Building on Strengths: Tools for Improving Positive Outcomes

Ensuring the Well-being of Boys and Young Men of Color: Factors that Promote Success and Protect Against Substance Use and Misuse

Using Prevention Research to Guide Prevention Practice

SAMHSA's Center for the Application of Prevention Technologies

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TABLE OF CONTENTS

INTRODUCTION 2

Highlighting Protective Factors 3

Applying a Socio-Ecological Approach to Prevention 4

USING THIS RESOURCE TO GUIDE PREVENTION PRACTICE 6

THE FINE PRINT: SEARCH METHODS AND INCLUSION CRITERIA 8

RELATED TOOLS 10

FACTORS THAT PROTECT AGAINST SUBSTANCE USE 11

Individual-Level Influences 11

Relationship-Level Influences 32

Community-Level Influences 55

Societal-Level Influences 61

REFERENCES 65

INTRODUCTION

Prevention practitioners working at the state, tribe, jurisdiction, and local levels are well-positioned to more effectively address the diverse substance use, misuse, and related behavioral health needs of the populations they serve, including traditionally underserved groups such as boys and young men of color.

State- and frontline practitioners ensure that federal Block and discretionary grant funds are spent on effective prevention solutions. They do this by implementing SAMHSA's Strategic Prevention Framework (SPF), a five-step planning process that supports the systematic selection, implementation, and evaluation of evidence-based, culturally appropriate, sustainable prevention activities. For example, over the past five years prevention practitioners have:

- Identified and used behavioral health indicators and other data to inform prevention planning for priority populations, such as Native Americans and Pacific Islanders.
- Addressed data gaps for hidden or hard-to-reach populations (e.g., for 18- to 25-year olds not attending college)
- Incorporated cultural practices into strategic prevention planning efforts
- Identified and used "shared" risk and protective factors (i.e., factors common to both substance misuse and mental health outcomes) to inform the selection of prevention programming and engage stakeholders from multiple disciplines in prevention activities.
- Directed prevention efforts to reduce behavioral health disparities, for example, by increasing awareness of adverse childhood experiences, such as abuse, neglect, and crime in the home, that are strongly related to the development and prevalence of a wide range of health problems.
- Supported the implementation of evidence-based programming by, for example, increasing awareness of factors that contribute to effective program implementation and capacity to monitor and evaluate prevention programming.

Building on past and current work at the state and local level, SAMHSA's Center for the Application of Prevention Technologies has developed this tool to support prevention practitioners in identifying those factors that protect against substance use and misuse among boys and young men of color, as well as mitigate adverse experiences that affect this group, such

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as racial and ethnic discrimination. By understanding these factors, practitioners will be better positioned to assess, plan for, and select interventions designed to address them.

Highlighting Protective Factors

Research suggests that boys and young men of color are at increased risk for poor educational, economic and health outcomes. Such disparities have been linked to social determinants such as historical trauma,[1] cultural subjugation and geographic marginalization or segregation,[2] discrimination and minority stress,[3] gender norms and gender role stress[4] as well as risk behaviors that may occur secondary to these social determinants—for example, reduced job prospects and underemployment, access to services, and exposure to violence.[5] What we know less about and seldom dwell on are those factors that promote well-being from the start or protect against substance misuse, specifically.

Far too often, practitioners tend to focus on deficits of or risks faced by youth of color. Although such a focus is important for identifying and alleviating sources of oppression, discrimination and economic inequality, concentrating on adversity has overshadowed the strengths or assets that communities of color summon to raise their children.[6] Therefore, this tool shifts the attention away from the many risks that youth of color face, and instead focuses on the constellation of factors that protect against substance misuse including the unique strengths of this population. An emphasis on strengths and protective factors is in keeping with other popular theories on positive mental health and youth development. For example, these theories propose that: positive mental health focuses more on coping than mental breakdown;[7] subjective well-being asserts greater influence on the environment than

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[1] Evans-Campbell T. (2008). Historical trauma in American Indian/Native Alaska communities: A multilevel framework for exploring impacts on individuals, families, and communities. *Journal of Interpersonal Violence, 23*, 316–338.

[2] Acevedo-Garcia, D., Osypuk, T. L., McArdle, N., & Williams, D. R. (2008). Toward a policy-relevant analysis of geographic and racial/ethnic disparities in child health. *Health Affairs, 27*(2), 321–333.

[3] Williams, D. R. & Mohammed, S. A. (2010). Discrimination and racial disparities in health: Evidence and needed research. *Journal of Behavioral Medicine, 32*(1), 20.

[4] Powell-Hammond, W. (2012). Taking it like a man: Masculine role norms as moderators of the racial discrimination–depressive symptoms association among African American men. *American Journal of Public Health, 102*(Suppl.2), S232-S41.

[5] Williams, D. R., & Collins, C. (2001). Racial residential segregation: A fundamental cause of racial disparities in health. *Public Health Reports*, *116*(5), 404-416.

[6] Cabrera, N. (2013). Positive development of minority children. *Society for Research in Child Development, 27*, 3-22.

[7] Antonovsky, A. (1996). The salutogenic model as a theory to guide health promotion. *Health Promotion International, 11*(1), 11–18.

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the other way around;[8] coping strategies and social supports can modify a person's reaction to environmental stressors and minimize poor health outcomes;[9] and youth are assets to be developed and should be provided the means and opportunities to build successful futures.[10]

Note, however, that a focus on protective factors and positive approaches alone is not sufficient to prevent substance abuse. Comprehensive prevention approaches that address risk factors as well as protective factors at all levels of socio-ecological influence are needed to produce change.

Applying a Socio-Ecological Approach to Prevention

Health disparities are created and can be averted by considering multi-layered determinants of health behaviors. As noted above, our behavior happens in context. We are influenced not only by traits specific to us or what we think and believe, but by our relationships with others, the institutions and communities to which we belong and the broader society in which those institutions are embedded. The socio-ecological model comprises multiple levels that consider the different contexts and settings with which a person interacts. These levels include the following:[11, 12]

- **Individual**: Includes those factors specific to the individual, such as age, education, income, health, and psychosocial strengths.
- **Relationship**: Includes an individual's closest social circle—family members, peers,

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[8] World Health Organization. (2004). Promoting mental health: Concepts, emerging evidence, and practice. A report from the World Health Organization, Department of Mental Health and Substance Abuse in collaboration with the Victorian Health Promotion Foundation and the University of Melbourne, Geneva, Switzerland.

[9] Rutter M (1985). Resilience in the face of adversity. *British Journal of Psychiatry*, 147:598–561.

[10] Positive youth development. (nd). Retrieved from http://www.acf.hhs.gov/programs/fysb/positive-youth-development

[11] McLeroy, K.R., Bibeau, D., Steckler, A., & Glanz, K. (1988). An ecological perspective on health promotion programs. *Health Education Quarterly, 15*(4), 351-77.

[12] Bronfenbrenner, U. (1994). Ecological models of human development. In *International Encyclopedia of Education, Vol. 3, 2nd Ed.*
Oxford: Elsevier.

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teachers, and other close relationships—that contribute to their range of experience and may influence their behavior.

- **Community**: Includes the settings in which social relationships occur, such as schools, workplaces, and neighborhoods.
- **Societal**: Includes broad societal factors, such as social and cultural norms. Other significant factors operating at this level include the health, economic, educational, and social policies that promote economic, social or health equity between populations.

The factors in this tool are organized according to the levels of this model. Within each level, the factors are further divided by study population. These include:

- Boys and/or young men of color
- Young populations (male and female) of color
- Populations predominantly of color (more than 75% of the sample was ethnic/racial minority).

We included studies with both young female and male populations of color because findings from these studies also have implications for boys and young men of color. We have defined 'boys and young men of color' as males aged 25 years or younger who identify as African-American/Black, American Indian/Alaska Native, Asian American, Latino/ Hispanic, Pacific Islander/Native Hawaiian, or subpopulations of these pan-ethnic and -racial groups (e.g., Afro-Caribbean, Ojibwe, Mexican). Similarly, we define 'girls and young women of color' as females aged 25 years or younger who identify as African-American/Black, American Indian/Alaska Native, Asian American, Latino/ Hispanic, Pacific Islander/Native Hawaiian, or subpopulations of these pan-ethnic and -racial groups.

Within each socio-ecological level and study population group, information is presented in table format and organized by *protective factor*s, *outcomes*, and *population groups* with *study citations*. This allows readers to see the relationship between a given *protective factor* and a specific *outcome* among a given *population* (according to this *study)*. For example, referencing an entry from the table highlighting individual-level influences on boys and young men of color, we can say that: *believing that substances are difficult to access* is associated with *lessor likelihood of recent alcohol use and heavy episodic drinking* among *African American males in 7th – 12th grades* (*Vidourek & King, 2013*).

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USING THIS RESOURCE TO GUIDE PREVENTION PRACTICE

Although there are several ways to approach and use these tables, the following are suggested steps or guidelines for making the best use of the information they contain.

1. **Determine how you will assess protective factors.** Assessing protective factors can be challenging, as commonly used regional and national data sources include mostly risk measures. Therefore, you may need to identify surveys or data sources that include measures of protective factors. Another option is to add specific items to existing assessment and/or evaluation instruments, and/or collect qualitative data (for example, using focus groups or key informant interviews) to identify important protective factors that you can later assess via survey methods. For more information on measures used to assess protective factors, consult An Annotated Bibliography of Measurement Compendia: Reliable, Valid, and Standard Measures of Substance Abuse and Other Behavioral Health Indicators and Outcomes of Interest – 2012.

2. **Conduct your needs assessment.** It's important to examine local quantitative and qualitative data to identify substance misuse problems unique to populations of color, specifically boys and young men of color, and factors that protect against substance use in *your* community, as these factors may differ from those factors that drive use in another community and those found in the literature.

3. **Figure out which protective factors to address first.** When prioritizing which protective factors to address, consider the following: How is the factor related to the priority problem in your community? What outcomes do you want to produce? Is this factor associated with behavioral health issues and, if yes, how does that impact your ability to address this factor? Do you have the resources and readiness necessary to address this factor? How might community norms and/or social conditions support or compromise your ability to address this factor? Does a suitable intervention exist to address this factor? Can you produce outcomes within a given timeframe?

4. **Once you have identified and prioritized protective factors present in your community, use the matrix to determine which of those factors are addressed in the literature.** Targeting factors supported by evidence-based research will increase the likelihood that the strategies you select will prevent substance use in your community. Note that the protective factors in your needs assessment may be

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labeled differently from what is in our matrices. The labels used here reflect the language used in the related articles.

5. **Once you have determined that your identified protective factor *is* addressed in the literature, learn more.** Read the research article(s) included in the matrix (in the citation source column) to explore the population and setting for the study. Assess the degree to which these are similar to your own focus population and setting. The article will also provide detailed information on the study design, including the instrument used, time frame, outcomes measured, key findings, and study limitations. This information will help you assess the strength of the findings and the degree to which they support the protective factor(s) in which you are interested. In particular, make sure to look at how the authors define key outcomes (e.g., use, heavy use) as definitions may vary across articles. These distinctions are important, and can help you reconcile seemingly conflicting information. Note that the terms used to identify populations (e.g., African American vs. Black, Latino vs. Hispanic) reflect language used in the related articles.

6. **Make sure to consider risk factors, as well**. Comprehensive approaches to prevention should be designed not only to promote protective factors but also to alleviate risk factors. Therefore, in addition to reviewing the protective factors described in this tool, we suggest exploring the fairly robust research evidence on risk factors for substance use and misuse among boys and young men of color. Doing so will help you identify those factors you may want to track, as well as how to measure them.

7. **Recognize the limitations of this tool**. While the information included in these tables provides a useful starting point for understanding the protective factors present in your community, please use prudence when interpreting this information. Here are some reasons why:

    - *The findings are limited to the time frame, libraries, and search parameters described above.* Expanding the time frame or using other associated search terms may uncover additional or conflicting factors.

    - *Our review did not focus on the quality or type of research methods employed.* For example, studies using cross-sectional (rather than longitudinal) data and analyses are included, which does not allow us to determine whether the factors preceded the outcomes indicated, or whether the two co-occurred. Causal associations cannot necessarily be made.

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- *We do not feature studies demonstrating insignificant or negative findings related to the factors featured here.* It is possible that for every study demonstrating a positive finding on any given factor, there is a study showing no findings—suggesting that the relationship between the contributing or associated factor and the outcome is inconclusive. For this reason, you may want to consider only those factors supported by two or more studies.
- *Many studies focus on pan-ethnic or pan-racial populations* and, therefore, ignore much of the diversity within, for example, Latino, African American, Native American, and Asian American populations. Indeed, culturally responsive prevention programs are more likely to produce positive results when they recognize diversity with the group and tailor activities accordingly. This is another argument for collecting local data with the populations you serve to inform prevention programming.

THE FINE PRINT: SEARCH METHODS AND INCLUSION CRITERIA

Peer-reviewed studies, written in English, published between 2000 and 2014 were retrieved from multiple, relevant databases (e.g., PsychINFO, PubMED) using the EBSCO search engine. We identified studies examining factors that specifically protect against substance use during childhood, adolescence or emerging adulthood for young men of color using these keywords:

- *Gender:* Male (first search only, see below)
- *Age:* Youth, Adolescent, Child, Children, Childhood, Childhoods, Teen, Teens, Teenage, Teenager, Teenagers, Teenaged, Young adult
- *Race/Ethnicity:* Of color, African American, Black, Latino, Hispanic, Asian, Native American, American Indian, Alaska Native, Pacific Islander, Hawaiian Native
- *Substance:* Marijuana, Alcohol, Illicit drug, Illicit drugs, Cocaine, Opiates, Opioids, Heroin, Stimulant, Stimulants, Depressant, Depressants, Substance use
- *Protective:* Protective, Positive development, Asset, Assets, Predictor, Predictors, Religion, Religions, Religiosity, Religious, Religiously
- *Level:* Family, Parent, Parents, Parenthood, Parental, Parenting, Peer, Peers, School, Community, Society, Societies, Societally, Societal
- *Location:* United States

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Studies were selected for inclusion if they:

- Included participants living in the United States only.
- Clearly articulated methods for establishing a direct relationship between protective factor/s and substance use outcomes.
- Measured outcomes quantitatively during adolescence or young adulthood.
- Included young men of color, young populations (male and female) of color, and majority populations of color (75% or more of the sample was ethnic/racial minority).

We conducted two searches. The first focused on male youth of color and yielded 99 studies. The second was not restricted by gender and produced 510 studies. From these two searches we identified 104 studies that met our inclusion criteria.

We also conducted another, or third, search that focused primarily on factors that promote or are associated with well-being among boys/young men of color as well as girls/young women of color. For this search we used a separate set of parameters. Peer-reviewed studies, written in English, published between 2000 and 2014 were retrieved from relevant databases (e.g., PschINFO, PubMED) using the EBSCO search engine. We identified studies that focused on factors that promote well-being. The keywords included:

- *Age:* Youth, Adolescent, Child, Children, Childhood, Young adult
- *Race/Ethnicity:* Of color, African American, Black, Latino, Hispanic, Asian, Native American, American Indian, Alaska Native, Pacific Islander, Hawaiian Native
- *Outcome:* Well-being, Competence, Resilience, Resiliency, Resiliencies
- *Protective:* Predictor

Studies were selected for inclusion if they:

- Included participants living in the United States only.
- Clearly articulated methods for establishing a direct relationship between protective factor/s and health promotion outcome.
- Measured outcomes quantitatively during adolescence or young adulthood.
- Included young men of color, young populations (male and female) of color, and majority populations of color (more than 75% of the sample was ethnic/racial minority).

Of the 220 studies identified, 43 studies total met our inclusion criteria. An additional six studies, identified in the literature searches for protective factors (see above) are also included here.

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RELATED TOOLS

SAMHSA's Center for the Application of Prevention Technologies (CAPT) has developed a variety of tools to support practitioners in addressing substance use and misuse among boys and young men of color. These include the following:

- Executive Summary: Main Findings on Protective Factors and Programs. This tool provides an overview of protective factors associated with substance use and misuse, and strategies that have been shown to be effective in addressing these factors, and for improving outcomes and promoting behavioral health among boys and young men of color.

- Positive Approaches to Preventing Substance Use and Misuse Among Boys and Young Men of Color: Programs and Strategies At-A-Glance. This tool provides summaries of interventions that have been shown to promote protective factors and positive youth development for boys and young men of color in the United States. These programs help young people develop social skills, civic and cultural competencies, positive attitudes toward community, and a strong sense of identity—examples of the abilities and attitudes that allow a young person to succeed and thrive.

- Sources of Data on Substance Use and Misuse Among Boys and Young Men of Color. This tool offers a quick overview of key national, state, and local data sources that provide substance use consumption, consequences, and protective factor data for this population.

- Positive Youth Development: Using Strengths to Address Alcohol Abuse and Suicide among American Indian and Alaska Native Youth. This information brief introduces prevention practitioners to the positive youth development framework as an effective approach to preventing alcohol use and suicide among Native youth.

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FACTORS THAT PROTECT AGAINST SUBSTANCE USE

Individual-Level Influences

The following tables present brief information from studies examining factors that protect boys and young men of color from substance use and misuse, and promote well-being. The tables will help you to review what research suggests can influence future substance use and promote well-being at the individual level. Looking across the tables we created, you will notice that characteristics indicative of **social-emotional competencies** are repeated as factors that protect against substance use as well as help promote well-being; therefore, it is important to understand what these competencies are because of the volume of evidence suggesting their importance. Social-emotional competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision making. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), those who have developed these skills are better able to:[13]

- Understand how one's thoughts and emotions affect one's behavior; assess one's strengths and limitations; be optimistic
- Regulate one's thoughts, emotions, and behaviors in different situations; manage stress, control impulses, set and work toward goals
- See different perspectives and empathize with people from diverse backgrounds; understand social or cultural norms for behavior; identify social support provided by family, school and community
- Establish and maintain healthy relationships; develop appropriate communication strategies; cooperate with others; resist negative peer or social pressure; negotiate conflict productively; seek and offer help as needed
- Make constructive and respectful choices regarding behavior and social interactions that are grounded in ethical standards, social norms, evaluation of consequences, and well-being of self and others.

In addition to social-emotional competencies, youth of color who have a **positive ethnic self-concept** are less likely to misuse substances and more likely to experience emotional well-being. Ethnic self-concept includes having a strong and positive sense of ethnic or racial

[13] CASEL. (2015). Social and emotional learning competencies. Retrieved from http://www.casel.org/social-and-emotional-learning/core-competencies/.

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identity, participating in cultural traditions and speaking native languages. For example, greater ethnic orientation is associated with lower likelihood of cigarette and marijuana use among Hispanic 9th grade students in Southern California.[14] However, research indicates that being able to navigate two or more cultures (having a bicultural or multi-group orientation), including dominant and heritage cultures, also can be beneficial. Bicultural orientation is associated with an optimistic outlook among Latino middle school students;[15] and multi-group ethnic identity is associated with lower prevalence of drug and alcohol use among Dominican descent adolescents.[16]

Youth who participate in **extracurricular activities,** such as school sports,[17] are less likely to use substances and more likely to report or demonstrate well-being. For example, urban African American and Latino males who were members of an athletic team (school- or community-based), participated in community groups, attended religious services and/or did activities with their family were more likely to hold prosocial values (e.g., think it's important to get educated, have a good paying job, and have a positive community reputation).[18] Other studies looked at participation in sports as being associated with lower odds of smoking[19] and using steroids.[20] Similar results are noticeable across various races and ethnicities; and with both boys and girls.

Similarly, participation in **prosocial activities** is associated with positive outcomes for youth of color which include volunteering one's time for the purpose of benefiting another or society as a whole. They are acts of kindness that involve helping, sharing, or donating goods and services. Evidence suggests that prosocial behaviors are linked to happiness and vice versa—happy people have the personal resources to contribute, but providing opportunities for prosocial

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[14] Unger, J. B., Ritt-Olson, A., Soto, D. W., & Baezconde-Garbanati, L. (2009). Parent-child acculturation discrepancies as a risk factor for substance use among Hispanic adolescents in southern California. *Journal of Immigrant & Minority Health, 11*(3), 149–157.

[15] Carvajal, S. C., Hanson, C. E., Romero, A. J., & Coyle, K. K. (2002). Behavioural risk factors and protective factors in adolescents: a comparison of Latinos and non-Latino whites. *Ethnicity and Health, 7*(3), 181–193.

[16] Garcia-Reid, P., Peterson, C. H., Reid, R. J., & Peterson, N. A. (2013). The protective effects of sense of community, multigroup ethnic identity, and self-esteem against internalizing problems among Dominican youth: Implications for social workers. *Social Work in Mental Health, 11*(3), 199–222.

[17] Hua, L., & Braddock, J. H., II. (2008). School sports and adolescent steroid use: National trends and race-ethnic variations. *Challenge: A Journal of Research on African American Men, 14*(2), 29–49.

[18] Tolan, P., Lovegrove, P., & Clark, E. (2013). Stress mitigation to promote development of prosocial values and school engagement of inner-city urban African American and Latino youth. *American Journal of Orthopsychiatry, 83*(2,3), 289–298.

[19] Mays, D., Luta, G., Walker, L. R., & Tercyak, K. P. (2012). Exposure to peers who smoke moderates the association between sports participation and cigarette smoking behavior among non-White adolescents. *Addictive Behaviors, 37*(10), 1114–1121.

[20] Hua, L., & Braddock, J. H., II. (2008). School sports and adolescent steroid use: National trends and race-ethnic variations. *Challenge: A Journal of Research on African American Men, 14*(2), 29–49.

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behavior increases well-being and other prosocial activities.[21] These links might explain, too, why those with **internal assets** such as confidence, optimism, hope, and motivation also report greater social and emotional well-being.

Other individual behaviors and characteristics have been found to specifically protect against substance misuse and promote well-being among youth of color. These include the following:

- **Attitudes and beliefs about substance use.** Perceiving substances to be harmful and/or disapprove of use can be protective against future alcohol and drug use.
- **Participation in religious activities.** Attending religious services, being involved in religious activities and having religious values and beliefs are protective especially as seen in studies that include both boys and girls of color as participants.
- **Academic performance.** Achieving high grades in school and feeling a sense of attachment to school is associated with lower rates of substance use and other risk behaviors as well as improved social skills and study habits.
- **School attachment.** For boys and young men of color, in particular, school involvements, enjoying school, perceived school support and high readiness to learn are associated with lower rates of substance misuse.

Individual level factors that recent studies have shown to be associated with lower substance misuse and well-being among youth of color are presented in the tables on the following pages.

[21] Chen, K. W., & Killeya-Jones, L. A. (2006). Understanding differences in marijuana use among urban black and suburban white high school students from two U.S. community samples. *Journal of Ethnicity in Substance Abuse, 5*(2), 51–73; and Tolan, P., Lovegrove, P., & Clark, E. (2013). Stress mitigation to promote development of prosocial values and school engagement of inner-city urban African American and Latino youth. *American Journal of Orthopsychiatry, 83*(2, 3), 289–298.

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Individual Level
Study Population: Boys/Young Men of Color
How to read this table: "*Protective Factor* is associated with *Outcome* among *Population of Interest*."

Protective Factor	Outcome	Population of Interest	Citation Source
Academic Performance			
Having high grades in school	Lesser likelihood of alcohol, cigarette, marijuana initiation	Latino boys in Phoenix, Arizona	Marsiglia, F. F., Yabiku, S. T., Kulis, S., Nieri, T., Parsai, M., & Becerra, D. (2011).
	Lesser likelihood of alcohol initiation	Mexican heritage boys in Phoenix, Arizona	Marsiglia, F. F., Yabiku, S. T., Kulis, S., Nieri, T., Parsai, M., & Becerra, D. (2011).
School achievement	Lower levels of tobacco, alcohol, and marijuana use	Urban and rural Latino boys	Zhen-Duan, J., & Taylor, M. J. (2014).
Attitudes and Beliefs			
Believing that substance use is harmful	Lesser likelihood of recent alcohol use and heavy episodic drinking	African American males in grades 7- 12 grades	Vidourek, R. A., & King, K. A. (2013).
Believing that substances are difficult to access	Lesser likelihood of recent alcohol use and heavy episodic drinking	African American males in grades 7- 12 grades	Vidourek, R. A., & King, K. A. (2013).
Believing in one's physical activity capabilities	Self-perceived scholastic competence	African American boys with body mass index greater than the 85th percentile	Fyfe, M., Raman, A., Sharma, S., Hudes, M. L., & Fleming, S. E. (2011).

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Protective Factor	Outcome	Population of Interest	Citation Source
Attitudes and Beliefs			
High self-esteem	Self-perceived scholastic competence	African American boys with body mass index greater than the 85th percentile	Fyfe, M., Raman, A., Sharma, S., Hudes, M. L., & Fleming, S. E. (2011).
Disapproval of risk behavior participation	Lower aggregate risk behavior score[22]	African American male youths	Reininger, B. M., Evans, A. E., Griffin, S. F., Sanderson, M., Vincent, M. L., Valois, R. F., & Parra-Medina, D. (2005).
Health Behaviors			
Participation in sports	Lower prevalence of steroid use	Black high school males	Hua, L., & Braddock, J. H., II. (2008).
Engagement in prosocial activities	Prosocial values, school engagement	Inner-city urban African American and Latino males	Tolan, P., Lovegrove, P., & Clark, E. (2013).
Religious Participation			
Participation in religious activity	Lesser likelihood of alcohol use, cigarette use, marijuana use, and sexual intercourse	Urban African American male adolescents	Steinman, K., & Zimmerman, M. A. (2004).
School Attachment			
Perceived school support	Lower aggregate risk behavior score	African American male youth	Reininger, B. M., Evans, A. E., Griffin, S. F., Sanderson, M., Vincent, M. L., Valois, R. F., & Parra-Medina, D. (2005).

[22] Lifetime sex partners, current tobacco use, current alcohol use.

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Protective Factor	Outcome	Population of Interest	Citation Source
School Attachment			
School enjoyment	Lower levels of alcohol use	Rural Latino adolescent boys	Zhen-Duan, J., & Taylor, M. J. (2014).
School involvement	Lower levels of alcohol use	Urban Latino adolescent boys	Zhen-Duan, J., & Taylor, M. J. (2014).
High/superior readiness to learn in first grade	Lower likelihood of cocaine use in adulthood	African American males in Chicago, Illinois	Ensminger, M. E., Juon, H. S., & Fothergill, K. E. (2002).
Social-Emotional Competencies			
Avoidance self-efficacy[23]	Lesser likelihood of alcohol and cigarette use	Latino middle school boys	Castro, F. G., Stein, J. A., & Bentler, P. M. (2009).
	Lesser likelihood of alcohol use	Mexican heritage middle school boys in the Southwest	Castro, F. G., Stein, J. A., & Bentler, P. M. (2009).
Effective coping	Prosocial values	Inner-city urban African American and Latino males (experiencing low-stress life events)	Tolan, P., Lovegrove, P., & Clark, E. (2013).
First grade shyness	Lesser likelihood of drug/alcohol problems in adulthood	African American males in Chicago, Illinois	Fothergill, K. E., & Ensminger, M. E. (2006).
Having the ability to develop empathetic relationships	Lower aggregate risk behavior score[24]	African American male youths	Reininger, B. M., Evans, A. E., Griffin, S. F., Sanderson, M., Vincent, M. L., Valois, R. F., & Parra-Medina, D. (2005).

[23] Belief/expectation that individual can avoid substance use.
[24] Lifetime sex partners, current tobacco use, current alcohol use.

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Individual Level
Study Population: Boys/Young Men of Color and Girls/Young Women of Color
How to read this table: "*Protective Factor* is associated with *Outcome* among *Population of Interest*."

Protective Factor	Outcome	Population of Interest	Citation Source
Academic Performance			
Academic behavior skills[25]	Improved math performance	African American Kindergarten children (and their mothers)	Hill, N. E., & Craft, S. A. (2003).
Having good grades	Lower odds of recent alcohol use	Hispanic students in 7th – 12th grade in Cincinnati, OH	King, K. A., & Vidourek, R. A. (2010).
High academic performance	Lower odds of past 30-day alcohol and marijuana use	Urban African American adolescents aged 11 – 18 years	Clark, T. T., Belgrave, F. Z., & Nasim, A. (2008).
	Lower amounts and frequency of alcohol, cigarette, and marijuana use; lower substance use intention rates	Mexican-origin Latino 5th grade students from Phoenix, Arizona	Kulis, S., Marsiglia, F. F., & Nieri, T. (2009).
	Lower lifetime use of alcohol, cigarettes, and marijuana; lower quantity of substances	Native American middle school students in an urban center in Arizona	Napoli, M., Marsiglia, F. F., & Kulis, S. (2003).

[25] For example, the ability to focus, stay on task, and take initiative.

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Protective Factor	Outcome	Population of Interest	Citation Source
Academic Performance			
Scholastic competence	Global self-worth	African American adolescents living in public housing	Sullivan, M., & Evans, T. (2006).
Attitudes and Beliefs			
Belief in a moral order	Lower odds of past 30-day use of marijuana	Hispanic youth	Saint-Jean, G., & Crandall, L. A. (2008).
Belief that tobacco is harmful	Lower odds of intending to use tobacco	Somalian youth – 80% native born	Giuliani, K. K. W., Mire, O., Ehrlich, L. C., Stigler, M. H., & DuBois, D. K. (2010).
Disapproval of substance use	Lesser likelihood of past 30-day alcohol use	Hispanic early adolescents	Salas-Wright, C. P., Hernandez, L., R. Maynard, B., Y. Saltzman, L., & Vaughn, M. G. (2014).
	Lesser likelihood of ecstasy use	Asian youth aged 12–17 years	Wu, P., Liu, X., Kim, J., & Fan, B. (2011).
	Lesser likelihood of ecstasy use	Asian youth aged 18–25 years	Wu, P., Liu, X., Kim, J., & Fan, B. (2011).
Elevated self-esteem	Lower odds of marijuana, cigarette, alcohol use	Hispanic early adolescents in western Michigan	Zamboanga, B., Schwartz, S., Jarvis, L., & Van Tyne, K. (2009).

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Protective Factor	Outcome	Population of Interest	Citation Source
Employment			
Working during high school	Lower odds of past 30-day marijuana use during transition into adulthood	African American youth followed from mid-adolescence to young adulthood	Bauermeister, J. A., Zimmerman, M. A., Barnett, T. E., & Caldwell, C. H. (2007).
Ethnic Self-concept			
Having Africentric beliefs	Lesser likelihood of alcohol initiation and lifetime alcohol use	African American adolescents aged 13 – 20 years	Nasim, A., Belgrave, F. Z., Jagers, R. J., Wilson, K. D., & Owens, K. (2007).
Having a Black nationalist ideological position	Self-esteem	African American college students attending a historically Black university	Livingston, J., McAdoo, H. P., & Mills, C. J. (2010).
Belief in the Islamic prohibition of tobacco	Lower odds of intending to use tobacco	Somali-born youth living in Minnesota	Giuliani, K. K. W., Mire, O., Ehrlich, L. C., Stigler, M. H., & DuBois, D. K. (2010).
Ethnic pride	Lesser likelihood of drug and alcohol use	African American juvenile offenders with alcohol and other drug (AOD) problems	Gil, A. G., Wagner, E. F., & Tubman, J. G. (2004).
	Lesser likelihood of marijuana use	U.S.-born Hispanic juvenile offenders with AOD problems	Gil, A. G., Wagner, E. F., & Tubman, J. G. (2004).
Bicultural orientation	Optimistic outlook	Latino middle school students in northern California	Carvajal, S. C., Hanson, C. E., Romero, A. J., & Coyle, K. K. (2002).
Greater ethnic orientation	Lesser likelihood of drug and alcohol use	African American juvenile offenders with alcohol and other drug problems	Gil, A. G., Wagner, E. F., & Tubman, J. G. (2004).

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Protective Factor	Outcome	Population of Interest	Citation Source
Ethnic Self-concept			
Greater Hispanic orientation[26]	Lower odds of cigarette smoking and marijuana use (lifetime and past month), lifetime alcohol use	Hispanic/Latino youth in Southern California	Unger, J., Ritt-Olson, A., Wagner, K., Soto, D., & Baezconde-Garbanati, L. (2009).
	Lower levels of cigarette and marijuana use	Hispanic 9th grade students in Southern California	Unger, J. B., Ritt-Olson, A., Soto, D. W., & Baezconde-Garbanati, L. (2009).
Mexican orientation	Increased global life satisfaction	Mexican American adolescents	Edwards, L. M., & Lopez, S. J. (2006).
Lower level of acculturation (Asian language use)	Lower odds of having alcohol abuse and dependence symptoms (only for foreign born)	Foreign-born Asian- American young adults	Cook, W. K., Bond, J., Karriker-Jaffe, K. J., & Zemore, S. (2013).
Heritage cultural identification	Lesser likelihood of hazardous alcohol use	Immigrant descent (South Asian) college students	Schwartz, S. J., Weisskirch, R. S., Zamboanga, B. L., Castillo, L. G., Ham, L. S., Huynh, Q.-L., . . . Cano, M. A. (2011).
Multi-group ethnic identity	Lower prevalence of drug and alcohol use	Dominican descent adolescents in grades 9-12	Garcia-Reid, P., Peterson, C. H., Reid, R. J., & Peterson, N. A. (2013).

[26] For example, enjoying Spanish language TV, enjoying speaking Spanish, enjoying Spanish movies, speaking Spanish, thinking in Spanish.

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Protective Factor	Outcome	Population of Interest	Citation Source
Ethnic Self-concept			
Strong ethnic identity	Enhanced psychological adjustment	African American adolescents aged 10 – 14 years	Street, J., Harris-Britt, A., & Walker-Barnes, C. (2009).
	Thriving[27]	Hispanic middle and high school students	Alvarado, M., & Ricard, R. J. (2013).
	Lower beer, hard liquor, wine, and marijuana use	Black university students	Pugh, L. A., & Bry, B. H. (2007).
	Lesser likelihood of heavy alcohol consumption	African American youth aged 13 – 20 years	Nasim, A., Belgrave, F. Z., Jagers, R. J., Wilson, K. D., & Owens, K. (2007).
Ethnic identity achievement	Enhanced social adaptation and emotional adjustment	African American adolescents	Yasui, M., Dorham, C. L., & Dishion, T. J. (2004).
	Academic self-efficacy, social competence	Mexican American adolescents	Umaña-Taylor, A. J., O'Donnell, M., Knight, G. P., Roosa, M. W., Berkel, C., & Nair, R. (2014).
	Increased school satisfaction	Youth of color	Shin, R. Q., Morgan, M. L., Buhin, L., Truitt, T. J., & Vera, E. M. (2010).
Strong racial-ethnic identity	Academic achievement	African American and Latino youth selected from urban schools	Altschul, I., Oyserman, D., & Bybee, D. (2006).
Being children of foreign-born parents	Verbal ability and scholastic aptitude	Black children aged 3 and 4 years	Padilla, Y. C., Boardman, J. D., Hummer, R. A., & Espitia, M. (2002).

[27] Academic success, helping others, valuing diversity, maintaining good health, delaying gratification, overcoming adversity, and optimism.

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Protective Factor	Outcome	Population of Interest	Citation Source
Health Behaviors			
Having good health practices (exercise/nutrition)	Lower odds of past 30-day tobacco use	American Indian youth in single parent households aged 13 – 19 years	Beebe, L. A., Vesely, S. K., Oman, R. F., Tolma, E., Aspy, C. B., & Rodine, S. (2008).
Participation in sports	Lower odds of smoking	Non-white adolescents who are not exposed to peer smokers	Mays, D., Luta, G., Walker, L. R., & Tercyak, K. P. (2012).
Participation in community activities	Empowerment	Urban African American students in grades 5– 8	McMahon, S. D., Singh, J. A., Garner, L. S., & Benhorin, S. (2004).
Self-reported health and exercise	Subjective life expectancy	African American	Irby-Shasanmi, A. (2013).
Internal Assets			
Hope	Subjective well-being	Urban youth of color	Vera, E., Thakral, C., Gonzales, R., Morgan, M., Conner, W., Caskey, E., . . . Dick, L. (2008).
Internal assets[28]	Thriving[29]	Hispanic adolescents	Alvarado, M., & Ricard, R. J. (2013).
Non-critical (adaptive) perfectionism	Self-worth and perceived control	African American children living in an urban setting	Herman, K. C., Trotter, R., Reinke, W. M., & Ialongo, N. (2011).

[28] Achievement motivation, honesty, integrity, and self-esteem.

[29] Academic success, helping others, valuing diversity, maintaining good health, delaying gratification, overcoming adversity, and optimism.

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Protective Factor	Outcome	Population of Interest	Citation Source
Internal Assets			
Subjective well-being	Prosocial behaviors (e.g., school involvement)	American Indian adolescents	Stumblingbear-Riddle, G., & Romans, J. S. C. (2012).
Confidence in physical appearance	Global self-worth	African American adolescents living in public housing	Sullivan, M., & Evans, T. (2006).
Optimism	Subjective well-being	Urban youth of color aged 12 – 15 years	Vera, E., Thakral, C., Gonzales, R., Morgan, M., Conner, W., Caskey, E., . . . Dick, L. (2008).
Language Development			
Experience with language brokering (translating for family) in more complex situations	Belief in academic success	Latino adolescents	Niehaus, K., & Kumpiene, G. (2014).
Holding positive attitudes toward language brokering	Belief in academic success	Latino adolescents	Niehaus, K., & Kumpiene, G. (2014).
Language development[30]	Academic competence and social skills	Latino preschoolers transitioning to Kindergarten	Pyle, R. P., Bates, M. P., Greif, J. L., & Furlong, M. J. (2005).
Religious Beliefs and Practices			
Attending religious services	Lesser likelihood of drinking more than a sip of alcohol, smoking marijuana, and sniffing inhalants	Mexican-heritage youth in Southwest	Hodge, D. R., Marsiglia, F. F., & Nieri, T. (2011).

[30] Communicates verbally, listens to stories, draws pictures to tell a story.

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Protective Factor	Outcome	Population of Interest	Citation Source
Religious Beliefs and Practices			
Attending religious services (cont.)	Lower odds of recent alcohol use	7th – 9th grade Hispanic youth in Cincinnati, Ohio	King, K. A., & Vidourek, R. A. (2010).
	Lower odds of marijuana use	African-American and Puerto Rican adolescents in New York City	Brook, J. S., Brook, D. W., Kats, N., Arencibia-Mireles, O., & Finch, S. J. (2009).
	Fewer alcohol abuse/dependence symptoms	American Indian youth with many family members who had substance problems	Yu, M., & Stiffman, A. R. (2007).
	High self-esteem	Urban African American 5th– 8th grade students	McMahon, S. D., Singh, J. A., Garner, L. S., & Benhorin, S. (2004).
	Lesser likelihood of cigarette, marijuana, and other drug use	Hispanic early adolescents	Salas-Wright, C. P., Hernandez, L., R. Maynard, B., Y. Saltzman, L., & Vaughn, M. G. (2014).
Being highly religious	Lesser likelihood of heavy alcohol consumption	African American youth aged 13 – 20 years	Nasim, A., Belgrave, F. Z., Jagers, R. J., Wilson, K. D., & Owens, K. (2007).
Belonging to an organized religious group	Fewer abuse/dependence symptoms	American Indian youth with many peer misbehaviors	Yu, M., & Stiffman, A. R. (2007).
Belief that God is in control	Less frequent alcohol use and abuse	African American adolescents	Goggin, K., Murray, T. S., Malcarne, V. L., Brown, S. A., & Wallston, K. A. (2007).

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Protective Factor	Outcome	Population of Interest	Citation Source
Religious Beliefs and Practices			
Greater religiosity	Lower odds of past 30-day alcohol use, past 30-day cigarette use, and past-year marijuana use	Black and Hispanic 10th graders	Wallace Jr., J. M., Delva, J., O'Malley, P. M., Bachman, J. G., Schulenberg, J. E., Johnston, L. D., & Stewart, C. (2007).
	Lower odds of past 30-day marijuana use	Hispanic youths	Saint-Jean, G., & Crandall, L. A. (2008).
Involvement in religious activities	Lower odds of past 30-day alcohol use	American Indian youths aged 13 – 19 years	Beebe, L. A., Vesely, S. K., Oman, R. F., Tolma, E., Aspy, C. B., & Rodine, S. (2008).
Religious involvement	Clean police record, being alcohol- and drug-free, and good mental health	American Indian youth	Silmere, H., & Stiffman, A. R. (2006).
Religious affiliation	Fewer alcohol abuse/dependence symptoms	American Indian youth	Yu, M., & Stiffman, A. R. (2007).
Religious salience[31]	Lesser likelihood of past 30-day alcohol use, cigarette, marijuana, and other drug use	Hispanic early adolescents	Salas-Wright, C. P., Hernandez, L., R. Maynard, B., Y. Saltzman, L., & Vaughn, M. G. (2014).
Traditional religious beliefs and practices	Lesser likelihood of substance use	Rural African American youth aged 12 – 17	Nasim, A., Fernander, A., Townsend, T. G., Corona, R., & Belgrave, F. Z. (2011).

[31] Religious beliefs important to decision making and to life.

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Protective Factor	Outcome	Population of Interest	Citation Source
Religious Beliefs and Practices			
Trust in religious values	Lesser likelihood of lifetime use of marijuana	Mexican-heritage youth in Southwest	Hodge, D. R., Marsiglia, F. F., & Nieri, T. (2011).
School Attachment			
School attachment	Lesser likelihood of any alcohol and marijuana use, lower levels of alcohol and marijuana use	Asian American gang- affiliated youth	Kopak, A. M. (2014).
	Lower levels of alcohol use	Mexican heritage gang- affiliated youth	Kopak, A. M. (2014).
School bonding	Lower odds of lifetime alcohol use for youth younger than 16 years old, lower levels of alcohol use for all youth	American Indian/Alaska Native youth aged 11 – 19 years	Dickens, D. D., Dieterich, S. E., Henry, K. L., & Beauvais, F. (2012).
School connectedness	Lower odds of substance use	Hispanic adolescents	Prado, G., Huang, S., Schwartz, S. J., Maldonado- Molina, M. M., Bandiera, F. C., de la Rosa, M., & Pantin, H. (2009).
	Lower odds of past year alcohol, cigarette, and marijuana use	Latino adolescents	Vaughan, E. L., Kratz, L., & d'Argent, J. (2011).
	Lower alcohol use	Latino youth aged 11 – 13 years	Yan, F. A., Beck, K. H., Howard, D., Shattuck, T. D., & Kerr, M. H. (2008).
School satisfaction	Lower odds of marijuana use	African-American and Puerto Rican adolescents from New York City	Brook, J. S., Brook, D. W., Kats, N., Arencibia-Mireles, O., & Finch, S. J. (2009).

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Protective Factor	Outcome	Population of Interest	Citation Source
School Attachment			
Sense of belonging in school	Lower lifetime use of alcohol and cigarettes; lower odds of previous-month cigarette, marijuana, and alcohol use; lower quantity of substances used; and delayed drug initiation	Native American middle school students in an urban center in Arizona	Napoli, M., Marsiglia, F. F., & Kulis, S. (2003).
Enthusiasm and curiosity about school activities	Readiness for 1st grade as assessed by the teacher	Latino preschoolers transitioning to Kindergarten	Pyle, R. P., Bates, M. P., Greif, J. L., & Furlong, M. J. (2005).
Social-Emotional Competencies			
Having self-control	Lesser likelihood of past 30-day alcohol use	Hispanic early adolescents	Salas-Wright, C. P., Hernandez, L., R. Maynard, B., Y. Saltzman, L., & Vaughn, M. G. (2014).
High levels of self-control in adolescence	Lower levels of marijuana use and depressive mood into adulthood	African American and Puerto Rican youth followed from adolescence to young adulthood	Pahl, K., Brook, J., & Lee, J. (2014).
Problem-focused coping	Enhanced resiliency	Rural, low-income African American adolescents	Markstrom, C. A., Marshall, S. K., & Tryon, R. J. (2000).

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Protective Factor	Outcome	Population of Interest	Citation Source
Social-Emotional Competencies			
Moderate ego-control[32]	Enhanced resilient functioning	Latino children in high-risk circumstances	Flores, E., Cicchetti, D., & Rogosch, F. A. (2005).
Ego-resiliency[33]	Enhanced resilient functioning	Latino children in high-risk circumstances	Flores, E., Cicchetti, D., & Rogosch, F. A. (2005).
Self-management skills[34] in 7th grade	Lower odds of substance use (cigarette, alcohol, and marijuana use) in 9th grade	Urban Black youth	Griffin, K. W., Botvin, G. J., & Scheier, L. M. (2006).
Social skill competency	Lower odds of past 30-day use of marijuana	Hispanic (Spanish-speaking) students	Saint-Jean, G., & Crandall, L. A. (2008).

[32] Ability to control impulses.
[33] Ability to adapt and respond appropriately in different situations.
[34] Decision-making, self-regulation, and self-reinforcement skills.

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Individual Level
Study Population: Predominantly Boys/Young Men of Color and Girls/Young Women of Color
How to read this table: "*Protective Factor* is associated with *Outcome* among *Population of Interest*."

Protective Factor	Outcome	Population of Interest	Citation Source
Academic Performance			
Attending school	Lower rates of past 3-month illicit drug use	Predominantly African American house/ball community[35] youth in Los Angeles, California	Traube, D. E., Holloway, I. W., Shrager, S. M., Smith, L., & Kipke, M. D. (2014).
Exhibiting general classroom competencies[36] in preschool	Positive kindergarten and first-grade academic and social outcomes[37]	Predominantly African American children transitioning from preschool to Kindergarten to first grade	McWayne, C. M., Green, L. E., & Fantuzzo, J. W. (2009).
Exhibiting specific approaches to learning[38] in preschool	Positive kindergarten and first grade academic and social outcomes[39]	Predominantly African American children transitioning from preschool to Kindergarten to first grade	McWayne, C. M., Green, L. E., & Fantuzzo, J. W. (2009).
Having higher grades	Less binge drinking and drinking to get drunk	Predominantly Hispanic high school students in El Paso, Texas	Almodovar, A., Tomaka, J., Thompson, S., McKinnon, S., & O'Rourke, K. (2006).

[35] A subculture of primarily African American and Latino individuals of diverse sexual and gender identities.
[36] For example, cognitive, social, and motor skills.
[37] For example, math, science, social skills, work habits, reading.
[38] For example, motivation, attention, persistence, attitude toward learning.
[39] For example, math, science, social skills, work habits, reading.

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Protective Factor	Outcome	Population of Interest	Citation Source
Academic Performance			
Having higher grades (cont.)	Lower odds of lifetime drug use; and less frequent and lower amounts of current drug use	Predominately Mexican American 7th graders in Southwest	Marsiglia, F. F., Kulis, S., Hecht, M. L., & Sills, S. (2004).
Participation in positive afterschool activities	Lower odds of lifetime marijuana use	Predominantly African American 9th – 12th graders in New Jersey	Chen, K. W., & Killeya- Jones, L. A. (2006).
Attitudes and Beliefs			
Drug refusal self-efficacy	Lower odds of inhalant initiation in 7th grade	Predominately Hispanic/Latino early adolescents	Ober, A. J., Miles, J. N., Ewing, B., Tucker, J. S., & D'Amico, E. J. (2013).
Positive self-image	Less frequent alcohol and marijuana use in the past year	Predominately Hispanic 8th and 9th grade students in Los Angeles, California	Weiss, J. W., Merrill, V., & Akagha, K. (2011).
Delayed Substance Use Initiation			
Older age at first drink	Less binge drinking and drunk driving	Predominantly Hispanic high school students in El Paso, Texas	Almodovar, A., Tomaka, J., Thompson, S., McKinnon, S., & O'Rourke, K. (2006).
Ethnic Identity			
Strong ethnic identity	Life satisfaction	Predominantly Latino, urban early adolescents	Vera, E. M., Moallem, B. I., Vacek, K. R., Blackmon, S. k., Coyle, L. D., Gomez, K. L., ... Steele, J. C. (2012).

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Internal Assets			
High self-esteem	Positive effect (boys only)	Predominantly Latino, urban early adolescents	Vera, E. M., Moallem, B. I., Vacek, K. R., Blackmon, S. k., Coyle, L. D., Gomez, K. L., . . . Steele, J. C. (2012).
Physical Health			
Lower body mass index	Better mental health (life satisfaction, psychological well-being)	Predominantly Hispanic male college students	Ganem, P. A., Heer, H. D., & Morera, O. F. (2009).
Prosocial Participation			
Participation in out-of-school time activities	Improved academic performance	Predominantly African American children	Simpkins, S. D., Ripke, M., Huston, A. C., & Eccles, J. S. (2005).
Religiosity			
Religious involvement	Lower cigarette use	Predominantly Hispanic adolescents aged 13 – 15 years	Parsai, M., Marsiglia, F. F., & Kulis, S. (2010).
School Attachment			
Perceived school importance	Fewer risk behaviors[40]	Predominately African American/Latino high school students	Christens, B. D., & Peterson, N. A. (2012).
Social-Emotional Competencies			
Having independent living skills	Increased resilience	Predominantly African American former foster youth	Jones, L. (2012).

[40] Composite of current and lifetime alcohol and drug use and violent behaviors.

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Relationship-Level Influences

The following tables present brief information from studies examining factors that protect boys and young men of color from substance misuse and promote well-being at the relationship-level. Having healthy and high quality relationships with family, friends, and others is especially beneficial to youth of color as well as the general youth population. General family factors include: bonding, communication, cultural practices, involvement in school, relationship quality, rule and reward structures, social support, socio-economic status, structure, parent mental health, and general functioning. Other major influences at the relationship level include: peer and teacher support, and adult role models other than parents.

A strong family unit can also provide a foundation for healthy development, with the relationship quality between parents and children impacting a child's life beneficially. For example, one research study demonstrated that Black and Hispanic adolescents, and emerging adults who report having **positive parent-child relationships,** are likely to report greater agency in life, such as the ability to plan ahead, being self-efficacious, and being optimistic about the future.[41] Family relationships may buffer external or environmental stressors, as well. Positive parent-child relationships—characterized, for example, by open communication, instrumental and emotional support, indirect expressions of caring, parental control, and valued relationship qualities[42]--are associated with **family attachment** which provides protection against illicit drug use[43] and related substance misuse problems.[44]

Attachments to parents, or individuals like a parent, seem particularly important in buffering stressors and promoting well-being. **Maternal warmth**, for example, is linked to an increase in pro-social behaviors for American Indian adolescents experiencing high adversity.[45] Close maternal relationships can also enhance social skills,[46] and enhance school readiness.[47]

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[41] Williams, A., & Merten, M. (2014). Linking community, parenting, and depressive symptom trajectories: Testing resilience models of adolescent agency based on race/ethnicity and gender. *Journal of Youth & Adolescence, 43*(9), 1563–1575.

[42] Crockett, L. J., Brown, J., Russell, S. T., & Shen, Y. (2007). The meaning of good parent-child relationships for Mexican American adolescents. *Journal of Research on Adolescence, 17*, 639-667.

[43] Saint-Jean, G. (2010). Gender differences in the salience of psychosocial mediators of the impact of acculturation on substance abuse among Hispanic youth in Florida. *Journal of Immigrant & Minority Health, 12*(2), 166–172.

[44] Kopak, A. M., Chen, A. C.-C., Haas, S. A., & Gillmore, M. R. (2012). The importance of family factors to protect against substance use related problems among Mexican heritage and white youth. *Drug & Alcohol Dependence, 124*(1/2), 34– 41.

[45] LaFromboise, T. D., Hoyt, D. R., Oliver, L., & Whitbeck, L. B. (2006). Family, community, and school influences on resilience among American Indian adolescents in the upper Midwest. *Journal of Community Psychology, 34*(2), 193–209

[46] Iruka, I. U., Burchinal, M., & Cai, K. (2010). Long-term effect of early relationships for African American

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Connections to fathers are associated with lower odds of crack among African American youth[48] and alcohol use among Latino youth,[49] as well as lower substance use severity among African American juvenile offenders.[50]

General family functioning and the specific ways parents manage the family by, for example, implementing rules and rewards and monitoring child behavior influences developmental success and substance misuse. **Parental monitoring**, which involves parents knowing where their children are when they are not at home, who the friends of their children are, and keeping track of their children's activities, can be protective against substance use and misuse. For example, parental monitoring behavior is associated with delayed onset of alcohol use,[51] and lower alcohol and substance use, in general, among youth of color.[52] Positive family management strategies also are associated with child social-emotional competence[53] which is a key protective factor at the individual level. These strategies include a combination of family practices such as open parent-child communication, parental warmth, parental monitoring, parent homework engagement, and appropriate discipline.

Families teach children about the norms, values, and expectations of their particular cultural group. There is some evidence to suggest that **family cultural practices and traditions** promote positive adaptation among youth of color. Parent efforts to teach their children about cultural

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Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

practices and background is associated with lower levels of substance abuse[54] as well as lower levels of driving under the influence.[55] Family cultural practices and traditions are thought to offer protective benefits by promoting children's positive ethnic self-concept[56] which, as noted above, is associated with both lower rates of substance misuse as well as emotional and social well-being.

Peer support seems to be especially important in protecting against substance use and misuse. Friendships can provide informal social support, and help perpetuate the message that it is wrong for youth to use substances. If friends do not support substance use behavior, it is less likely that a youth will participate in that behavior.[57]

Relationship-level factors that recent studies have shown to be associated with lower substance misuse and improved well-being among youth of color are presented in the tables below.

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Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Relationship Level
Study Population: Boys/Young Men of Color
How to read this table: "*Protective Factor* is associated with *Outcome* among *Population of Interest*."

Protective Factor	Outcome	Population of	Citation Source
Family Monitoring Practices			
Parental monitoring	Lesser likelihood of alcohol use	Linguistically acculturated Mexican-origin Latino boys	Marsiglia, F. F., Nagoshi, J. L., Parsai, M., & Castro, F. G. (2012).
	Lower levels of marijuana use	Rural Latino boys	Zhen-Duan, J., & Taylor, M. J. (2014).
	Lower levels of tobacco and alcohol use	Urban and rural Latino boys	Zhen-Duan, J., & Taylor, M. J. (2014).
Family Norms			
Parental disapproval of alcohol use	Lower odds of past 30-day alcohol use	Hispanic male youths	Sale, E., Sambrano, S., Springer, J. F., Pena, C., Pan, W., & Kasim, R. (2005).
Parental disapproval of youth substance use	Lower odds of recent alcohol use and heavy episodic	African American males in 7– 12th grades	Vidourek, R. A., & King, K. A. (2013).
Family Rule and Reward Structures			
Having family opportunities for prosocial involvement	Lesser likelihood of illicit drug use	Hispanic adolescent boys	Saint-Jean, G. (2010).
Family Bonding			
Family attachment	Lesser likelihood of illicit drug use	Hispanic adolescent boys	Saint-Jean, G. (2010).
Family cohesion	Lower odds of experiencing drug-related problems	Mexican heritage males who reported alcohol use or any other drug use	Kopak, A. M., Chen, A. C.-C., Haas, S. A., & Gillmore, M. R. (2012).

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of	Citation Source
Family Bonding			
Parental emotional involvement	Lower levels of marijuana use	Rural Latino boys	Zhen-Duan, J., & Taylor, M. J. (2014).
General Family Functioning			
Authoritative parenting	Lower odds of recent alcohol use and binge drinking	Hispanic males aged 12 – 17 years	Merianos, A. L., King, K. A., Vidourek, R. A., & Nabors, L. A. (2015).
Peer Support			
Peer disapproval of youth substance use	Lower odds of recent alcohol use and heavy episodic drinking	African American males in 7– 12th grades	Vidourek, R. A., & King, K. A. (2013).
Having best friends who use few or no substances during adolescence	Lesser likelihood of binge drinking	African American males followed from adolescence to young adulthood	Stevens-Watkins, D., & Rostosky, S. (2010).
Peer disapproval of participation in risk behaviors	Lower aggregate risk behavior score[58]	African American male youths	Reininger, B. M., Evans, A. E., Griffin, S. F., Sanderson, M., Vincent, M. L., Valois, R. F., & Parra-Medina, D. (2005).
Linguistic acculturation[59] with friends (English language dominance)	Lesser likelihood of inhalant initiation	Mexican heritage boys in Phoenix, Arizona	Marsiglia, F. F., Yabiku, S. T., Kulis, S., Nieri, T., Parsai, M.,& Becerra, D. (2011).

[58] Lifetime sex partners, current tobacco use, current alcohol use

[59] Acculturation involves "changes that an individual experiences in terms of attitudes, values, and identity as a result of being in contact with other cultures." (Kim, B.S.K., Ahn, A. J., & Lam, N. A. (2009). Theories and research on acculturation and enculturation experiences among Asian American families. In N. H. Trinh, Y. C. Rho, F.G. Lu, & K. M. Sanders (Eds.) *Handbook of mental health and acculturation in Asian American families* (pp. 25 – 43). New York, Humana Press.)

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Relationship Level
Study Population: Boys/Young Men of Color and Girls/Young Women of Color
How to read this table: "*Protective Factor* is associated with *Outcome* among *Population of Interest*."

Protective Factor	Outcome	Population of Interest	Citation Source
Adult Role Models			
Close teacher-child relationships	Linguistic communicative competence in preschool	Hispanic American children aged 3 – 5 years from low- income families of an urban	Oades-Sese, G. V., & Li, Y. (2011).
	Growth in mother-rated social skills over time	African American children followed from Kindergarten through 5th grade	Iruka, I. U., Burchinal, M., & Cai, K. (2010).
Having non-parental adult role models	Lower odds of past 30-day alcohol use, past 30-day tobacco use, other drug use in past 30 days	American Indian youth aged 13 – 19 years	Beebe, L. A., Vesely, S. K., Oman, R. F., Tolma, E., Aspy, C. B., & Rodine, S. (2008).
Family Bonding			
Not wanting to leave home	Lower levels of alcohol use	Mexican American adolescents	Rivera, M. P., & DePaulo, D. (2013).
Family attachment	Lower odds of past 30-day use of marijuana	Hispanic students	Saint-Jean, G., & Crandall, L. A. (2008).
Parent-child attachment	Linguistic communicative competence in preschool	Hispanic American	Oades-Sese, G. V., & Li, Y. (2011).

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Family Bonding			
Strong parental attachment	Lower odds of alcohol use	English-speaking, U.S.-born Asian American in grades 7– 12	Hahm, H. C., Lahiff, M., & Guterman, N. B. (2003).
Family closeness	Lower prevalence of drinking initiation and problematic alcohol use (teen alcohol-related problems)	Latino adolescents	Bacio, G. A., Mays, V. M., & Lau, A. S. (2013).
Family cohesion	Lesser likelihood of any alcohol and marijuana use, lower levels of alcohol and marijuana use	African American gang-affiliated youth	Kopak, A. M. (2014).
	Lower odds of cigarette and marijuana use	9th and 10th grade Hispanic students in Southern California	Forster, M., Dyal, S. R., Baezconde-Garbanati, L., Chou, C.-P., Soto, D. W., & Unger, J.
	Lower levels of substance use	Hispanic 9th grade students in Southern California	Unger, J. B., Ritt-Olson, A., Soto, D. W., & Baezconde-Garbanati, L. (2009).
Perceived family cohesion	Psychological adjustment	African American adolescents	Street, J., Harris-Britt, A., & Walker-Barnes, C. (2009).
Pre-immigration family cohesion	Less frequent and lower amounts of alcohol use; lesser likelihood of harmful/hazardous alcohol use and illicit drug use	Recent Latino immigrant young adults aged 18 – 34	Dillon, F. R., Rosa, M. D. L., Sanchez, M., & Schwartz, S. J. (2012).

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Family Bonding			
Pre-immigration family cohesion (cont.)	Lower amount of alcohol use, lesser likelihood of harmful/hazardous alcohol use	Recent Latino immigrant young adults aged 18 – 34 years	Dillon, F. R., De La Rosa, M., Sastre, F., & Ibañez, G. (2013).
Maternal warmth	Lower odds of marijuana use, crack use, tobacco use, alcohol use	African American youth aged 9 – 19 years	Stewart, C. (2003).
	Pro-social behaviors (e.g., school involvement)	American Indian adolescents experiencing high adversity	LaFromboise, T. D., Hoyt, D. R., Oliver, L., & Whitbeck, L. B. (2006).
Paternal warmth	Lower odds of crack use, alcohol use	African American youth aged 9 – 19 years	Stewart, C. (2003).
	Lower levels of alcohol use	Latino youth	Mogro-Wilson, C. (2008).
Feeling like family pays attention	Less frequent alcohol use	Mexican American youth	Rivera, M. P., & DePaulo, D. (2013).
Feeling understood by family	Lower levels of alcohol use	Mexican American adolescents	Rivera, M. P., & DePaulo, D. (2013).
Having a closer relationship with mother over time	Higher reading and math scores through 3rd grade	African American children followed from Kindergarten through 5th grade	Iruka, I. U., Burchinal, M., & Cai, K. (2010).
	Growth in mother-rated social skills	African American children followed from Kindergarten through 5th grade	Iruka, I. U., Burchinal, M., & Cai, K. (2010).

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Family Bonding			
Having a sense of worth in one's family	Subjective well-being	Urban youth of color aged 12– 15 years	Vera, E., Thakral, C., Gonzales, R., Morgan, M., Conner, W., Caskey, E., . . . Dick, L. (2008).
Father's interest in adolescent child's activities and concerns	Lower substance use severity	African American juvenile offenders	Caldwell, R. M., Sturges, S. M., Silver, N. C., Brinson, J., Denby-Brinson, R., & Burgess, K. (2006).
Family satisfaction	Overall successful functioning	American Indian youths	Silmere, H., & Stiffman, A. R. (2006).
Strong parent-child relationships[60]	Lower odds of experimenting with cigarette use	American Indian youth – Northern Plains reservation	Whitesell, N., Asdigian, N., Kaufman, C., Big Crow, C., Shangreau, C., Keane, E., . . . Mitchell, C. (2014).
Strong parent-youth relationships[61]	Lower levels of alcohol use	Latino youth	Mogro-Wilson, C. (2008).

[60] Composite variable that includes: maternal warmth, paternal warmth, communication, shared activities

[61] Composite variable that includes: parents get along with youth, parents and youth make decisions together and trust each other

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Family Communication			
Adolescent-parent communication	Lower odds of cigarette use, fewer occasions of drunkenness	Recent immigrant Hispanic adolescents living in Miami, FL	Schwartz, S. J., Unger, J. B., Rosiers, S. E. D., Huang, S., Baezconde-Garbanati, L., Lorenzo-Blanco, E. I., . . . Szapocznik, J. (2012).
	Fewer alcohol use occasions	Recent immigrant Hispanic adolescents living in Los Angeles, CA	Schwartz, S. J., Unger, J. B., Rosiers, S. E. D., Huang, S., Baezconde-Garbanati, L., Lorenzo-Blanco, E. I., . . . Szapocznik, J. (2012).
Parent-child communication	Lesser likelihood of ecstasy use	Asian youth aged 12–17 years	Wu, P., Liu, X., Kim, J., & Fan, B. (2011).
Family communication	Lower odds of other drug use in the past 30 days	American Indian adolescents aged 13 – 19 years	Beebe, L. A., Vesely, S. K., Oman, R. F., Tolma, E., Aspy, C. B., & Rodine, S. (2008).
Family communication about HIV/AIDS	Lower odds of substance use during last intercourse	Sexually active American Indian adolescents	Marsiglia, F. F., Nieri, T., & Stiffman, A. R. (2006).
Family communication about the dangers of substance use	Lower odds of cigarette, alcohol, marijuana use	7th and 8th grade African American students	Taylor, M. J., Merritt, S. M., & Brown, C. M. (2012).

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Family Cultural Practices			
Practicing African American family traditions	Lesser likelihood of substance use	Rural African American adolescents aged 12 – 17 years	Nasim, A., Fernander, A., Townsend, T. G., Corona, R., & Belgrave, F. Z. (2011).
Living in low language brokering environments (at least one parent is bilingual)	Lower levels of alcohol, tobacco, and all substance use	Hispanic (bilingual) middle-school-aged adolescents	Martinez, J. C. R., McClure, H. H., & Eddy, J. M. (2009).
Spanish speaking at home	Lower odds of past 30-day use of marijuana	Hispanic youth	Saint-Jean, G., & Crandall, L. A. (2008).
	Lower odds of driving under the influence	Hispanic adolescents and young adults	Maldonado-Molina, M. M., Reingle, J. M., Jennings, W. G., & Prado, G. (2011).
Family Involvement in School			
Having a primary caregiver join parent groups at school	Lower odds of gateway drug use[62]	Latino adolescents	West, J. H., Blumberg, E. J., Kelley, N. J., Hill, L., Sipan, C. L., Schmitz, K., . . . Hovell, M. F. (2011).
Parental academic support	Lesser likelihood of past 30-day alcohol use	Hispanic youth	Salas-Wright, C. P., Hernandez, L., R. Maynard, B., Y. Saltzman, L., & Vaughn, M. G. (2014).

[62] Defined, here, as beer, wine, liquor, cigarettes, and marijuana.

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Family Involvement in School			
Parent's comfort with accessing school personnel	Readiness for 1st grade as assessed by teacher	Latino preschoolers transitioning to Kindergarten	Pyle, R. P., Bates, M. P., Greif, J. L., & Furlong, M. J. (2005).
Parental school involvement	Academic behavior skills	African American Kindergartners	Hill, N. E., & Craft, S. A. (2003).
	Lower odds of past-year alcohol, cigarette, and marijuana use	Latino adolescents	Vaughan, E. L., Kratz, L., & d'Argent, J. (2011).
Family Monitoring Practices			
High family monitoring of youth behavior	Lower odds of youth relapse after inpatient treatment	American Indian adolescents	Boyd-Ball, A. J., Dishion, T. J., Myers, M. W., & Light, J. (2011).
Maternal presence when adolescent returns from school	Lower levels of alcohol use	Mexican American adolescents	Rivera, M. P., & DePaulo, D. (2013).
Maternal presence before bedtime	Less frequent alcohol use and intoxication	Mexican American adolescents	Rivera, M. P., & DePaulo, D. (2013).
Parental monitoring	Later onset of alcohol use	American Indian youth aged 8 – 16 years	Boyd-Ball, A., Véronneau, M.-H., Dishion, T., & Kavanagh, K. (2014).
	Later onset of adolescent substance use	Hispanic adolescents who reported high perceived peer substance use	Lopez, B., Wang, W., Schwartz, S., Prado, G., Huang, S., Brown, C. H., . . . Szapocznik, J. (2009).

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Family Monitoring Practices			
Parental Monitoring (cont.)	Lower odds of past 30-day marijuana use (Latinas only)	Latino preadolescents in Phoenix, Arizona	Yabiku, S. T., Marsiglia, F. F., Kulis, S., Parsai, M. B., Becerra, D., & Del-Colle, M. (2010).
	Lower odds of cigarette, marijuana, and inhalant use	Mexican heritage youth who have the same or similar acculturation level to their parents	Marsiglia, F. F., Nagoshi, J. L., Parsai, M., Booth, J. M., & Castro, F. G. (2014).
	Lower levels of alcohol use	Latino adolescents	Mogro-Wilson, C. (2008).
	Lower rates of substance use[63]	African American and multiracial adolescents	Choi, Y., Harachi, T. W., & Catalano, R. F. (2006).
Parental supervision	Less substance misuse	Asian youth in low socioeconomic status schools	Greenman, E. (2011).
Family Relationship Quality			
Having a positive parent-child relationship	Greater agency (observed planfulness, self-efficacy, and optimism)[64]	Black and Hispanic adolescents and emerging adults	Williams, A., & Merten, M. (2014).
Having a positive family relationship	Fewer illicit drug abuse/dependence symptoms	American Indian adolescents	Yu, M., & Stiffman, A. R. (2010).

[63] A composite that includes frequency of alcohol, tobacco, marijuana, inhalants, cocaine, and crack in the past month, 3 months, and prior year.

[64] In this study, agency did not translate to mental-health benefits among those in the African American sample as it did for male participants in the White sample.

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Family Relationship Quality			
Nonresidential father-child relationship quality	Child well-being	African American children	Harper, S. E., & Fine, M. A. (2006).
Quality of the biological mother's relationship with the child	Total competence	African American children in informal kinship care	Washington, T., Cryer- Coupet, Q. R., Coakley, T. M., Labban, J., Gleeson, J. P., & Shears, J. (2014).
Relationship quality with an extra-familial adult	Resilient functioning	Latino children in high-risk circumstances	Flores, E., Cicchetti, D., & Rogosch, F. A. (2005).
Family Rule and Reward Structures			
Family rewards for prosocial involvement	Lesser likelihood of Illicit drug use	Hispanic adolescents	Saint-Jean, G. (2010).
	Lower odds of past 30-day use of marijuana	Hispanic youth	Saint-Jean, G., & Crandall, L. A. (2008).
Having family rules	Lower odds of tobacco, cocaine, marijuana use	African American youth living in metropolitan low- income areas, aged 9 – 19 years	Stewart, C., & Bollard, J. M. (2002).
Having a family curfew	Lower odds of tobacco, alcohol, cocaine, marijuana use	African American youth living in metropolitan low- income areas aged 9 – 19 years	Stewart, C., & Bollard, J. M. (2002).
Having stringent family rules about drinking and drug use	Delayed or lower odds of alcohol and tobacco use initiation	African Americans followed from first grade through mid-adulthood	Doherty, E., Green, K., & Reisinger, H. (2008).

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Family Rule and Reward Structures			
Having strong family obligation values[65]	Lower cigarette, alcohol, marijuana, and other illicit drug use	Mexican-American adolescents	Telzer, E., Gonzales, N., & Fuligni, A. (2014).
Limit-setting by one's father	Child cognitive skills	Black and Hispanic 6-year-olds	Harper, S. E., & Fine, M. A. (2006).
Perception of strong family sanctions against alcohol use	Alcohol use at age 13	American Indian youth, aged 13 – 18 years	Swaim, R. C., Beauvais, F., Walker, R. D., & Silk-Walker, P. (2011).
Having parents/teachers who frequently discuss and set/enforce alcohol use rules	Lower odds of recent alcohol use	Hispanic 7th – 12th graders in Cincinnati, Ohio	King, K. A., & Vidourek, R. A. (2010).
Parent's consistent use of rewards and punishment	Lower odds of lifetime alcohol, and alcohol use during the past six months	Latino adolescents living along San Diego, California-Tijuana border	West, J. H., Blumberg, E. J., Kelley, N. J., Hill, L., Sipan, C. L., Schmitz, K. E., . . . Hovell, M. F. (2013).
Family Socioeconomic Status			
Caregiver's education	Total competence	African American children in informal kinship care	Washington, T., Cryer- Coupet, Q. R., Coakley, T. M., Labban, J., Gleeson, J. P., & Shears, J. (2014).

[65] Defined, here, as assisting with household tasks and spending time with family

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Family Socioeconomic Status			
Having adequate financial resources	Reduction in adolescents' depressive symptomatology and increase in mother's optimism	African American families with male adolescents	Taylor, R. D., Rodriguez, A. U., Seaton, E. K., & Dominguez, A. (2004).
Lower levels of parental education (less than high school education)[66]	Lower lifetime risk for substance use disorders	Hispanic youth	Breslau, J., Aguilar-Gaxiola, S., Kendler, K. S., Su, M., Williams, D., & Kessler, R. C. (2006).
Mother's higher educational attainment	Verbal ability and scholastic aptitude	Non-Hispanic, black children aged 3 and 4 years	Padilla, Y. C., Boardman, J. D., Hummer, R. A., & Espitia, M. (2002).
	Verbal ability and scholastic aptitude	Mexican American children aged 3 and 4 years	Padilla, Y. C., Boardman, J. D., Hummer, R. A., & Espitia, M. (2002).
Relatively high family income (by way of parent investment)	Child social-emotional competence	Black and Hispanic 6-year-olds	Raver, C. C., Gershoff, E. T., & Aber, J. L. (2007).
Parental education levels and family income	School achievement	Asian American kindergartners	Moon, S. S., & Lee, J. (2009).
Family Social Support			
Believing that one has enough people to help them when they are in need	Subjective life expectancy	African American youth	Irby-Shasanmi, A. (2013).

[66] This finding is "consistent with predictions of the 'declining returns' theory, which predicts that minority groups enjoy fewer of the health improvements that come with higher SES. . . . Hispanic enclave communities offer social resources to their members that may have a salutary impact on health" (as cited in Breslau et al., 2006).

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Family Social Support			
Family support	Less frequent illicit drug use (marijuana, cocaine, inhalants, and other illegal drugs)	Latino and Asian adolescents	Choo, H. (2012).
Parent investment[67]	Greater child self-control and cooperation	African American preschoolers living in high violence neighborhoods	Raver, C. C., Gershoff, E. T., & Aber, J. L. (2007).
Perceived family support	Global life satisfaction	Mexican American adolescents	Edwards, L. M., & Lopez, S. J. (2006).
Social support from family	Pro-social behaviors (e.g., school involvement)	Urban American Indian adolescents	Stumblingbear-Riddle, G., & Romans, J. S. C. (2012).
Family Structure			
Availability of both parents	Lower rate of alcohol use and smoking	African American and Hispanic 12th graders	Small, E., Suzuki, R., & Maleku, A. (2014).
Living in a two-parent household	Lower odds of past 30-day tobacco use	American Indian youth aged 13 – 19 years	Beebe, L. A., Vesely, S. K., Oman, R. F., Tolma, E., Aspy, C. B., & Rodine, S. (2008).

[67] A composite of four indicators: (1) parents' purchase of cognitively stimulating materials, including books and computers, and presence of those materials in the home; (2) parent activities with the child out of the home including trips to libraries, museums, zoo and sports events; (3) extracurricular activities outside the home, including lessons, classes and activities that young children might be enrolled in; (4) parents' involvement in their child's school (Rever, Gershoff, Aber, 2007, p. 102).

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Protective Factor	Outcome	Population of Interest	Citation Source
General Family Functioning			
Authoritative parenting	Children's behavioral/attention regulation abilities	Chinese preschool children	Cheah, C. S. L., Leung, C. Y. Y., Tahseen, M., & Schultz, D. (2009).
Belonging to a family with positive management strategies[68]	Lower odds of lifetime substance use[69]	African American 8th – 12th graders	Clark, T. T., & Nguyen, A. B. (2012).
Belonging to a family with positive management practices	Lower odds of youth relapse after inpatient treatment	American Indian adolescents	Boyd-Ball, A. J., Dishion, T. J., Myers, M. W., & Light, J. (2011).
Cognitively stimulating, patient, and nurturing mothering patterns	Total competence	African American children in informal kinship care	McGroder, S. M. (2000).
Effective parenting practice[70]	Fewer intentions to use substances	African American adolescents	Gibbons, F. X., Gerrard, M., Cleveland, M. J., Wills, T. A., & Brody, G. (2004).
Effective parenting practice[71]	Lesser likelihood of substance use	Latino middle-school-aged youth	Martinez Jr, C. R. (2006).
Father's ability to handle family functions and situations	Lower substance use severity	African American juvenile offenders	Caldwell, R. M., Sturges, S. M., Silver, N. C., Brinson, J., Denby-Brinson, R., & Burgess, K. (2006).

[68] Composite variable that includes: family cohesion, quality of parent-child relationship, parental monitoring.
[69] Latent variable that includes lifetime cigarette, alcohol, and marijuana use.
[70] A composite variables that includes, e.g., monitoring, communication, and warmth.
[71] A composite variable that includes, e.g., parent involvement, monitoring, homework engagement, skill encouragement, appropriate discipline.

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
General Family Functioning			
Father involvement	Total competence	African American children in informal kinship care	Washington, T., Cryer- Coupet, Q. R., Coakley, T. M., Labban, J., Gleeson, J. P., & Shears, J. (2014).
Kinship care family functioning	Child well-being	African American young children	Washington, T., Cryer- Coupet, Q. R., Coakley, T. M., Labban, J., Gleeson, J. P., & Shears, J. (2014).
Positive parenting	Greater child self-control and cooperation	African American preschoolers living in high violence neighborhoods	Oravecz, L. M., Koblinsky, S. A., & Randolph, S. M. (2008).
	Child social-emotional competence	Black and Hispanic 6-year- olds	Raver, C. C., Gershoff, E. T., & Aber, J. L. (2007).
Parent Mental Health			
Parental psychological well-being	School achievement	Asian American kindergartners	Moon, S. S., & Lee, J. (2009).
Peer Support			
Having friends or acquaintances living in close proximity	Subjective life expectancy	Urban African American youth	Irby-Shasanmi, A. (2013).
Greater informal social support	Greater child self-control and cooperation	African American preschoolers living in high- violence neighborhoods	Oravecz, L. M., Koblinsky, S. A., & Randolph, S. M. (2008).

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Protective Factor	Outcome	Population of Interest	Citation Source
Peer Support			
Greater informal social support (cont.)	Greater child responsibility[72]	African American preschoolers living in high-violence neighborhoods	Oravecz, L. M., Koblinsky, S. A., & Randolph, S. M. (2008).
A larger social network	Subjective life expectancy	Urban African American youth	Irby-Shasanmi, A. (2013).
Social support	Subjective well-being	Urban youth of color	Vera, E., Thakral, C., Gonzales, R., Morgan, M., Conner, W., Caskey, E., . . . Dick, L. (2008).
Social support from friends	Pro-social behaviors (e.g., school involvement)	Urban American Indian youth	Stumblingbear-Riddle, G., & Romans, J. S. C. (2012).
Having more close friends	Lower odds of gateway drug use[73]	Latino adolescents	West, J. H., Blumberg, E. J., Kelley, N. J., Hill, L., Sipan, C. L., Schmitz, K., . . . Hovell, M. F. (2011).
Low peer substance use	Lesser likelihood of past 30-day alcohol use	Hispanic youth	Salas-Wright, C. P., Hernandez, L., R. Maynard, B., Y. Saltzman, L., & Vaughn, M. G. (2014).

[72] Child's ability to communicate appropriate information to adults and to demonstrate respect

[73] Defined, here, as beer, wine, liquor, cigarettes, and marijuana.

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Relationship Level
Study Population: Predominantly Boys/Young Men of Color and Girls/Young Women of Color
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Protective Factor	Outcome	Population of Interest	Citation Source
Family Bonding			
Contact with former foster parents	Resilience	Predominantly African American former foster youth	Jones, L. (2012).
Warmth toward mother figure	Lesser likelihood of getting drunk or high	Predominately population of color/African American youth	Bolland, J. M., Bryant, C. M., Lian, B. E., McCallum, D. M., Vazsonyi, A. T., & Barth, J. M. (2007).
Familism (values related to family)	Lower odds of inhalant initiation in 7th grade	Predominately Hispanic/Latino early adolescents	Ober, A. J., Miles, J. N., Ewing, B., Tucker, J. S., & D'Amico, E. J. (2013).
Family Monitoring Practices			
Parental monitoring	Lower odds of lifetime cigarette, marijuana, and methamphetamine use; and lower odds of past 3-month alcohol use and binge drinking	Predominantly Hispanic/Latino at-risk youth aged 14 – 24 years	Shillington, A. M., Lehman, S., Clapp, J., Hovell, M. F., Sipan, C., & Blumberg, E. J. (2005).
	Lower alcohol, cigarette, and marijuana use	Predominantly Hispanic adolescents in the Southwest	Parsai, M., Marsiglia, F. F., & Kulis, S. (2010).

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Family Relationship Quality			
More positive parenting	Social competence	Predominantly African American early adolescents	Guion, K., Mrug, S., & Windle, M. (2009).
Positive involvement with parents	Higher school competence	Predominantly Latino	Murray, C. (2009).
Parental respect	Lower odds of inhalant initiation in 7th grade	Predominately Hispanic early adolescents	Ober, A. J., Miles, J. N., Ewing, B., Tucker, J. S., & D'Amico, E. J. (2013).
General Family Functioning			
High family functioning	Resiliency	Predominantly African American and Hispanic young adolescents	Rosenblum, A., Magura, S., Fong, C., Cleland, C., Norwood, C., Casella, D., ... & Curry, P. (2005).
	Less frequent alcohol and marijuana use in the past year	Predominately youth of color in 8th and 9th grade in Los Angeles County, CA	Weiss, J. W., Merrill, V., & Akagha, K. (2011).
Peer Support			
Social support from friends	Resilience	Predominantly African American former foster youth	Jones, L. (2012).
Teacher Support			
Positive involvement by teachers	Higher language arts grades	Predominantly Latino early adolescents	Murray, C. (2009).
Peers and teachers having positive social expectations	Social goal pursuit (efforts to share and help peers with problems), academic goal pursuit	Predominantly Mexican American adolescents	Wentzel, K. R., Baker, S. A., & Russell, S. L. (2012).

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Other Social Support			
Strong social support (neighborhood, teacher, parent, and peer support)	Fewer risk behaviors[74]	Predominately African American/Latino high school students	Christens, B. D., & Peterson, N. A. (2012).
Teacher Attachment			
A closeness-trust with teachers	Greater school engagement and higher mathematics grades	Predominantly Latino early adolescents	Murray, C. (2009).

[74] Composite of current and lifetime alcohol and drug use and violent behaviors

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Community-Level Influences

The actual setting where social relationships occur can impact an individuals' behavior. However, less is known about community level influences than individual and relationship level influences. Yet, recent studies do suggest that certain characteristics in community settings may prevent substance use and promote well-being for youth of color. These characteristics include **community attachment** as well as **living in strong, socially cohesive neighborhoods**. Neighborhood attachments are often assessed as sense of belonging or connectedness to one's geographically defined community, having community members who can be counted on for help, or being satisfied with or happy living in one's neighborhood. Neighborhood strength, on the other hand, embodies not only a strong sense of communal identity, but also civic participation, and the ability to influence local policies. African American adolescents living in communities with strong sense of identity, resources, civic participation, influence on local policies and efforts to address alcohol use were less likely to use alcohol.[75] Individuals living in communities with these kinds of ties and collective abilities may be less likely to use substances because they fear communal retribution or rejection. Communities with these attributes also may be more empowered to put in place policies that deter substance abuse and promote well-being.

Moreover, **communities where individuals feel safe and free from violence** also promote well-being and protect against substance misuse. For example, neighborhood safety reduces substance use disorders among Latino young adults and African American children exposed to lower levels of community violence exhibit greater self-control and cooperation in preschool.[76]

A **positive and supportive school climate** also was found to promote well-being and protect against substance abuse. The National School Climate Council defines school climate as: "the quality and character of school life" which is "based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures."[77] School climate attributes found to influence minority youth outcomes include, for example, attending schools: that reward prosocial involvement,[78] with students who are highly motivated to achieve

[75] Tobler, A. L., Livingston, M. D., & Komro, K. A. (2011). Racial/Ethnic differences in the etiology of alcohol use among urban adolescents. *Journal of Studies on Alcohol & Drugs, 72*(5), 799–810.

[76] Oravecz, L. M., Koblinsky, S. A., & Randolph, S. M. (2008). Community violence, interpartner conflict, parenting, and social support as predictors of the social competence of African American preschool children. *Journal of Black Psychology, 34*(2), 192–216.

[77] National School Climate Center (2015). School climate. Retrieved from http://schoolclimate.org/climate/.

[78] Saint-Jean, G., & Crandall, L. A. (2008). Psychosocial mediators of the impact of acculturation on substance abuse among Hispanic youth: Findings from the Florida Youth Substance Abuse Survey. *Journal of Child & Adolescent Substance Abuse, 17*(4), 133–152; and Saint-Jean, G. (2010). Gender differences in the salience of psychosocial mediators of the impact of

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academic success and committed to school,[79] with students who perform well academically and have good attendance records,[80] and with students who perceive their school to have a positive climate.[81]

Other community-level factors have been found to specifically protect against substance abuse. These include the following:

- **Living in communities that reward youth for prosocial involvement** may be protective against current marijuana use among Hispanic youth.[82] Communities that value youth as assets offer opportunities for youth to contribute. As noted above, such prosocial involvements are linked to social and emotional well-being and lower rates of substance abuse.
- **Living in neighborhoods with high immigrant populations** may protect Mexican-heritage 7th graders from alcohol, cigarette, and marijuana use.[83] It is likely that living in such communities reinforces values and traditions specific to Mexican culture and this encourages families to teach their children about such traditions which in turn promote individual sense of positive ethnic self-concept that protects against substance misuse.

Similarly community-level factors have been found to specifically promote well-being. **Access to center-based care prior to entry into Kindergarten** promotes growth in children's social skills.[84] Youth discharged from foster care at older ages are more likely to show signs of resilience (i.e., ability to cope with adversity).[85] Thus foster care organizations with policies promoting older age at discharge may be more likely to see more positive outcomes among participating youth.

Community-level factors that recent studies have shown to be associated with lower substance misuse and improved well-being among youth of color are presented in the tables below.

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acculturation on substance abuse among Hispanic youth in Florida. *Journal of Immigrant & Minority Health, 12*(2), 166–172.

[79] Clark, T. T., & Nguyen, A. B. (2012). Family factors and mediators of substance use among African American adolescents. *Journal of Drug Issues, 42*(4), 358–372.

[80] Tobler, A. L., Livingston, M. D., & Komro, K. A. (2011). Racial/Ethnic differences in the etiology of alcohol use among urban adolescents. *Journal of Studies on Alcohol & Drugs, 72*(5), 799–810.

[81] Way, N., & Pahl, K. (2001). Individual and contextual predictors of perceived friendship quality among ethnic minority, low-income adolescents. *Journal of Research on Adolescence, 11*(4), 325–349.

[82] Saint-Jean, G., & Crandall, L. A. (2008). Psychosocial mediators of the impact of acculturation on substance abuse among Hispanic youth: Findings from the Florida Youth Substance Abuse Survey. *Journal of Child & Adolescent Substance Abuse, 17*(4), 133–152

[83] Kulis, S., Marsiglia, F. F., Sicotte, D., & Nieri, T. (2007). Neighborhood effects on youth substance use in a southwestern city. *Sociological Perspectives, 50*(2), 273–301.

[84] Iruka, I. U., Burchinal, M., & Cai, K. (2010). Long-term effect of early relationships for African American children's academic and social development: An examination from kindergarten to fifth grade. *Journal of Black Psychology, 36*(2), 144–171.

[85] Jones, L. (2012). Measuring resiliency and its predictors in recently discharged foster youth. *Child & Adolescent Social Work Journal, 29*(6), 515–533.

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Community Level
Study Population: Boys/Young Men of Color
How to read this table: "*Protective Factor* is associated with *Outcome* among *Population of Interest*."

Protective Factor	Outcome	Population of Interest	Citation Source
Neighborhood Characteristics			
Community rewards for prosocial involvement	Lower odds of past 30-day use of marijuana	Hispanic youth	Saint-Jean, G., & Crandall, L. A. (2008).
Lower exposure to community violence	Greater self-control and cooperation	African American preschoolers living in high-violence neighborhoods	Oravecz, L. M., Koblinsky, S. A., & Randolph, S. M. (2008).
Neighborhood safety	Lesser likelihood of substance use disorders in the past 12 months	Latino adults	Alegria, M., Shrout, P. E., Woo, M., Guarnaccia, P., Sribney, W., Vila, D., . . . Canino, G. (2007).
Neighborhood residential instability[86]	Less frequent marijuana use	Bilingual 7th graders of Mexican heritage in Phoenix, Arizona	Kulis, S., Marsiglia, F. F., Sicotte, D., & Nieri, T. (2007).
Neighborhood strength[87]	Lower alcohol use	African American adolescents	Tobler, A. L., Livingston, M. D., & Komro, K. A. (2011).
Living in a neighborhood with a high immigrant population	Lower alcohol use	Spanish speaking dominant, Mexican heritage 7th graders in Phoenix, Arizona	Kulis, S., Marsiglia, F. F., Sicotte, D., & Nieri, T. (2007).

[86] Residential instability was found to be a risk factor for cigarette use among English-dominant Hispanic youth, but was a protective factor for bilingual Hispanic youth for marijuana use. The authors suggest that for bilingual youth, "residential instability may impede the ability to develop or cement ties with deviant peers who have access to marijuana" (Kulis, Marsiglia, Sicotte, & Nieri, p. 293).

[87] A composite variable that includes strong community identity, resources, civic participation, influence on local policies, and efforts to address youth alcohol use.

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Protective Factor	Outcome	Population of Interest	Citation Source
Neighborhood Characteristics			
Living in a neighborhood with a high immigrant population (cont.)	Less frequent marijuana use	Bilingual, Mexican heritage 7th graders in Phoenix, Arizona	Kulis, S., Marsiglia, F. F., Sicotte, D., & Nieri, T. (2007).
	Lower cigarette use	English-speaking dominant, Mexican heritage 7th graders in Phoenix, Arizona	Kulis, S., Marsiglia, F. F., Sicotte, D., & Nieri, T. (2007).
Neighborhood Ties			
Communalism[88]	Empathy	African American middle to late adolescents	Humphries, M. L., & Jagers, R. J. (2009).
Community connectedness	Greater agency (observed planfulness, self-efficacy, and optimism)	Black youth from adolescence to emerging adulthood	Williams, A., & Merten, M. (2014).
Community support	Pro-social behaviors (e.g., school involvement)	American Indian youth, enrolled in 5th – 8th grade, experiencing high adversity	LaFromboise, T. D., Hoyt, D. R., Oliver, L., & Whitbeck, L. B. (2006).
Neighborhood satisfaction	School and overall life satisfaction	Youth of color	Shin, R. Q., Morgan, M. L., Buhin, L., Truitt, T. J., & Vera, E. M. (2010).
Social cohesion[89]	Lower substance use	African American adolescents living in urban public housing who have witnessed community violence	Nebbitt, V. E., Lombe, M., Yu, M., Vaughn, M. G., & Stokes, C. (2012).

[88] Communalism is the awareness that people are interdependent with attention to social bonds and obligations (Humphries & Jagers, 2009).

[89] Here, high social cohesion implies that those living in urban public housing communities identify with their communities and feel bound to support the norms, beliefs and values of those communities.

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Community Level
Study Population: Boys/Young Men of Color and Girls/Young Women of Color
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Protective Factor	Outcome	Population of Interest	Citation Source
Pre-school Availability			
Attending center-based care prior to entry into Kindergarten	Growth in children's social skills as rated by their teachers	African American children followed from Kindergarten through 5th grade	Iruka, I. U., Burchinal, M., & Cai, K. (2010).
School Climate			
Greater intensity of work during high school	Self-acceptance during transition into adulthood	African American youth followed from mid-adolescence to emerging adulthood	Bauermeister, J. A., Zimmerman, M. A., Barnett, T. E., & Caldwell, C. H. (2007).
Positive perceptions of school climate	Improved quality of general friendships	Asian American, Black, and Latino adolescents from low-income families	Way, N., & Pahl, K. (2001).
Achievement-oriented school climate[90]	Lower odds of lifetime substance use	African American 8th and 12th graders	Clark, T. T., & Nguyen, A. B. (2012).
School reward for prosocial involvement	Lower odds of past 30-day use of marijuana	Hispanic youth	Saint-Jean, G., & Crandall, L. A. (2008).
School reward for prosocial involvement	Lesser likelihood of illicit drug use status	Hispanic adolescents	Saint-Jean, G. (2010).
School-level attendance and academic achievement (school strength)	Lower alcohol use	African American adolescents	Tobler, A. L., Livingston, M. D., & Komro, K. A. (2011).

[90] A composite variable that includes: classroom climate, achievement motivation, and commitment to school.

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Community Level
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Protective Factor	Outcome	Population of Interest	Citation Source
Neighborhood Characteristics			
Neighborhood strength (measured at sixth grade)	Less alcohol use in eighth grade	Predominately African American/Hispanic adolescents	Tobler, A. L., Komro, K. A., & Maldonado-Molina, M. M. (2009).
Social cohesion and trust[91]	Less alcohol use	Predominantly African American children neglected before age 12 with a caregiver who is depressed	Kotch, J. B., Smith, J., Margolis, B., Black, M. M., English, D., Thompson, R., . . . Bangdiwala, S. I. (2014).
Strong sense of community	Lesser likelihood of marijuana use and getting drunk or high	Predominately African American adolescents	Bolland, J. M., Bryant, C. M., Lian, B. E., McCallum, D. M., Vazsonyi, A. T., & Barth, J. M. (2007).
Religiosity			
Religious affiliation with the Catholic Church (in terms of cultural norms and values)	Lower marijuana and cigarette use	Predominantly Hispanic adolescents in the Southwest	Parsai, M., Marsiglia, F. F., & Kulis, S. (2010).
Institutional Practices			
Older age at foster care discharge	Resilience	Predominantly African American former foster youth	Jones, L. (2012).

[91] Defined here as neighborhoods with a strong sense of belonging, trust, and willingness to help one another.

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Societal-Level Influences

There are few recent studies on societal factors that protect against substance use and misuse, and promote well-being among youth of color. At the societal level, **cultural milieu** and **immigrant status** were found to be protective. **Cultural milieu** refers to the values, beliefs, and norms of the general environment. When that milieu favors ethnic or cultural heritage practices, it is associated with, for example: lesser likelihood of illicit drug use;[92] fewer alcohol abuse and dependence symptoms;[93] school attachment;[94] pro-social behaviors;[95] and lower odds of drinking initiation.[96] **Immigrant status**, specifically being born outside the United States is associated with lessor likelihood of lifetime alcohol use among Latino middle school boys and less frequent substance use among Latino youth in general. However, there are exceptions to these studies: American orientation, for example, was found to be associated with lower odds of marijuana use among Hispanic early adolescents.

Socioeconomic status or one's social status (whether perceived or defined by other indicators) is typically protective when that status is relatively high. However, indicators of economic disadvantage such as free or reduced lunch status are associated with lower likelihood of alcohol use. This may be due to the fact that groups of young individuals with limited resources are less inclined to spend those resources on alcohol.

Other factors notably missing from recent studies of societal influences are those that focus on policy contexts which may include policies thought to promote health equity, but for which there is limited empirical evidence linking them to improvements in health outcomes, such as emotional well-being and substance use behaviors among youth of color.

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[92] Schwartz, S. J., Weisskirch, R. S., Zamboanga, B. L., Castillo, L. G., Ham, L. S., Huynh, Q.-L., . . . Cano, M. A. (2011). Dimensions of acculturation: Associations with health risk behaviors among college students from immigrant families. *Journal of Counseling Psychology, 58*(1), 27–41.

[93] Yu, M., & Stiffman, A. R. (2007). Culture and environment as predictors of alcohol abuse/dependence symptoms in American Indian youths. *Addictive Behaviors, 32*(10), 2253–2259.

[94] Dinh, K. T., Weinstein, T. L., Tein, J.-Y., & Roosa, M. W. (2013). A mediation model of the relationship of cultural variables to internalizing and externalizing problem behavior among Cambodian American youth. *Asian American Journal of Psychology, 4*(3), 176–184.

[95] Stumblingbear-Riddle, G., & Romans, J. S. C. (2012). Resilience among urban America Indian adolescents: Exploration into the role of culture, self-esteem, subjective well-being, and social support. *American Indian and Alaska Native Mental Health Research, 19*(2), 1– 19.

[96] Bacio, G. A., Mays, V. M., & Lau, A. S. (2013). Drinking initiation and problematic drinking among Latino adolescents: Explanations of the immigrant paradox. *Psychology of Addictive Behaviors 27*(1), 14–22.

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Societal Level			
Study Population: Boys/Young Men of Color			
How to read this table: "*Protective Factor* is associated with *Outcome* among *Population of Interest*."			
Protective Factor	**Outcome**	**Population of Interest**	**Citation Source**
Immigrant Status			
Foreign-born status (implied influence of Latino culture)	Lesser likelihood of lifetime alcohol use/alcohol initiation	Latino middle school males in South Florida	Gil, A. G., Wagner, E. F., & Vega, W. A. (2000).
Economic Status			
Free or reduced lunch status	Lesser likelihood of alcohol initiation	Mexican heritage boys in Phoenix, Arizona	Marsiglia, F. F., Yabiku, S. T., Kulis, S., Nieri, T., Parsai, M., & Becerra, D. (2011).

Societal Level			
Study Population: Boys/Young Men of Color and Girls/Young Women of Color			
How to read this table: "*Protective Factor* is associated with *Outcome* among *Population of Interest*."			
Protective Factor	**Outcome**	**Population of Interest**	**Citation Source**
Cultural Milieu			
Collectivist values [97]	Lesser likelihood of illicit drug use	Immigrant descent – East Asian and Hispanic college students	Schwartz, S. J., Weisskirch, R. S., Zamboanga, B. L., Castillo, L. G., Ham, L. S., Huynh, Q.-L., . . . Cano, M. A. (2011).

[97] A composite variable that includes: feeling connected to, and responsible for others; respecting hierarchical relationships.

Developed under the Substance Abuse and Mental Health Services Administration's Center for the Application of Prevention Technologies task order. Reference #HHSS283201200024I/HHSS28342002T. For training use only. Updated 5/19/16

Protective Factor	Outcome	Population of Interest	Citation Source
Cultural Milieu			
American orientation	Lower odds of marijuana use	Hispanic early adolescents	Zamboanga, B., Schwartz, S., Jarvis, L., & Van Tyne, K. (2009).
Cultural pride/spirituality	Fewer alcohol abuse and d d	American Indian youths	Yu, M., & Stiffman, A. R. (2007).
Enculturation[98]	Pro-social behaviors (e.g., school	Urban American Indian adolescents	Stumblingbear-Riddle, G., & Romans, J. S. C. (2012).
	School attachment	Cambodian high school youth	Dinh, K. T., Weinstein, T. L., Tein, J.-Y., & Roosa, M. W. (2013).
	Pro-social behaviors (e.g., school involvement)	American Indian youth, enrolled in 5th – 8th grade, experiencing high adversity	LaFromboise, T. D., Hoyt, D. R., Oliver, L., & Whitbeck, L. B. (2006).
First-generation immigrant status (vs. 2nd or 3rd)	Lower odds of drinking initiation (lifetime use of alcohol)	Latino adolescents	Bacio, G. A., Mays, V. M., & Lau, A. S. (2013).
Adhering to heritage culture practices	Lesser likelihood of illicit drug use	Immigrant descent – Hispanic college students	Schwartz, S. J., Weisskirch, R. S., Zamboanga, B. L., Castillo, L. G., Ham, L. S., Huynh, Q.-L., . . . Cano, M. A. (2011).
Maintaining Hispanic cultural orientation from childhood to early adulthood	Less substance use (cigarette, alcohol, and marijuana use) over time	Hispanic/Latino youth followed from 9th grade to emerging adulthood	Unger, J. B., Schwartz, S. J., Huh, J., Soto, D. W., & Baezconde-Garbanati, L. (2014).

[98] Enculturation "is the process of socialization into and maintenance of the norms of one's indigenous culture, including its salient ideas, concepts, and values." (Kim, B.S.K., Ahn, A. J., & Lam, N. A. (2009). Theories and research on acculturation and enculturation experiences among Asian American families. In N. H. Trinh, Y. C. Rho, F.G. Lu, & K. M. Sanders (Eds.) *Handbook of mental health and acculturation in Asian American families* (pp. 25 – 43). New York: Humana Press).

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Protective Factor	Outcome	Population of Interest	Citation Source
Social Status			
Higher social class	Lower odds of other drug use	Latino middle school students in Northern California	Carvajal, S. C., Hanson, C. E., Romero, A. J., & Coyle, K. K. (2002).
Perceived high social standing in the U.S. community	Lesser likelihood of substance use disorders in the past 12 months	Latino adults	Alegria, M., Shrout, P. E., Woo, M., Guarnaccia, P., Sribney, W., Vila, D., . . . Canino, G. (2007).
Immigration Status			
Being foreign born	Less frequent substance use	Latino youth	Barajas-Gonzalez, R. G., & Brooks-Gunn, J. (2014).

Societal Level

Study Population: Predominantly Boys/Young Men of Color and Girls/Young Women of Color

How to read this table: "*Protective Factor* is associated with *Outcome* among *Population of Interest*."

Protective Factor	Outcome	Population of Interest	Citation Source
Economic Status			
Receiving free or reduced-price school lunches (presumably from homes with lower socio-economic status)	Less alcohol use, tried fewer drugs overall	Predominately Latino 7th graders residing in the Southwest	Marsiglia, F. F., Kulis, S., Hecht, M. L., & Sills, S. (2004).
Social Class			
Higher social class	Lower odds of lifetime smoking and other drug use	Predominantly Latino middle school students in Northern California	Carvajal, S. C., Hanson, C. E., Romero, A. J., & Coyle, K. K. (2002).

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