

**Youth Substance Abuse
Prevention Programs Archive**

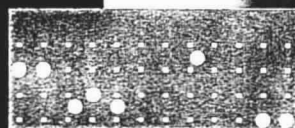
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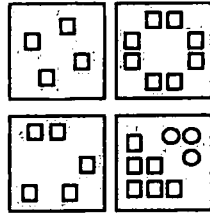


SAMPLE



SOCIOMETRICS

**Evaluation
Materials**



There are two types of evaluation materials in this binder.

- A. The YSAPPA Evaluation Materials produced by Sociometrics which are a set of generic evaluation materials that can be adapted and used with any teen substance abuse prevention program. They include
- *Parent and Participant Consent Forms*
 - *The Substance Abuse Prevention Core Evaluation Questionnaire*, which is a generic questionnaire that can be adapted to suit most prevention programs
 - *Process Evaluation Forms* for monitoring program activities.

These materials are available on diskette as well (and enclosed with this binder). Detailed instructions on how to use them are also provided.

- B. Questionnaires used by the original developers of the program for demonstrating its effectiveness.

INTRODUCTION TO THE YSAPPA EVALUATION MATERIALS

It is vital for program practitioners to know whether or not a prevention program is effective. Lawmakers and funders increasingly require scientific evidence that substance abuse prevention programs work. As a result, programs face the challenge of conducting some form of evaluation to assess the effectiveness of their intervention.

The Sociometrics-produced YSAPPA Evaluation Materials in the evaluation binder have been designed to assist program administrators in collecting the scientifically valid data required for an evaluation of their program's effectiveness. They have been designed to be suitable for a wide variety of youth substance abuse prevention programs. The generic evaluation materials can enable the forethought, planning and staff cooperation that are essential ingredients for conducting a rigorous and scientifically-valid evaluation. The materials include:

- A. Parent and Participant Consent Forms
- B. The Substance Abuse Prevention Core Evaluation Questionnaire (SAPCEQ)
- C. Process Evaluation Forms

The SAPCEQ questionnaire (A) asks a standard set of questions regarding personal background and demographic information, knowledge, attitudes and behavior relating to tobacco, alcohol, marijuana and other drug use. You should consider using the SAPCEQ survey as an alternative to the questionnaire used by the original developers of the program for demonstrating its effectiveness (and also available in this binder). The Consent Forms (B) and Process Evaluation Forms (C) are tools for assessing program implementation and fidelity. These materials are also available in electronic format on diskette.

The following pages are intended to help you create appropriate questionnaires for your evaluation. If you are not already familiar with the methodology and techniques of evaluation research and would like additional help, we strongly recommend that you contact an evaluation consultant for assistance.

DESCRIPTION OF THE YSAPPA EVALUATION MATERIALS

The Sociometrics-produced YSAPPA Evaluation Materials include materials and procedures that are intended to assist prevention professionals in developing quality evaluation questionnaires to use in conducting an impact evaluation. Compiling scientifically sound “standard” evaluation instruments is a however, a complex task. There are a great diversity of substance abuse prevention programs and approaches. Programs can vary widely in a number of ways, including: goals and objectives; target audience; intervention approach(es); design and implementation procedures; staff resources, expertise and values; level and duration of funding; and community and political standards, climate, and constraints. Such complexity notwithstanding, all prevention programs—despite their diverse goals, objectives, participants, approaches, resources and ecological factors—must provide answers to essentially the same set of questions, if they are to produce valid impact evaluations.

Generic Set of Evaluation Questions

The basic questions programs must answer include:

1. *Who are the program participants?* Who constitutes the target audience for the intervention? What do these clients bring to the program in terms of previous experiences, exposure to similar programming, and current relevant behaviors, skills, knowledge, or attitudes?
2. *What are the program’s goals and objectives?* What does the program want to accomplish in terms of developing, strengthening, or changing behaviors and/or skills, knowledge and attitudes within the target group?
3. *What is the “treatment” or intervention?* What program activities are conducted to bring about the hoped for developments and changes in the participants?
4. *Did the program accomplish its short-term objectives and long-term goals?* What was the result or impact of the treatment program on participants’ subsequent behaviors, skills, knowledge, or attitudes? Did this impact vary for different subgroups of participants, e.g., men versus women; whites versus Hispanics versus African-Americans?
5. *What was the comparative impact of the program?* Did the program accomplish its objectives more (or less) effectively than: a) another similar program; b) no treatment