

**ENGAGING YOUTH IN TOBACCO POLICY CHANGE:
RESULTS FROM A CONCEPT MAPPING PROJECT
IN MADISON COUNTY, ILLINOIS**

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ABSTRACT

Youth development strategies promote positive outcomes by purposely seeking to meet youth needs and build youth competencies, enabling youth to become successful adults. Recent studies of youth development have suggested that youth are a valuable asset for building healthy communities. Youth are also being recognized as highly effective advocates for local tobacco policy change as well.

Based on the direct experience of youth in tobacco policy change in Madison County, Illinois, this study considers the engagement of youth in tobacco policy campaigns. Relying on new “Concept Mapping” software, this paper considers many of the issues, benefits and challenges of engaging youth in policy change in their own communities. It also explores the motivational factors associated with getting youth involved with public policy change initiatives.

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INTRODUCTION

Engaging youth in policy change activities empowers them to connect with the civic and political life of their communities and helps them to become successful adults.

A 17 year-old veteran of several policy campaigns who cannot yet legally vote reports:

When I first started working with the city on projects, I didn't think we'd be able to get anything done. I thought they'd just brush us off. What I've found is that the city is really willing to work with you when you come to them with a plan rather than a complaint.

This sense of empowerment and both external and internal efficacy is at the foundation of a healthy civic community. Recent studies of youth development have suggested that youth are a valuable asset for building healthy communities (Zeldin, et al. 2000; Haid, Marques and Brown, 1999; Zaff and Michelson, 2002). Youth who have strong bonds to their families, schools and communities are more invested in the beliefs and standards held by these groups (Zeldin, et al. 2000). These bonds are created by providing opportunities for youth to be involved in meaningful ways and by providing skills and recognition for their involvement (Zaff and Michelson, 2002).

Based on the direct experience of youth in tobacco policy change in Madison County, Illinois, this study considers some of the benefits of their experience along with the challenges they face. Relying on new “Concept Mapping” software, this study has collected 144 brainstorming statements from youth describing their own first-hand experiences with the Madison County Youth Board, which drove this process. The youth sorted their statements and the software created a “Concept Map” derived from the diverse ways in which participants sorted these statements. These statements were then rated by participants based on scales of importance, and the likelihood of the statement

actually occurring. In this way, this paper considers many of the issues, benefits and challenges of engaging youth in policy change in their own communities. It also explores the motivational factors associated with getting youth involved with public policy change initiatives.

Positive Impacts of Youth Involvement in Public Policy

Youth as Change Agents

Some of the emergent studies of youth engagement lead to the conclusion that youth offer much more than they are traditionally given credit. Researchers at the University of Wisconsin-Madison found that having youth directly and intimately involved in decision-making in organizations has positive impacts on the organization and on the adult members (Zeldin, McDaniel, Topitzes, Calvert 2000). Researchers involved in the Community Intervention Trial for Smoking Cessation (COMMIT) noted that many of their target communities documented that the involvement of youth groups in monitoring youth access to tobacco was a “galvanizing force” for successful local policy change (McGranaghan, Rankinns-Burd, Purcell 1995). Furthermore, programs such as “Kids Voting USA” can help youth become better informed about civics and can have a significant positive influence on participants’ sense of efficacy and trust in the motives of elected officials (McLeod, Eveland and Horowitz 1997).

Youth Engagement as a Prevention Strategy

To a large extent, alcohol, tobacco, and other drug (ATOD) prevention programs tend to focus on the individual rather than the environment. However, evaluation studies have consistently shown evidence of the failure of this one sided approach (Brown and Kreft 1998; Ennett, et al. 1994). In fact, civic engagement of youth can have far reaching

impacts on a variety of detrimental youth behaviors. One study summarizes that “adolescents who are involved in civic affairs have been found to have better work ethics as adults, to be more likely to volunteer and vote, and to have more socially responsible attitudes. As teens, they are less likely to become pregnant and use drugs, and they tend to do better in school as well.” (Zaff and Michelsen 2002). In another study, the Search Institute found that focusing on youth assets and building positive youth leadership skills mirrors the positive impact desired from more direct alcohol and other drug use prevention programs (Benson et al 1999). The active participation and contribution of youth in the change process has been shown to contribute to positive ATOD outcomes in youth. A meta-analysis of ATOD abuse prevention programs showed that programs that actively involved youth, were youth centered, and focused on youths’ perceptions, interests and experiences, reduced ATOD use by 10%. Furthermore, if these programs involved the community as well, youth ATOD use was reduced 25% (Tobler and Stratton 1997; Tobler 1998).

Youth Involvement in tobacco policy campaigns

Youth are being recognized as highly effective advocates for local tobacco policy change. A study of three cities in Contra Costa County California suggests that one of the key lessons learned was to mobilize and develop youth as advocates because they can have an influential voice at public hearings. They go on to state “mobilizing youth to be involved in all aspects of the process was crucial to the Tobacco-Free Youth Ordinance adoption” (Pratt and Freestone, 2000). Another study attributes the success of two Southwestern cities’ clean-indoor air ordinances mostly to the efforts of teen-led organizing. The 15 year-old leader said that while “people are accustomed to adult

lobbyists, they can be ‘blindsided’ when confronted by youths espousing a critical issue.” (Rogers 2003).

In a study of tobacco control campaigns from 20 communities across the country, the success of several of the communities’ efforts were attributed in large measure to youth (Hays and Hays, 2002). In “Palm Village” (fictitious name), the council was opposed to passing any tobacco regulation, only passing the initial ordinance on first reading by a single vote. At a subsequent meeting, a youth group called “The Palm Village Cigarette Stompers” performed a dance routine before the council and members testified at the meeting. The ordinance passed unanimously. One informant observed: “Many on the council were receptive only because the youth were there,” another observed “the Cigarette Stompers were a huge thing. They represented their peers. When kids get up before council, this is a powerful, powerful thing.” Another adult advocate observed “youth performances are really the key because they are so demonstrative and it’s so compelling and you just can’t refute it...the Stompers really got it passed” (Hays and Hays, 2002).

In “Ruthburg” (also fictitious name) the ordinance campaign was led by the local “Youth Academy,” a leadership development program for youth where they learn conflict mediation, learn about career choices, and have the opportunity to meet public officials including the mayor and members of the Chamber of Commerce. Early on, members of the Youth Academy were active in assisting with regulatory efforts to buy cigarettes from convenience stores. If the store sold them cigarettes, they would reprimand the store by giving them brochures about the laws and dangers related to smoking. This led them to focus on ordinance development. In working on the ordinance, the Youth Academy

formed a partnership with Council, the city attorney, and school districts. In the end, the ordinance was passed with the Youth Academy as the "movers and shakers". Observers stated "It was all the Youth Academy... they pushed the ordinance through" (Hays and Hays, 2002).

Theories of group mobilization

Given the benefits of youth advocacy and the apparent success of several youth-led efforts, one key component of our current project is to research the possibilities and challenges associated with recruiting youth to be a part of a group engaged in tobacco policy change. Thus a key research question was: why did students ever choose to join such a group? Organizational researchers have pondered this very question for decades and such studies have generated several theories about group membership. Some of the earliest studies of political organizations were concerned with the fundamental question of why and how people join such organizations. A seminal study by Truman (1951) suggested that people with shared views would naturally join in groups to have an impact on other groups or on society. But this cannot explain why so many people do not join groups, nor does it account for several other reasons that people might join in groups with others.

In considering the specific reasons people join groups, Clark and Wilson (1961) suggested that people join groups to receive three types of benefits: material, or tangible rewards such as insurance discounts or member publications; solidary, or the rewards that come from social interaction with others; and purposive, or the psychic or mental satisfaction that come from working to pursue goals related to the public welfare. As a fundamental challenge to Truman, Mancur Olson (1965) developed "by-product theory"

which distinguished between collective benefits and selective benefits. Olson, an economist, assumed that people always acted to maximize their material well-being. Olson suggested that, assuming individual self-interest as a principal motivator for action, it would be irrational for individuals to join political groups when the collective benefits of their actions would ultimately accrue to both members and non-members. This might particularly apply to those attempting to change tobacco policy since the benefits of the policy accrue to all whether they participate in the campaign or not.

Later work focused on the “public entrepreneur”, or the person who was willing to “bear the substantial cost of organizing a group” (Salisbury, 1969). A 1977 study revealed that of 83 national public interest groups, the beginnings of 55 groups could be traced to the efforts a specific “entrepreneur” (Berry, 1977). Based on later research demonstrating the extreme nature of ideological beliefs of political party activists than ordinary party members, “commitment theory” stressed that “the high degree of time, energy, and resources needed to be involved in group activities stems from beliefs about good policy” (Sabatier and McLaughlin 1990; Sabatier, 1992). While material incentives may create incentives to join a group, only individuals whose self-interest matches the ideological incentives will be committed enough to join and then perhaps even to become leaders (Sabatier, 1992).

Together, these theories point to a variety of motivations and benefits that group members might receive. The results of the concept mapping project for the Madison County Youth Board will be explored in light of many of these theories.

METHOD

This study used “Concept Mapping” to examine the benefits and drawbacks of participation in the Madison County Youth Board in general and the tobacco policy change effort in particular. Concept Mapping applies an action research approach, in which the participants in the research are actively engaged throughout the research process. This allows the participants a means of understanding and strengthening their own organization or group, informed by practical reality and experience (Patton, 1990). Concept mapping combines both qualitative elements from brainstorming sessions and participant sorting of ideas with multivariate statistical analysis to create the final concept map (Trochim and Linton, 1986; Trochim 1989). Concept mapping engages participants in the research process and the resulting concept map and pattern match can be used by participants to guide further planning efforts.

Concept mapping begins by asking participants a “brainstorming” question to which they provide short statements as answers. For our study, participants included 17 members of the Madison County Youth Board, including 4 adult members who worked with the board. During the brainstorming session, participants were asked “Generate statements that describe the motivation for, and benefits of, your involvement in the recent efforts to change local tobacco policy in Madison County” and “Generate statements that describe the issues, problems, concerns and challenges of youth involvement in the recent efforts to change local tobacco policy in Madison County.” The benefits question yielded 95 responses and the drawbacks question yielded an additional 49 responses. These responses were transferred to cards by the researchers and the participants met again the following evening. During this session, they sorted these 144 statements into groupings as they saw fit. Finally, participants are asked to rate the

importance of each statement and the likelihood that the benefit would be obtained or the drawback would occur. These groupings were named and preserved for each participant.

Concept mapping analysis first creates a binary symmetric matrix of similarities. This matrix is analyzed with multidimensional scaling (MDS) of the sorted responses to create a two-dimensional solution in which statements grouped together most often are located more closely together in two-dimensional space. This is the point map. This x,y map is then analyzed with hierarchical cluster analysis to define the clusters. The cluster analysis defines an optimal number of clusters, but the final number of clusters can be manipulated by the researchers. Also, a “bridging value” is created for each statement within each cluster. The bridging value tells how often a statement was sorted with other statements that are close to it on the map or with statements that are farther away. Lower bridging values indicate a “tighter” relationship with other statements in the cluster. Each cluster also has an average bridging value as well (Jackson and Trochim, 2002).

The Concept System software also generates summative names for each cluster based on cluster names provided by the participants. The resulting two-dimensional maps then clearly reflect and summarize the participants’ own grouping of the sorted statements. Moreover, the software uses the importance and likelihood ratings to create maps reflecting a third dimension (height) based on average participant ratings for each cluster. Finally, the Concept System software generates a pattern match using the importance and likelihood ratings for each cluster that provides a visual depiction of the priorities for the participants. The results of this process for the Madison County Youth Board are presented below.

RESULTS

The first step in Concept Mapping is the input of the participants' statements and the generation of the "point map," presented in Figure 1. The point map illustrates the spatial interrelationship of each statement with all others, based on the frequency with which any given statement was sorted in the same category as another statement. This "first cut" map is only presented for illustrative purposes and because it forms the basis for all further analysis.

[Figure 1 About Here]

Cluster Analysis

The key to concept mapping is to make sense of the point map through cluster analysis. The resulting number of clusters can be adjusted by the researchers to maximize conceptual clarity (ideally with the guidance of the participants, but not in this study). In this case, a map with 10 clusters was found to be ideal for this project. Figure 2 illustrates the 10 cluster map that groups together all points from the point map based on their closeness to the other statements in the cluster.

[Figure 2 About Here]

In Figure 2, the "difficulty" statements are all found together in three clusters in the upper right of the map and labeled "Different Views," "Lacking External Support," and "Organizational Barriers." The other seven clusters represent the benefits. This is to be expected where two different types of questions were asked, although there was not a perfect separation. But there is an even more nuanced distinction. The four clusters across the bottom and left side of the map all reflect mostly individual-level motivations and benefits of participating in this group while the two clusters labeled "School Effects" and "Broader Community Effects" reflect collective benefits.

Statement Groupings

The primary use of the cluster map is to group the original statements into the conceptual groupings called clusters. As mentioned, the Concept System software generates aggregated names for each cluster based on the names that individual participants created for each of their own groupings. In the Concept Map and in Table 1, we have renamed some of the clusters to improve conceptual clarity (again, this step is often done with the input of research participants). Where the names were changed in the Table 1, the original names are in parentheses.

[Table 1 About Here]

Table 1 lists the ten clusters, their titles and the top ten statements under each cluster based on their bridging values, (unless there were fewer than ten statements) and the average bridging value for each cluster. We preserved all of the statements in this table for the last three clusters which contain drawbacks since there were fewer statements overall.

The first cluster “How We Started Coming” includes statements such as how they first found out about the group. For example: *“happened because I became aware of the program at Camp Success”* or *“happened because my older siblings made me aware of the program.”* This cluster also contained motivational issues, such as: *“is motivated by seeing others screw up by making dangerous decisions”* or *“is motivated by a desire to be treated like adults”*. The cluster labeled “Social Rewards” clearly represents solitary benefits, with statements such as *“allows us to find a common bond that creates lasting friendships”* and *“helps us to meet youth with similar ideas and goals”*.

One of the more interesting individual motivations is represented by the cluster labeled “Remaining Drug Free.” This cluster includes statements such as “*provides an atmosphere without peer pressure to drink or smoke*” and “*helps me to remain substance free*” and “*clearly shows that not only do we talk the talk, but we walk the walk.*” This cluster supports prevention research that argues that participating in this type of youth activity may be an effective form of substance abuse prevention (Tobler and Stratton 1997; Tobler 1998).

Individual, material benefits are reflected in the clusters labeled “Educational” and “Future Goals.” Their “material benefits” included learning opportunities, such as: “*teaches us the importance of structure and organization in operating a board*” and “*helps us to develop new contacts*” and personal development statements, such as: “*helps influence and focus our future educational choices.*” And “*looks good on a resume*” or “*college application.*”

“Purposive” benefits are represented by the clusters labeled “School Effects” and “Broader Community Effects”. School Effects focused primarily on building contacts and networks among schools and representing their schools by bringing new ideas back to their school. For example: “*helps us to bring ideas back to our school*” or “*helps smaller schools identify substance related problems from larger schools that they may soon confront.*” The “Broader Community Effects” focused on changing their community and the communities around them. For example: “*creates opportunities to seek improvement in the community*” and “*influences other counties*”. These are all “purposive” benefits related to seeking improvement in the broader public welfare.

Note that the first statement, number seven, would more properly seem to belong with the former cluster, while statement 38 (under “School Effects”) would more properly seem to belong to this cluster. The cluster map reflects this. Analysis of the point map reveals that statements 7 and 38 represent the extreme edges for each of their respective clusters and thus could be considered outliers. In further application of this project when the data is shared with participants, participants can shift such statements to the more conceptually appropriate cluster. As analysts, we have chosen not to make these kinds of choices at this point.

The drawbacks are represented in the top 3 clusters on the map. The cluster labeled “Organizational Barriers” describes the structural limits on an organization. Some of the more interesting statements regarding barriers include everything from the insightful: *“a committed core group may be lacking,”* and *“getting involved with the group can be intimidating to newcomers,”* to the more mundane: *“difficult to get time off work,”* and *“it costs gas money to get to meetings.”* The cluster labeled “lacking external support” focuses on the support for their efforts. Some of these focus on council members: *“council members perceive that youth don’t vote”* and *“council members have difficulty relating to youth,”* and *“public officials have their own agendas.”* Others focus on adult leadership: *“identifying adults who are committed to our cause is difficult,”* and *“contact person at school is lacking.”* These difficulties provide support for the crucial role of the “public entrepreneur” and committed leadership in group formation and maintenance. While there are many motivations for individuals to join, these statements bear out the difficulties associated with maintaining a group without effective leadership and other support from outside the group.

Finally, the cluster labeled “Different Views” expresses a number of concerns regarding views of their group help by peers, adults, and even their own parents. The views of peers were reflected in statements such as “*peers say its uncool*” and “*we are perceived as ‘sticklers’ who never have any fun*” and “*this is not taken as seriously as other extracurricular activities by peers.*” Other statements focused on the different views held by adults, such as “*adults don’t appreciate the larger impact of what we do*” and “*adults don’t think youth can make difference.*” Finally, youth expressed some exasperation directed at the level of support from their own parents. For example: “*parents don’t appreciate the larger impact of what we do*” and “*parents have different opinions and views about alcohol and tobacco use.*” Finally, it may be that parents prefer the involvement of going to the weekly football game, to say, a Youth Board policy meeting, as reflected in the following statement: “*it doesn’t offer the same level of parental involvement as other activities such as athletics.*”

Statement Importance

Outside of their groupings, participants were provided with a list of the statements in numerical order (which reflected the unstructured order in which the statements were given to the researchers in the first meeting) and asked to rate the “importance” of each statement on a five-point scale. The specific question for the benefits was: “For each statement below, please indicate how important the issue is to you. (Circle only one response). Being involved in the Youth Board policy change initiative (or one like it)...” The importance question was the same for the drawbacks, but the root statement for the drawbacks was slightly different, specifically: “The challenge with being involved with the Youth Board policy change initiative (or one like it) is that...”

Each statement was rated on a 5 point scale. Using this data, the mean importance was calculated for each cluster, based on the average rated importance of each of the statements within the cluster. Figure 3 presents the cluster map with its importance illustrated by the height dimension. The mean importance levels are also printed on this map.

[Figure 3 About Here]

Perhaps one of the more interesting findings of this project is that among the most important clusters are the motivational clusters associated with the individual, material benefits of educational and future goals. This suggests that these more diffuse benefits to their longer term professional development are among the more important benefits youth perceive. Also, the purposive, communal effects (“School Effects” and “Community Effects”) are quite important to these youth. The social rewards and remaining drug free are slightly less important, and their initial motivation is the least important benefit they perceive.

Interestingly, none of the drawbacks are viewed as particularly “important” for Youth Board members. That is, while they are drawbacks, none of them are all that serious. Of the three, the lack of external support was the most important drawback, suggesting the role that the larger community should play in supporting these types of youth organizations. Interestingly, the least important of the drawbacks was “Different Views” with an average importance of only 2.66, suggesting perhaps that while peers, adults, and even their parents may not appreciate or understand what they do, by not

attaching much importance to this, members are suggesting that they don't let this slow them down.

Pattern Matching: Importance and Likelihood

In addition to rating the importance of each statement, participants were also asked to rate the likelihood of benefits accruing or drawbacks occurring. The specific questions were “For each statement below, please indicate how likely it would be that a group like this one would actually obtain this benefit. (Circle only one response.) Being involved in the Youth Board policy change initiative (or one like it)...” The question was again slightly different for the drawbacks statement: “For each statement below, please indicate how likely this statement is to become a problem or issue for a group like this one. Circle only one response. The challenge of being involved with the Youth Board policy change initiative (or one like it) is that...”

Combining the results of the average importance rating for each cluster along a vertical axis with the results of the average likelihood rating on a parallel axis creates a type of ladder, called a “pattern match” in the Concept System software. Horizontal lines connect the two ratings so that if the importance of each cluster equaled the likelihood of each cluster, the result would literally look like a ladder. However, this is clearly not the case.

[Figure 4 About Here]

This type of figure is primarily designed to assist the organization itself in strategic planning. Groups should particularly target areas of high importance to members, but those they perceive as less likely to occur. In contrast, for the drawbacks, groups should focus on reducing the drawbacks of high importance and high likelihood.

For example, “Future Goals” are both quite important for participants, but are also very likely to occur. This suggests that, while important, it may not be an area members need to shore up, since they are likely to accrue these benefits anyway. At the other end of the scale, “Different Views” are not a very important drawback, but are also ultimately not very likely to occur. This adds an important and highly relevant dimension to the above discussion of the different views statements, some of which might be perceived as rather disturbing, until one views this cluster on the pattern matching diagram. Apparently, they are not particularly important, nor likely to occur.

Perhaps the most important statements in this diagram are those that slant downwards from left to right, generally indicating a high importance to youth, but a lower likelihood of occurrence. For example, “Broader Community Effects” are rather important for youth, but perceived as less likely to occur. This perhaps illustrates the difficulty associated with attaining these broader community effects. “Educational” benefits are also important, but less likely to occur, suggesting that the group could do more work to help youth receive these important benefits. Similarly for the drawbacks, the pattern match diagram reveals that the lack of external support is both an important drawback and less likely to occur. Thus, increasing external support should be a clear area for further development. The pattern match chart also indicates some areas that need less focus or attention. Apparently, the solidary benefits associated with “Social Rewards” are not all that important, but are very likely to occur. This suggests that developing these kinds of connections may be nearly automatic for a group such as this. This also holds true for “Remaining Drug Free.” Interestingly this suggests that the ATOD prevention aspects of this may not be overly important, but are perhaps automatic.

Discussion and Implications

Overall, the results of this Concept Mapping project with Madison County Youth Board members as participants in the research provided support for several theories of group involvement, and came up with some other insightful findings as well. First, the clusters of statements clearly divided individual motivations, collective motivations and the drawbacks to involvement in the policy change effort. More particularly, we have identified material, solidary, and purposive benefits to youth for joining the Board. In addition, the cluster “remaining substance free” supports the idea that groups such as the Madison County Youth Board are an integral part of a comprehensive community-based approach to substance abuse prevention.

The clusters relating to the educational benefits revealed that students are concerned about the longer-term benefits they receive from group membership and show that youth see participation in this group as contributing to their own personal development in several ways that we found quite mature. These included learning about the operation of meetings, learning about the city government process, and making contacts with professionals and public officials in their own community. The cluster relating to communal, or “purposive” benefits shows that members do perceive benefits from the impact they might have on their own schools and even on the broader public welfare.

Analysis of the drawbacks revealed the crucial role of committed group leadership and outside support. In addition, the cluster labeled “Different Views” revealed member’s observations of how they are perceived as different by peers, adults, and even their own parents. Clearly this type of activity is probably not as valued by the

wider society as we feel it should be (possibly not even as valued as the weekly high school football game!).

However, the discussion of importance and the pattern match helps to reveal some important insights as well. For example, the “Different Views” held by peers, adults and parents are neither very important, nor are they very likely to occur. This discussion also helps to target some areas that may need further development, including being sure that the Educational rewards are attained by members and that the broader community effects are felt by all. It also illustrates the fact that external support for groups like this one may need to be increased. In contrast, areas such as “social rewards” and “remaining drug free” are not of vital importance for members, but this may be because they accrue as a natural part of belonging to such an organization.

Conclusion

In conclusion, this project has demonstrated some intriguing findings, even with a relatively small number of participants. The Concept Mapping process, driven by the participants themselves, provides a high degree of structure for participants’ random thoughts and ideas. Although as researchers, we had very little direct control over the process (asking only six questions of participants). The resulting concept map offers a surprising degree of conceptual clarity, and illustrates clusters that are both consistent with existing theories of group formation and membership, and provide some added richness to those theories. As we continue this process, we intend to return to Madison County and work with the participants again to hone these findings and these conceptual results. We hope that our results might ultimately be as useful to the community of scholars as it is to the community of participants from which we gathered our data. We

view this as the ideal contribution to both worlds.

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Figure 1: Concept Map - Point Map

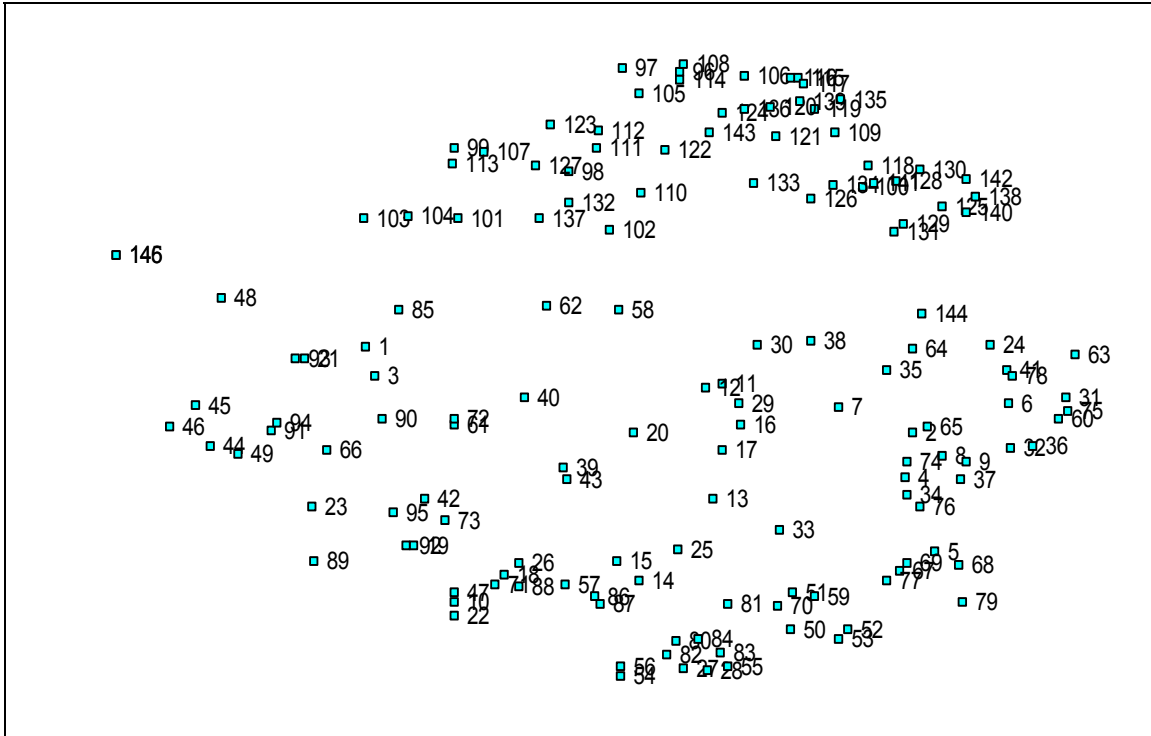


Figure 2: Concept Map – Clusters with Points and Labels

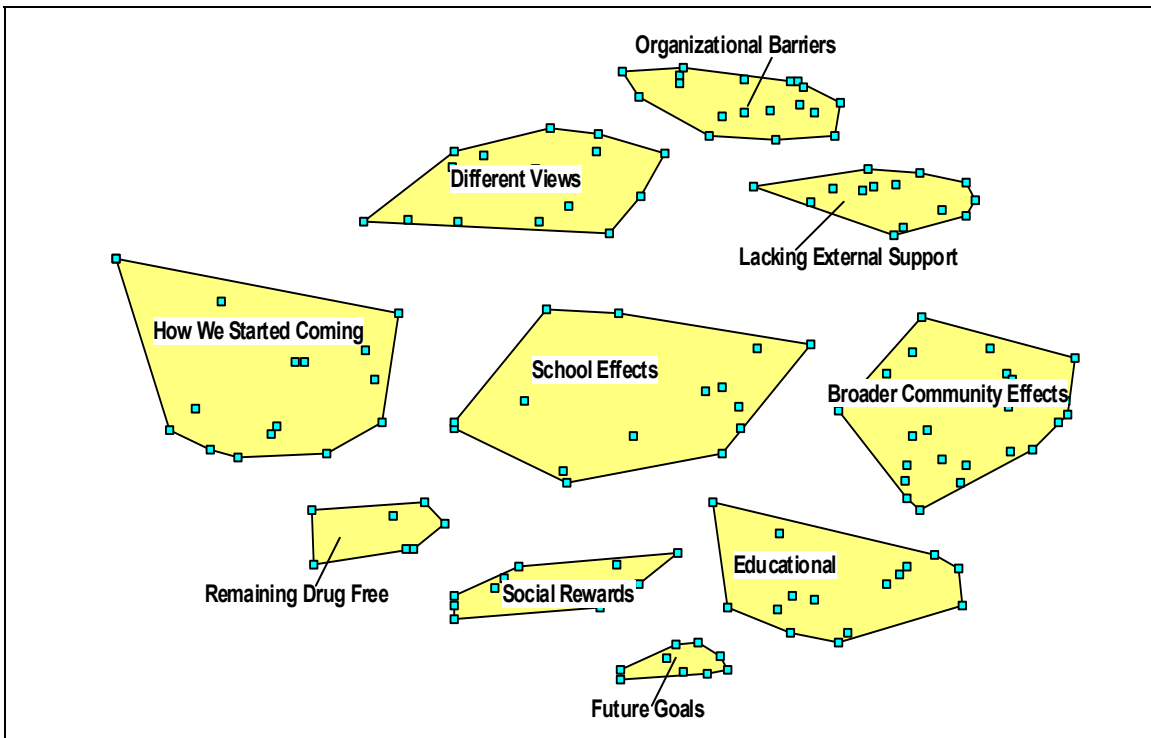


Table 1: Statements, Cluster Labels and Bridging Values

“BENEFITS” CLUSTERS

How We Started Coming

91 Is motivated by seeing others screw up by making dangerous decisions	0.68
44 Happened because I became aware of the program at Camp Success	0.69
46 Happened because my older siblings made me aware of the program	0.69
45 Happened because I became aware of the program through A.L.P.H.A. Training	0.70
49 Happened because I got motivated to work on policy in my community at Illinois Teen Institute	0.72
3 Allows us to address the problem of too many underage kids smoking	0.73
66 Is motivated by a desire to be treated like adults	0.75
1 Stops students from visibly smoking	0.76
93 Creates opportunities to reduce smoke-related illnesses in smokers and non-smokers alike by reducing teen smoking	0.77
90 Is motivated by strong and committed adult leadership	0.78
Average:	0.67

Social Rewards (Why Youth Board is Rewarding)

86 Provides opportunities to meet peers with the potential for dating	0.51
87 Allows us to find a common bond that creates lasting friendships	0.52
14 Helps us to meet youth with similar motivation	0.53
18 Provides opportunities to hang out with people who don't drink or smoke	0.54
15 Helps us to meet youth with similar ideas and goals	0.56
26 Is rewarding because it is good to be involved with a group that has the motivation to get things done	0.58
25 Is rewarding because it is good to be involved with a group that has the resources to get things done	0.59
71 Is fun and enjoyable	0.59
57 Teaches one skills to influence friends about the harms of substance use	0.60
88 Helps one to develop a more positive lifestyle	0.63
Average:	0.59

Remaining Drug Free

19 Provides an atmosphere without peer pressure to drink and/or smoke	0.57
95 Helps me to remain substance free	0.60
42 Creates a group expectation that we won't drink and smoke	0.63
73 Clearly shows that not only do we talk the talk, but we walk the walk	0.72
92 Creates motivation to do more when we experience success	0.77
89 Is motivated by a desire to get certain incentives (food, drinks, desserts)	0.78
23 Makes one more aware of other health issues	0.80
Average:	0.70

School Effects (Community Effects)

16	Helps us to bring ideas back to our school	0.50
17	Helps us to bring contacts back to our school	0.52
11	Permits representation of the different schools within the county	0.52
12	Creates opportunities for collaboration with other schools	0.53
29	Provides an opportunity to respond to perceived needs in schools	0.54
20	Helps smaller schools identify substance related problems from larger schools that they may soon confront	0.58
38	Demonstrated that failure at the county level may still lead to success among the cities and towns.	0.59
43	Establishes us as positive role models for our schools	0.63
58	Is important because youth can inform adults about what's going on from their perspective	0.68
30	Demonstrates that youth working together can make a difference	0.69
	Average:	0.64

Broader Community Effects (Community Enforcement)

7	Allows us to potentially represent the diversity of the different schools	0.54
37	Allows youth to have an impact on the national level	0.59
65	Is important because influencing important adults adds integrity to the organization	0.60
8	Influences other counties	0.61
9	Creates opportunities to seek improvement in the community	0.61
76	Helps to improve schools	0.63
2	Corrects inconsistencies in laws between two towns (ie: "gaters")	0.63
78	Is important because the youth board operates at the county level rather than individual school level	0.63
36	Allows youth to have an impact at the state level	0.64
35	Makes the larger community aware of issues that confront youth	0.64
	Average:	0.68

Educational

53	Teaches us the importance of structure and organization in operating a board	0.47
50	Helps one to develop leadership skills	0.50
52	Teaches us how to run a meeting	0.52
51	Helps one to develop new contacts	0.53
67	Helps us to become better citizens	0.55
59	Helps youth to be professional in their approach so adults will listen	0.55
70	Gives us recognition for our efforts	0.56
79	Taught us how use the media effectively	0.57
69	Helps us to learn how to influence our local government	0.58
77	Provided us public recognition through media such as press conferences, newspapers, radio and television	0.58
	Average:	0.56

Future Goals

28	Helps influence and focus our future career choices	0.40
27	Helps influence and focus our future educational choices	0.41
83	Increases my potential to receive scholarships	0.43
55	Helps one to develop skills useful for later in life	0.43
82	Looks good on a resume	0.43
56	Helps one to develop skills useful for a health related career	0.46
80	Looks good on a college application	0.47
84	Teaches us to overcome challenges and obstacles	0.50
54	Helps one to develop various skills useful for any future career	0.52
	Average:	0.45

“DRAWBACKS” CLUSTERS

Organizational Barriers

115	Communication by telephone among participants is difficult	0.28
116	Communication by email among participants is difficult	0.29
117	Communication by letter among participants is difficult	0.30
106	It is difficult to get time off work	0.31
120	A committed, motivated core group may be lacking	0.34
135	It is difficult to find a meeting place that is easily accessible to all participants	0.34
139	Meeting places and times may be inconsistent	0.35
119	Inconsistent attendance at meetings makes things difficult	0.36
108	It is difficult for me to find transportation	0.36
96	It is too time consuming	0.37
136	Reaching consensus can be difficult	0.38
114	Communication among participations is difficult	0.40
121	A strong leadership structure may be lacking	0.42
124	Meetings may be non-productive	0.42
97	It costs gas money to get to meetings	0.44
143	Other organizations that can support these efforts are lacking	0.45
109	Getting involved with the group can be intimidating to newcomers	0.48
105	Participation creates added obligation	0.50
	Average:	0.38

Lacking External Support (Lacking Key External Factors)

118	Contact person at school is lacking	0.48
141	Schools may not have "wellness coordinators" or other similar positions to support youth who engage in these efforts	0.48
133	Council members perceive that youth don't vote	0.48
134	Identifying adults who are committed to our cause is difficult	0.51
130	Financial resources may be lacking	0.52
100	It is difficult to get a representative cross-section of youth to participate	0.52
126	Council members may have difficulty relating to youth	0.52
142	There is a lack of state-level funding to support these efforts	0.54
128	It may be difficult to represent the concerns all youth in the community	0.55
125	Local governmental support may be lacking	0.57
140	School based prevention programs that support efforts like this may be lacking	0.59

129 Public recognition may be lacking	0.60
131 Policy makers don't take youth seriously enough	0.60
138 Public officials have their own agendas	0.62
Average:	0.54

Different Views

112 People don't think others want to change	0.52
122 Lack of success may be a barrier for one to continue	0.53
110 This is not taken as seriously as other extracurricular activities by peers	0.56
132 Adults don't think youth can make a difference	0.57
111 One person can't make an impact	0.57
123 This could be perceived as a waste of time	0.58
102 Adults don't appreciate the larger impact of what we do	0.60
107 Peers say it's "uncool"	0.62
127 Council members don't see youth board issues as a good use of their time	0.64
98 Those who are already using alcohol and tobacco have little incentive to join	0.64
113 It doesn't offer the same level of parental involvement as other activities such as athletics	0.65
99 We are perceived to be "sticklers" who never have any fun	0.66
101 Parents don't appreciate the larger impact of what we do	0.68
104 Adults have different opinions and views about alcohol and tobacco use	0.71
137 Public officials don't prioritize substance abuse	0.72
103 Parents have different opinions and views about alcohol and tobacco use	0.73
Average:	0.62

Figure 3: Concept Map – Cluster Rating Map of Importance with Mean Scores

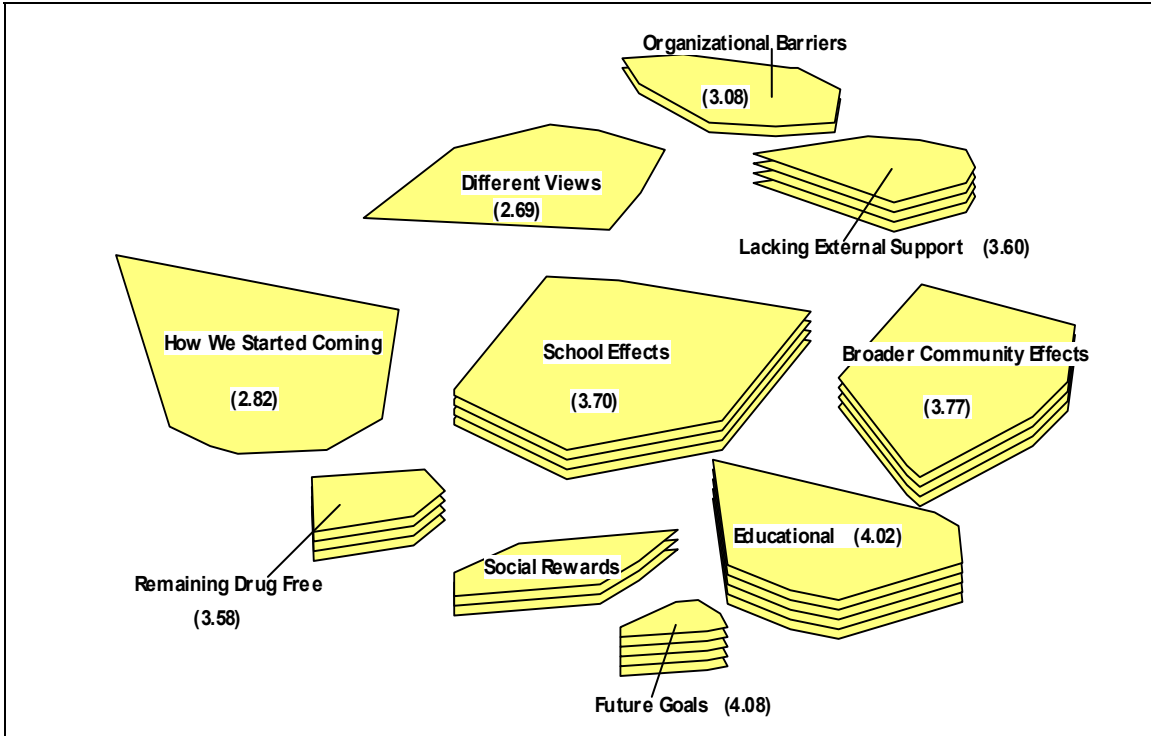


Figure 4: Pattern Match of Importance – Likelihood

