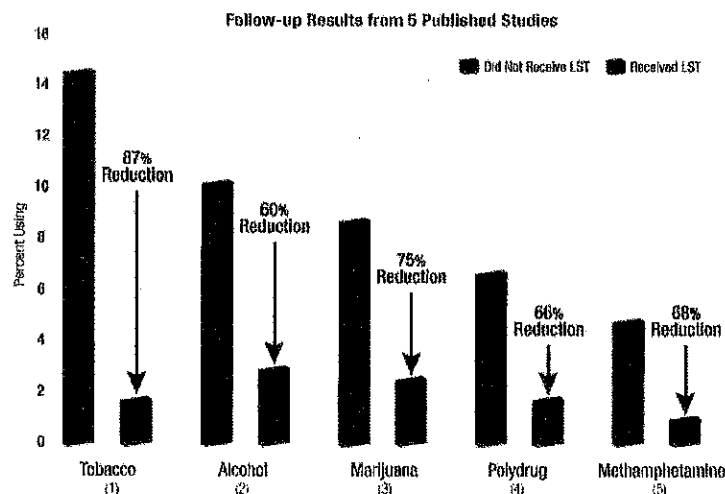


Importance of Choosing an Evidence-Based Program (EBP)

- EBPs produce sizeable effects in well-designed and implemented randomized or matched control group studies. Two common features of EBPs are a high degree of structure or manualization, and monitoring to ensure the program is implemented with fidelity.
- Because some programs are ineffective, or even harmful, we are obligated to do what we *know* is effective. EBPs have a high likelihood of improving the health and well-being of participants.
- EBPs offer well-packaged program materials, staff training, and technical assistance.
- EBPs provide meaningful accountability of scarce community resources. Information increasingly is available that the financial benefits of EBPs outweigh their costs.
- The demonstrated effectiveness of EBPs can help in securing support from funding agencies, policy makers, and community leaders.

Research Results

- Results consistently show that **LST can cut adolescent tobacco, alcohol, and marijuana use**. It also can **reduce more serious forms of drug involvement**. And, results can be **long-term**.
- The program is **effective with a broad range of students**, including white middle-class youth, ethnic minority and economically disadvantaged inner-city youth, and rural and suburban youth.
- Among adolescents, substance use and violence tend to co-occur. Research has shown that LST can be effective in **reducing violence and delinquency, in addition to reducing substance use**.
- LST can have a **direct, positive effect on cognitive, attitudinal, and personality factors** that are thought to play a part in substance use among adolescents.
- Research suggests a link between LST participation and **reduction in later HIV risk behavior**.
- Students receiving LST were found less likely to have indicators of **risky driving** on DMV records.
- **LST is cost effective**. Washington State Institute for Public Policy (December 2014) reports \$11.58 in measured benefits per \$1 spent in implementing LST.
- The CDC cites research demonstrating: a) a **strong relationship between school connectedness and educational outcomes** including school attendance, staying in school longer, and higher grades and classroom test scores; and b) students who do well academically are less likely to engage in risky behavior (Centers for Disease Control and Prevention. *School Connectedness: Strategies for Increasing Protective Factors Among Youth*. Atlanta, GA: U.S. Department of Health and Human Services; 2009). **LST objectives align with several steps identified by the CDC to promote school connectedness**, including teaching refusal and resistance skills, and providing students opportunities to improve skill in decision making, conflict resolution, problem-solving, communication, stress management, and self-control.



For Further Information About the LST Program:

<http://lifeskillstraining.com>

<http://www.colorado.edu/cspv/blueprints>