

Programme title	Brief description	How did this intervention include PYD?
All Stars	Branded prevention curriculum delivered over the course of one academic year to students in Baltimore public schools using recreation and leisure staff from a government agency	Some components promoted positive assets by encouraging participants to develop links with community groups consistent with the programme's goals and to improve students' communication with their families. The core of the theory of change of the prevention curriculum was that change in beliefs and commitment to abstain from substance use, as well as bonding to school, family communication and improved decision-making and goal-setting skills, would reduce risk for substance use and conduct problems.
Maryland after-school programmes	Sites differed somewhat in what was implemented but all offered academic support and social skills training, as well as athletic and arts activities, over the course of a school year, delivered by a diversity of groups including schools and local authorities	Because interventions were diverse, no one theory of change unified all of them, though the tendering brief specified a focus on the adjacent activities and stated implementation standards to match. A general principle underlying the evaluation was that reductions in unsupervised socialising could lead to decreases in problem behaviours, including substance use.
Young People's Development Programme	Loosely informed by the Children's Aid Society-Carrera Program developed in the United States, aimed to include tutoring, sports activities, referral to health services and work preparation delivered in after-school provision by staff members from youth service organisations in the voluntary or statutory sectors	Youth workers providing the programme received training in the programme model, which was focused on promotion of positive assets in youth. This occurred through a wide range of activities, including mentoring, volunteering and opportunities for training and employment, though 'standard' prevention education was also delivered through health education.
Positive Youth Development Collaborative	After-school substance use prevention programme that aimed to promote decision-making and learning about cultural heritage in working with minority ethnic adolescents, delivered by community leaders	Promotion of positive assets was present in the curriculum as sessions on identifying positive personal goals and characteristics, and the intervention was described as being 'strengths-based'. This focus was also apparent in the additional activities offered, which included cultural heritage programming, community engagement and participant-organised activities, as well as mentoring from community groups.

Cool Girls, Inc.	After-school programme with weekly meetings with additional weekend activities, consisting of a life skills curriculum with academic support, specific programme-relevant academic and social activities, and mentoring delivered solely to girls by a community-based organisation	The intervention balanced prevention through didactic curricula with the promotion of positive assets by encouraging engagement with 'supportive social networks', cultural programming and development of self-esteem. The intervention's theory of change was focused on developing individual skills and access to 'external resources' to promote healthy lifestyles.
Youth Action Research for Prevention	Summer and school-year programme to involve young people in understanding the challenges facing their communities and in engaging in action research to address these problems	Rather than present didactic curricula about substance use and violence, the programme largely focused on promotion of positive assets by encouraging young people to become community agents of change through developing their own self-efficacy. The intervention's theory of change was built on a variety of theories, including ecological systems theory, theories on identity and learning, and critical sociological approaches to social change.
National Guard Youth ChalleNGe Program	Military-style 'boot camp' delivered by staff of the National Guard including a 'pre-ChalleNGe', a residential component that included life skills education, work preparation and completion of the secondary school diploma, and job placements and structured mentoring provided both by programme staff and by mentors from the community nominated by participants	Promotion of positive assets was achieved through community service, job skills and life skills training, and development of leadership and citizenship skills, as well as subsequent job placement. The military boot camp was designed to incorporate what evaluators called 'positive youth development' activities to increase self-efficacy and self-esteem. Though the intervention did not set out an explicit theory of change, the key principle was that a 'wraparound' approach that addressed underlying issues in youth achievement and exposed them to the structure of a military context would be more effective than other less intensive approaches.
Quantum Opportunity Program	Case management component tied in with mentoring provided by programme staff; academic assessment, planning and tutoring; community service and leisure activities; and, when necessary, support over the summer vacations, delivered by programme staff with around-the-	Promotion of positive assets was achieved both by mentoring and by life skills training, cultural awareness programming and community service. The intervention's theory of change was not explicit, but appeared to be premised on completion of secondary school education as a

	clock on-call responsibilities	way to prevent antisocial behaviours and to attain employment.
Big Brothers Big Sisters	Mentoring programme in which potential mentors were evaluated by programme staff and then matched with a young person for regular (generally several times a month) meetings	The intervention included no formal education but rather the ongoing relationship with a trusted adult was intended to develop assets such as academic performance and social relationships with family and friends.
Stay SMART	Expanded substance use and sexual risk prevention curriculum that also aimed to promote the development of a number of positive social skills	This study only narrowly met inclusion criteria in that its primary focus was traditional prevention education with only a marginal focus on the promotion of positive assets. The theory of change underlying this programme was based on the development of skills and knowledge that would help in avoiding deviant peer influences.