to shine?

What advice would you give to someone who is in middle or entering high school now?

Community

1. {Bonding}

As people get a little older, we find ourselves making more and more decisions for ourselves, without our parents or guardians telling us what to do as often. Maybe it's something simple, like whether you're going to eat a third or fourth Oreo, and sometimes it's more complicated, like whether you should take Algebra or Geometry, whether you should stay friends with someone or stay away from them, or whether you should get an after-school job.

Most of us get help somehow to make these decisions. Sometimes people write down a list of positive or negative things or maybe they ask friends or family for their opinion. Or sometimes people look online for guidance.

From what you've seen in your community, when a young person is making decisions or choices, what kinds of things do they do to help them decide? Let's use the job decision as an example. How might someone in your school make a decision about getting a job?

Prompts: Do you think people ask parents' opinions?

Friends' opinions?

Do they look online? Where?

2. {Neighborhood Attachment}

Remember, I'm not asking you to tell me about anything wrong that you've done or anyone you know has done. I want you to think about a pretend situation. Let's pretend that a group of [age] are [age appropriate – bikes or driving – breaking a rule or law] somewhere in your town. An adult saw this happening.

What do you think would happen?

Prompts: Would the adult call the police? What would happen?

Would the adult call parents? What would happen?

3. {Community disorganization}

What do you consider to be your “neighborhood”?

Prompts: Block, street, rural area

Not counting the people you live with, how many people’s first names do you know in your neighborhood?

Thinking back to that story of the young people [breaking rule], if this happened in your neighborhood what do you think would happen?

JTNN/Substance Misuse

1. I told you before that I’m here on behalf of JTNN. Have you ever heard of them before today? Do you know what they do?

Prompt: Schools programs? B&G Clubs? Etc.

2. A big part of JTNN’s work involves reducing the use of drugs, including alcohol, cigarettes, vaping, heroin, etc. Again, I’m not asking you about your personal involvement with any of this. What I would like to know is, in your opinion, on a scale of 1-5, how big of a problem is substance use with people your age?

Tell me why you chose that number.

3. JTNN’s mission is “to create a healthy drug-free community by building successful partnerships to support prevention, education, and outreach.” When they say that they are talking about physical health and mental or emotional health. In your opinion, what would make your community healthier for young people?

4. Final question, what do you wish adults (teachers, parents, authority figures) understood better about being a young person living in Washoe County?

JTNN
Informed Consent Form
Individual Interview - Youth

Your child _____ is being asked to participate in a research project conducted by Margo Teague of Impact Evaluation & Assessment Services on behalf of Join Together Northern Nevada ("JTNN"). Your child's name was randomly selected from a list of students at the Washoe County School District. Your child and your family **were not** selected because of any suspected involvement in substance abuse or other potentially negative behaviors or attitudes. Several other young people in your community will be interviewed.

This study involves interviews with young people living in JTNN's service area. The research will investigate attitudes and beliefs about factors that are known to impact substance abuse in JTNN's service area. These topics include availability of resources; parental, community, and school expectations and attitudes; and, peer interactions. The interviews will not be recorded. The interview will last 30-45 minutes.

No foreseeable risks are associated with this study. Your child will not be asked, and will be interrupted if they volunteer, information concerning their own use of substances or names of specific individuals and their substance use. This is not a way to gather information for law enforcement. Your child's participation in this research will not impact their relationship with their school, JTNN, or any of JTNN's partner agencies.

The benefit of this study is that your child will be given an opportunity to voice their opinions about growing up in your community. This research will benefit JTNN by identifying needs and concerns in their service area.

If you decide to allow your child to participate in this study, please understand their participation is voluntary and they have the right to discontinue participation at any time without penalty or loss of any of their benefits or rights. The study personnel may discontinue their participation at any time. **You are welcome to take part in the interview with your child.**

The confidentiality of your child's individual information will be maintained in all publications or presentations regarding this study. Nobody other than you, school administrative personnel, and Margo Teague will know that your child is participating in this study. Margo Teague will not reveal this information to any third parties. Your child's name will not appear on any documentation or the typewritten transcript. Your child's name will not be in any reports that result from this study. Margo Teague will be the only person with access to the data. This data will be locked in a file cabinet in her office. She will be the only person with the key.

If you have any questions regarding this study, you may contact Margo Teague at (775) 397-0785. This study has been approved by Join Together Northern Nevada.

A copy of this consent form will be provided to you, as well as a list of open-ended questions that will be asked.

I understand the purpose of this study and my/my child's rights as a research participant. I voluntarily consent to my/my child's participation in the research.

Signature of Parent _____ Date _____

Signature of Youth _____ Date _____

Signature of Researcher _____ Date _____

DRAFT

Appendix B – Sample ATOD Priority Plan

