

# Appendices

## Appendix A - Stakeholder Meeting Questions

### 1. Key Issues & Lived Experience (10 minutes)

**What are you observing in your community related to youth substance use and why do you think this is happening?**

- What substance misuse problems are most concerning here in North Park (alcohol, vaping, marijuana, nicotine pouches/chewing tobacco, prescription drugs, illicit drugs, others)?
- Where and when are youth misusing substances most often?
- What do you think are the main reasons youth in your community use or experiment with substances?
- What is common adult modeled behavior in the community relating to substance use?

### 2. Parent Perceptions & Community Readiness (10 minutes)

**What have you done previously to address youth substance use in your community? What worked and what didn't?**

- What do you feel like you missed in your youth as it relates to youth substance use education and prevention?
- What prevention or awareness strategies would feel most relevant and effective in your community?
- What prevention strategies have been implemented to date and what was the outcome?
- Who is most impacted (youth, families, certain groups)?  
*(keep prompts handy, but let conversation flow — people will naturally cover frequency, location, and “who” as they share examples)*

### 3. Youth Perception & Community Readiness

**How much do you think youth themselves see this as a problem?**

- How do you think substance use is impacting young people today compared to when you were growing up?
- What do you think kids need most to feel confident in saying “no” to substances?
- What have youth communicated to you that they'd like to see in the community to address substance use?

- What strategies or supports do you think youth want to see in the community? What's missing?

#### **4. Protective Factors & Messaging (10 minutes)**

**What do you feel helps youth in your community stay healthy and make positive choices?**

- Where do youth currently get most of their information (social media, friends, school, parents) and how do we reach youth with messages that stick?
- How do we reach parents with messages that stick?
- What positive supports already exist in our community (sports, extracurriculars, trusted adults, family support, mentors, etc.) that you see making the biggest difference for youth and how can we build on them?
- How do you think we can increase youth's ability to have a trusted adult in the community.
- What resources for youth and families are missing in the community?

#### **Desired Outcomes & Success Vision (10 minutes)**

- If this prevention effort is successful, what changes would you want to see in the next few years?  
(examples: reduced youth alcohol/vaping, stronger parent awareness, increased understanding and ability to communicate with youth about substance use/misuse effectively, more activities for kids, better supports in school)
- What would "success" look like to you personally, as a parent or community member?
- What resources do you feel you need to best support the youth in your life when it comes to substance use?
- What agencies or groups should lead or be a part of communicating and sharing substance use prevention messaging in your community?
- What other youth engagement activities or organizations are not represented at the meeting, but should be included in this work?

## Appendix B - Youth Focus Group Facilitator Guide

**Facilitator Guide.** Please note: these questions will be asked in a conversational format. Items in parenthesis are intended to serve as prompts, if needed, for the facilitator.

### 1. Welcome & Ground Rules (10 min)

- Thank them for coming, explain the purpose (to help design prevention and awareness efforts that work for *them*).
  - Stress confidentiality, no right/wrong answers, respect for others' opinions.
    - Everyone participates.
    - One person talks at a time.
    - Short answers, not long stories. No repeats.
    - There are no right or wrong answers.
    - You can always “pass” if you do not want to answer or do not know how to answer.”
  - Quick icebreaker: “*What’s your go-to snack after school?*”
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### 2. Warm-Up: General Perceptions (10 min)

- When you hear the words “substance use” what comes to mind? (alcohol, vaping, drugs)
  - How do you think most students at your school feel about it?
  - Do people your age think it’s a big issue here, or not so much? Why?
  - What are activities or services that help young people stay engaged and away from substances? What is missing?
  - How interested would you be in getting information about what most other students are interested in (e.g., activities, preferences)? What would you like to know?
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### 3. Trusted Adults & Conversations (15 min)

- If you had a serious problem (school, friends, health), who would you go to for help?
- What makes an adult easy to talk to?

- What makes it *hard* to talk to adults (parents, teachers, others)?
  - If adults want to talk about sensitive issues (substance use, relationships, mental health), what's the best way for them to approach the conversation with you?
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#### **4. Information Sources & Media (20 min)**

- Where do you get most of your info about health, relationships, or substance use? (friends, parents, teachers, coaches, online, etc.)
  - Who do you think is most believable for providing health information? For example, the principle, school nurse, resource officer, fellow students, teachers, counselors, parents.
  - Which social media platforms do you use most often? (TikTok, Snapchat, Insta, YouTube, etc.)
  - What catches your attention and helps you tune into serious information on social platforms?
  - What kind of messages do you scroll past immediately?
  - Can you think of an example of a campaign, video, or message (on *any* topic) that caught your attention? Why?
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#### **5. Campaign Testing / Co-Design (25 min)**

*(this section could involve showing draft messages, slogans, or visuals if available, OR just open design thinking)*

- Imagine we want to share prevention messages in North Park — what would make you stop and pay attention?
- What *tone* works best: serious, funny, real stories, statistics, something else?
- Do you prefer short quick messages (memes, TikTok length) or longer stories?
- What's the best way to get messages to students here? (posters at school, social media, sports teams, radio, events, etc.) If posters to table tents, what locations are best?

- If we had student involvement in making the campaign, what role would you want to play? (help pick messages, create videos, share on social, etc.)
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## 6. Wrap-Up: Hopes & Advice (10 min)

- If you could tell adults in this community *one thing* about how to help students avoid harmful substance use, what would it be?
  - What would success look like for you, if this project worked really well?
  - Anything else you want us to know that we didn't ask?
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## Facilitation Tips

- Use **flip charts or sticky notes** for brainstorming sections.
- Keep language conversational (not survey-like).
- Encourage drawing, voting with dots, or quick polls if energy dips.
- Always validate contributions — especially since it's a small community and students may be hesitant at first.

# Appendix C - Key Informant Interview Guide

**Timeframe:** 45 minutes

**Audience:** Key stakeholders (who miss the meeting) + parents

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## 1. Introduction (5 minutes)

- Thank them for their time, explain purpose:

“We’re learning more about youth substance use and protective factors in North Park. We want your perspective to help shape prevention and awareness strategies that are realistic, effective, and respectful of our community values.”

- Emphasize confidentiality: their input will inform collective insights, not be attributed to them personally.
  - Set a collaborative tone: “This is a conversation, not a test. We’re interested in your lived perspective.”
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## 2. Youth Substance Use Issues (10 minutes)

- What do you see as the most important substance use issues facing youth in North Park today?
  - Are there particular trends you’ve noticed in the last few years? (alcohol, vaping, marijuana, prescription drugs, etc.)
  - Where or when do these behaviors tend to occur most often?
  - Who seems most impacted? (ages, peer groups, etc.)
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## 3. Perceptions & Communication (10 minutes)

*(tailored to your interesting findings)*

- From your perspective, how do youth view the risks of using alcohol, vaping, or marijuana?
  - How do you think parents view the risks?
  - In your opinion, how do parents and youth talk (or not talk) with each other about sensitive topics like substance use or mental health?
  - Do you think young people feel like they can have open, honest conversations with trusted adults — at home, at school, or elsewhere? Why or why not?  
\*(probe gently: Is the message “don’t do this” vs. “let’s talk about it”?)
  - Superintendent only: What are you willing to disseminate? How are you willing to disseminate?
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#### **4. Protective Factors & Missed Opportunities (10 minutes)**

- What positive supports already exist here (extracurriculars, sports, mentors, church, community groups)? How well do they work?
  - What else do you think would help strengthen youth’s sense of belonging and access to trusted adults?
  - Thinking back to your own teenage years, what do you wish you’d had or known more about?
  - What do you want to make sure today’s youth have access to?
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#### **5. Future Directions & Community Voice (10 minutes)**

- If prevention efforts here are successful, what changes would you want to see in the next few years?
- What types of prevention or awareness strategies would feel like a good fit for North Park? What kinds of programs or services would be a good fit?
- What would success look like for you — as a parent, stakeholder, or community member?

- How should we keep the community involved and informed as this initiative moves forward?
  - What are the best ways to share information about substance use or engage youth in conversations about substances?
  - Do you think your community would be open to hearing positive messages focusing on creating and highlighting healthy behaviors and attitudes within a family unit and community?
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### **Wrap-Up (End of 45 minutes)**

- Is there anyone else you think I should talk to?
- Thank them for their insights.
- Offer: “If you think of something later that you didn’t get to share, please feel free to reach out.”

## Appendix D - JCYSUP Survey Questions

*(All answers are anonymous. Please answer honestly — there are no right or wrong answers.)*

### About You

1. What is your age?
  - 11-12
  - 13-14
  - 15-16
  - 17-18
  - 19 or older
  
2. What grade are you in?
  - Middle school (6-8)
  - High school (9-12)
  - Not currently in school
  
3. Adults in North Park (parents, teachers, coaches, mentors) provide the kind of support youth need to thrive.  
(1 = Strongly disagree → 5 = Strongly agree)
  
4. Youth in North Park have access to healthy, positive opportunities (sports, clubs, activities) that help them feel a sense of belonging.  
(1 = Strongly disagree → 5 = Strongly agree)
  
5. Parents/guardians in North Park are open to talking with youth about sensitive issues (like substance use, relationships, or mental health) **in a positive and supportive way that helps youth feel heard and builds trust.**  
(1 = Strongly disagree → 5 = Strongly agree)
  
6. How much of a concern do you think youth alcohol, vaping, or marijuana use is in North Park?  
(1 = Not a concern → 5 = Very big concern)
  
7. Which statement below about youth drinking alcoholic beverages best represents your own attitude?
  - Drinking (more than a few sips at a family/religious occasion) is never a good thing to do for anyone my age.
  - Occasional drinking beyond just a few sips is OK.

- Frequent drinking beyond just a few sips is OK if that's what the individual wants to do.
8. Which statement do you think best represents the **most common attitude among adults in your community** about youth drinking?
- Drinking (more than a few sips at a family/religious occasion) is never a good thing to do for anyone this age.
  - Occasional drinking beyond just a few sips is OK.
  - Frequent drinking beyond just a few sips is OK if that's what the individual wants to do.
9. Which statement do you think best represents the **most common attitude among youth in your community** about youth drinking?
- Drinking (more than a few sips at a family/religious occasion) is never a good thing to do for anyone this age.
  - Occasional drinking beyond just a few sips is OK.
  - Frequent drinking beyond just a few sips is OK if that's what the individual wants to do.
10. What rules, if any, do your parents/guardians have for you about drinking alcohol (more than a sip or two)?
- No alcohol use is allowed
  - Some alcohol use is allowed with family when a parent/guardian is present
  - Some alcohol use is allowed with friends if a parent/guardian is present
  - No rules
  - Don't know / not sure
11. What rules, if any, do your parents/guardians have for you about smoking or vaping?
- No smoking or vaping is allowed
  - Some smoking or vaping is allowed with family when a parent/guardian is present
  - Some smoking or vaping is allowed with friends if a parent/guardian is present
  - No rules
  - Don't know / not sure
  -
12. Where do you get most of your information about health, relationships, or substance use?  
(Check all that apply)
- Parents/guardians
  - Friends
  - Teachers/school staff
  - Coaches/mentors

- Social media
- Internet (Google, YouTube, etc.)
- Other (please specify)

13. Which social media or platforms do you use most often?

(Check all that apply)

- TikTok
- Snapchat
- Instagram
- YouTube
- Facebook
- Radio
- Newspaper
- Other (please specify)

14. What kind of prevention messages catch your attention the most?

- Funny/entertaining messages
- Real stories from other teens
- Serious/fact-based information
- Short messages/memes/videos
- Longer stories/videos
- Other (please specify)

15. What prevention or awareness strategies do you think would be most effective in North Park?

(Multiple choice; check all that apply)

- School education
- Parent workshops
- Social media campaigns
- Peer mentorship
- Sports/activities
- Other (please specify)

16. In your opinion, what would success look like for youth substance use prevention efforts in North Park?

(Open-ended, 1–2 sentences)