

<b>SUPPLEMENT 1: ADELANTE PROGRAM COMPONENTS</b>	
<b>1. Individual-level youth capacity building</b>	
Leadership and advocacy	A curriculum-based activity to promote youth leadership/advocacy training addressed the nature of leadership, leadership in community context, circles of influence, definitions of advocacy, youth as advocates, and advocacy strategies – e.g., using social media for advocacy, asset mapping, understanding personal power, and the importance of telling stories.
Academic support/ job readiness	In partnership with the George Washington University volunteer student group, Puentes, a Saturday morning bilingual academic tutoring group was implemented that served both middle and high school students in Langley Park to provide academic support and tutoring. To promote job readiness/career training, activities focused on workforce preparation with the goals of providing participants (youth and in this case adults as well) with skills in personal/group decision making, job searching, work ethics, and how to create and manage a small business, with a specific application in artisanal jewelry making. Jewelry made by program participants in the latter activity was sold on line, and exhibited for sale at several local art spaces and galleries.
Reaching Excellence	This program promoted <i>academic goal-setting and achievement</i> by helping participants envision future possibilities through the pursuit of higher education and learning about career options. The program explored both the challenges and benefits of getting a higher education, helped participants to set educational goals, and provided an opportunity to learn from the experiences of role models.
<b>2. Individual-level prevention information and skills for youth</b>	
Sexual health	For this program, we used two curricula: <i>¡Cuidate!</i> , a culturally-based group intervention focused on education and skills to reduce HIV sexual risk behavior (developed by ETR, at <a href="http://www.etr.org">www.etr.org</a> ), and SHAPE (Sexual Health Advocacy through Peer Education, developed by Planned Parenthood and Brown University). ¡Cuidate! and SHAPE were combined to train youth in content, skills, and the ability to serve as peer educators. Youth developed skills related to knowledge of sexual health, gender equality and community resources, facilitation and leadership skills to promote sexual health education in the community and among peers, and logistics skills for developing activities, as well as critical thinking to analyze experiences that restrict access to sexual health services and cultural stigma.

Substance abuse prevention	This component utilized two curricula: <i>Storytelling Powerbook</i> (from the WHEEL Council, <a href="http://www.wheelcouncil.org">www.wheelcouncil.org</a> ) and <i>Brain Power</i> (from the National Institute on Drug Abuse, at <a href="http://www.drugabuse.gov">www.drugabuse.gov</a> ). Storytelling PowerBook included knowledge and skills components presented through multiple stories/narrative examples that incorporated numerous topics including the impact of substance use on relationships, family systems, and mental health. Brain Power focused on the brain and nervous system, and the impacts of drug use, as well as negotiation/resistance skills.
Violence prevention	As part of the ¡Cuidate! and SHAPE curricula, selected sessions focused on interpersonal violence knowledge, consent, and prevention skills through role-playing.
<b>3. Parent/family skills building and cohesion</b>	
Parents as Leaders	This parent-oriented training (Adapted from the Padres Comprometidos curriculum, National Council of La Raza, <a href="http://www.unidosus.org">www.unidosus.org</a> ) was implemented by MMYC staff to support parents in promoting better policies/practices to improve their children’s education. Components of the program included a review of the American school system, networking with parent associations and other organizations, participating in policy advocacy groups, applying parent educational tools and forums regarding meals, childcare, and stipends.
Family dinners	A series of 10 dinner meals were held with Adelante youth and their parents/families, focusing on improving parenting skills to reduce risk factors for substance use and problem behaviors, provide ecological support for positive behaviors, and increase communication capabilities between youth and parents.
<b>4. Peer social support (youth)</b>	
Recreational and summer activities	A number of unique cultural and recreational activities were offered to youth program participants over the course of the intervention. These included an arts and performance program at the University of Maryland and Arena Stage in Washington, DC, cardio dance and Zumba (“Move this World”), as well as the popular summer soccer program. Importantly, while the focus of the soccer program was physical activity and community building, sessions included brief discussions of sexual health and community activism. A slow pitch softball/empowerment program was also offered for females. The focus, besides practice and playing softball, included history of Latina women, confidence, consent, emotional coping mechanisms, positive role models and mentoring.
<b>5. Youth community engagement</b>	

Photovoice	Youth were trained to use cameras to highlight positive aspects of their community and (negative) aspects that they would like to see changed (see Andrade, Cubilla, et al., 2015 and Cubilla-Batista et al., 2017). Photos were exhibited publicly and the youth photographers were present to explain their photos.
Youth membership on the Community Advisory Board (CAB)	Several youth involved in the <i>Adelante</i> program were also members of the CAB and in that role participated in CAB meetings to offer their views on youth needs and planned activities.
<b>6. Engagement through social media and communication</b>	
Website	The project website (during project operation, linked through <a href="http://www.avancegw.org">www.avancegw.org</a> ) was used as an overall information source and site for posting updates, photos, and activities.
Brand development	Early in the implementation of <i>Adelante</i> , formative research was conducted with youth to identify key elements of an <i>Adelante</i> brand. The main goal of the <i>Adelante</i> branding strategy was to build positive brand equity among Langley Park Latino youth, with the brand associations created by health messaging mediating youth decisions to engage in substance abuse, risky sex, and violence. The “call to action” of the brand was to be strong, make good choices, and avoid these risk behaviors, despite difficult social and physical community circumstances full of obstacles in terms of school completion, employment, and immigration policies, among others (Evans et al., 2015; Evans et al., 2018). The brand aimed to position <i>Adelante</i> involvement as a way to rise above these challenges and succeed. The logo itself (see Figure 1) came from youth focus groups in which the goal of “turning the corner” was repeatedly voiced.
Webnovela	Program youth, with advice and support from MMYC and research staff, developed an innovative webnovela series, available on YouTube, called Victor and Erika (V&E) ( <a href="https://www.youtube.com/watch?v=893xP1cSnM0">https://www.youtube.com/watch?v=893xP1cSnM0</a> ). The V&E webnovela is a six-episode, web-based series that follows the struggles, choices and successes in the lives of two immigrant Latino teenagers living in Langley Park, positioned as archetypes representing <i>Adelante</i> brand ideals (Andrade, Evans, et al., 2015). Of importance, the scenarios were youth-developed, and youth actors were all from the community. The series was uploaded to the <i>Adelante</i> YouTube channel, where it was viewed and shared by <i>Adelante</i> youth and the public.

<p>Social marketing campaign</p>	<p>Social marketing was employed to augment the <i>Adelante</i> in-person program’s impact on Latino adolescent attitudes, norms, and prevention behaviors associated with the brand. After substantial formative research, we launched a 12-month Adelante social marketing campaign in August of 2015 that included print ads in bus shelters and posters throughout the community; social media promotion with prevention messaging, videos, and contests; text messaging with prevention messages and resource information; and blog posts. In tandem with the in-person components, campaign materials promoted attitudes, norms or behaviors that were designed to increase PYD assets and decrease the risk behaviors of focus in the intervention (Andrade et al., 2018a; Evans et al., 2019; Barrett et al., 2017).</p>
<p>Social media engagement</p>	<p>The <i>Adelante</i> program established a Facebook fan page, and the <i>Adelante</i> social marketing campaign utilized this platform for a portion of the campaign’s activities. The Facebook fan page was used for the purposes of ongoing program-related posts, such as recruiting for programs or events, showcasing programmatic activities, disseminating information about social issues or initiatives, sharing information about health, social service, or educational resources and opportunities, and providing opportunities for <i>Adelante</i> staff or peers to provide social support to participants. The campaign disseminated health risk and prevention information via social media (related to substance use, sexual risk, and interpersonal violence), and also sought to further engage youth through targeted outreach and messaging using ads and user-generated video content that featured Adelante youth, contests, highlights of youth stories and achievements, and links to news stories of interest, websites, blog posts, and other resources. We also used occasional boosting of posts to explore the utility of this strategy for increasing engagement (Andrade et al., 2018b; Barrett et al., 2017).</p>
<p><b>7. Harnessing community organizations as resources</b></p>	
<p>The MMYC Drop-in Center</p>	<p>The primary community partner, MMYC, had offices located across a main street from the central apartment-building area of Langley Park. These offices were the site for some program activities, and also served as a drop-in center for community members to access program staff and related support services such as immigration assistance and counseling.</p>
<p>Youth Pathways</p>	<p>This component, not implemented as fully as planned during the intervention period, entailed several different activities. First was the “marshaling” of community resources that might be able to provide internships or paid jobs for <i>Adelante</i> youth. These resources were primarily community organizations who were members of the project Community Advisory Board (CAB), though we reached out to and met with a regional Hispanic youth-serving organization, businesses that</p>

	<p>were members of the Transforming Neighborhoods Initiative (TNI, a county effort), and one local hospital. To help prepare youth, we developed and distributed training materials (on internships and paid positions) for those who might be interested, and set up a program function to publicize available jobs and/or internships to Adelante youth. Program staff then connected youth to the internships or jobs. The primary barrier was insufficient funds, especially since youth in this community often had to prioritize income-generating activity over unpaid internships. Ultimately, a small stipend was offered for some internships, which helped.</p>
<p><b>8. Extra support for youth and families at higher risk</b></p>	
<p>Case management (for higher risk youth and families)</p>	<p>Case managers recruited, and then obtained consent/assent from youth and parent/guardians who expressed multiple needs. A complete risk screening assessment, baseline survey, and needs assessment for these youth and a parent/guardian was conducted prior to the intervention period in order to prioritize the level of case management needed for each family - either one-on-one case management services or participation in group case management services (including the family dinner component). Case management interventions were aimed at reducing risk factors and behaviors, and increasing PYD assets and capabilities for youth and parents. Case management participants then participated in the cohort study described below.</p>

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