

RUTGERS

THE STATE UNIVERSITY
OF NEW JERSEY

SAFE AND DRUG-FREE SCHOOLS
AND COMMUNITIES PROJECT



Prevention Program Evaluation

Evaluating Title IV-A Program Results

Funds for the Rutgers Safe and Drug-Free Schools and Communities Project were provided in full by the New Jersey Department of Education under a grant from the United States Department of Education, Safe and Drug-Free Schools and Communities Act of the No Child Left Behind Act.

AGENDA

Effective Strategies for Evaluating Prevention Programs

Learning Objectives

- Participants will identify key elements of effective prevention program evaluation and implementation
- Participants will identify strategies to incorporate developmental asset research into their evaluation design
- Participants will identify strategies to address common obstacles to prevention program evaluation
- Participants will apply key elements to effective prevention program evaluation to designs for their own districts

1. Developmental Assets and Prevention Program Evaluation
2. Elements of Effective Evaluation of Prevention Programs
3. Prevention Program Evaluation Design Process
4. Challenges to Effective Prevention Program Evaluation
5. Design and Evaluation

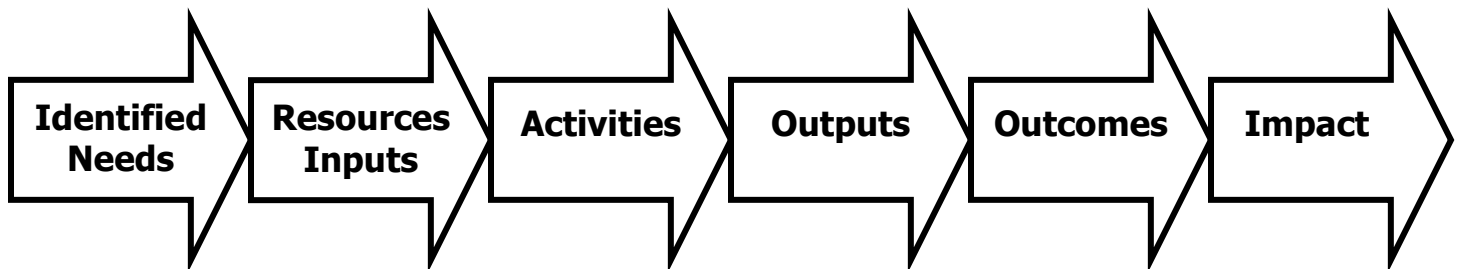
Evolution of Evaluation

- Traditional: outside evaluators assess the effects of programs created by practitioners
- Empowerment: provides practitioners with tools and opportunities to plan, implement with quality, and determine outcomes
- Results Based Accountability: born out of Government Performance Act of 1993 to answer questions about effectiveness
- Total Quality Management, (TQM & CQI): developed by industry to use an ongoing process to improve quality, reduce errors, and increase customer satisfaction

Elements of Effective Evaluation of Prevention Programs

1. Based on a Logic Model

- Outcome focused program design
- Measurable



Logic Model based on the work of the W.K. Kellogg Foundation January 2004

2. Related to Evidence and Research

3. Scope and Breadth Analysis

- Do you have the skills and resources to implement your evaluation?
- Are your evaluation activities closely aligned with identified needs?
- Are they practical and feasible

4. Alignment of Methods and Tools

Developmental Assets

- Created by Researchers at the Search Institute after 45 years of research to identify a set of developmental factors that predict healthy development across gender and race
- Based on a 156 item survey that has been administered to over two million youth
- 40 external and internal assets identified with the average youth having 19 of the forty
- The more assets a young person has the less likely they are to engage in risky behavior
- **Relevant to prevention program evaluation because it provides research based information to identify goals and outcomes**

40 Developmental Assets for Adolescents

Search Institute

Adolescents		
EXTERNAL ASSETS		
Asset Type	Asset Name &	Asset Definition
Support	Family support	Family life provides high levels of love and support.
	Positive family communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
	Other adult relationships	Young person receives support from three or more non-parent adults.
	Caring neighborhood	Young person experiences caring neighbors.
	Caring school climate	School provides a caring, encouraging environment.
	Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	Community values youth
Youth as resources		Young people are given useful roles in the community.
Service to others		Young person serves in the community one hour or more per week.
Safety		Young person feels safe at home, at school, and in the neighborhood.
Boundaries and Expectations	Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.
	School boundaries	School provides clear rules and consequences.
	Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.
	Adult role models	Parent(s) and other adults model positive, responsible behavior.
	Positive peer influence	Young person's best friends model responsible behavior.
	High expectations	Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	Creative activities
Youth programs		Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
Religious community		Young person spends one hour or more per week in activities in a religious institution.
Time at home		Young person is out with friends "with nothing special to do" two or fewer nights per week.

INTERNAL ASSETS		
Asset Type	Asset Name &	Asset Definition
Commitment to Learning	Achievement motivation	Young person is motivated to do well in school.
	School engagement	Young person is actively engaged in learning.
	Homework	Young person reports doing at least one hour of homework every school day.
	Bonding to school	Young person cares about her or his school.
	Reading for pleasure	Young person reads for pleasure three or more hours per week.
Positive Values	Caring	Young person places high value on helping other people.
	Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.
	Integrity	Young person acts on convictions and stands up for her or his beliefs.
	Honesty	Young person "tells the truth even when it is not easy."
	Responsibility	Young person accepts and takes personal responsibility.
	Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Planning and decision making	Young person knows how to plan ahead and make choices.
Social Competencies	Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.
	Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	Resistance skills	Young person can resist negative peer pressure and dangerous situations.
	Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.
	Positive Identity	Personal power
Self-esteem		Young person reports having a high self-esteem.
Sense of purpose		Young person reports that "my life has a purpose."
Positive view of personal future		Young person is optimistic about her or his personal future.

This list is an educational tool. It is not intended to be nor is it appropriate as a scientific measure of the developmental assets of individuals.

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Vignette One

Typical Urban High School is one of three comprehensive and two magnet high schools in an urban district. Due to retirement and teacher shortages in the areas of math and science, 42% of its faculty members are new to teaching at Urban High (UH). The principal has ten years of experience but is in her second year at UH where she has been charged with implementing smaller learning communities and block scheduling. She convenes a School Leadership Team and a Smaller Learning Community Implementation Team. Each team has significant duties and is performing above and beyond contracted responsibilities.

Unfortunately, an escalation in neighborhood gang activity has made transition periods within the main part of the building more difficult. Fighting, confrontations and bullying have increased in the hall as students move from one class to the other. The majority of these incidents take place during transitions before and after tenth-grade lunch. Reported assaults between rival student gang members, especially between 10th and 11th graders, and assaults towards new staff members by 11th graders have been increasing.

The Prevention Program

- An assembly featuring Randall Pinkett and local rappers to urge students to refrain from violence and introduce 7 values that will be stated over the intercom each morning and stressed throughout the year on posters and call assignments
- Bring Big Brothers and Big Sisters to the School

School's Evaluation Design

- Examine number of suspensions due to fighting and assaults on staff
- Examine number of students participating in Big Brothers and Big Sisters Program

Tools

- School based discipline records
- EVVRS entries
- Big Brother Big Sister Rosters

Vignette Critique

Is there evidence of a logic model?

If yes, what is it?

If no, what might one look like?

Are activities, outputs and or goals related to research or evidence?

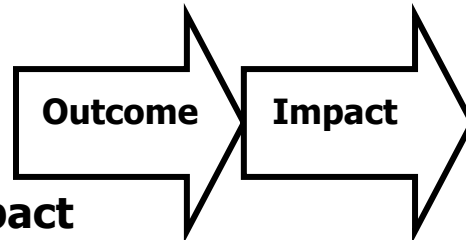
Does the district have the capacity to implement the evaluation activities?

Are evaluation tools aligned with critical needs?

Are tools aligned with outcomes?

Is there an awareness of possible challenges and a plan to address them?

Prevention Program Evaluation Review Process



1. Identify Outcomes and Impact

- ❖ Describes specific changes you expect to occur as a direct result of your program activities
- ❖ Measurable
- ❖ Realistic
- ❖ Related to knowledge, skills, attitude, and or behavior

2. Identify Appropriate Related Developmental Assets

- ❖ Support
- ❖ Empowerment
- ❖ Boundaries and Expectations
- ❖ Constructive Use of time
- ❖ Commitment to learning
- ❖ Positive Values
- ❖ Social Competencies
- ❖ Positive Identity

3. Identify Methods and Tools

4. Breadth and Scope Analysis

5. Evaluation Action Plan

- ❖ Secure Institutional Support
- ❖ Activities
- ❖ Timeline
- ❖ Roles and Responsibilities
- ❖ Monitoring
- ❖ Reporting Format and Strategy
- ❖ Develop Strategies to Address Anticipated Challenges

Common Obstacles and Challenges

- ❖ Low Capacity to Conduct Evaluation
- ❖ Lack of Support And Buy-In From Administration, Faculty And Staff
- ❖ No Measurement Instruments
- ❖ Unrealistic Expectations
- ❖ Defensiveness
- ❖ Politics
- ❖ Competition
- ❖ Fear of Statistics
- ❖ Avoidance/Denial Of Problem

Strategies to Address Challenges

Include All Stakeholders In Development Of Program
And Evaluation

- ❖ Administrators
- ❖ Faculty
- ❖ Staff
- ❖ Parents
- ❖ Community

Emphasize Benefits to Each Stakeholder

Equitable Distribution of Labor And Credit

Provide Incentives

Provide Confidentiality As Much As Possible

Highlight Systems Not Individuals As Much As Possible

Communication Protocol and Plan

Evaluation Process Design Template

1. Identify Outcomes and Impact

Needs	
Inputs/Resources	
Activities	<ol style="list-style-type: none">1.2.3.4.
Outputs	
Outcomes	
Impact	

2. Identify Appropriate Related Developmental Assets

Activities	Related Developmental Asset
1.	
2.	
3.	
4.	

3. Identify Methods and Tools

Outcome	Tools to Measure	Methods Who & How

4. Breadth and Scope Analysis

- Do you have the skills and resources to implement your evaluation activities?
- Are your evaluation activities closely aligned with identified needs?
- Are your methods and tools practical and feasible to get you the information you desire?

5. Evaluation Action Plan

What institutional support will you require?	
What activities must be conducted to implement this evaluation?	
Who will do them?	
When will they be done?	
How will the evaluation process be monitored?	
How will the findings be reported?	
What challenges might arise?	
How will they be addressed?	

Questionnaire

How familiar are you with the following?

Logic Models

- Extremely Familiar
- Somewhat Familiar
- Familiar
- Slightly Familiar
- Unaware

Developmental Assets

- Extremely Familiar
- Somewhat Familiar
- Familiar
- Slightly Familiar
- Unaware

Components of effective prevention program evaluation

- Extremely Familiar
- Somewhat Familiar
- Familiar
- Slightly Familiar
- Unaware

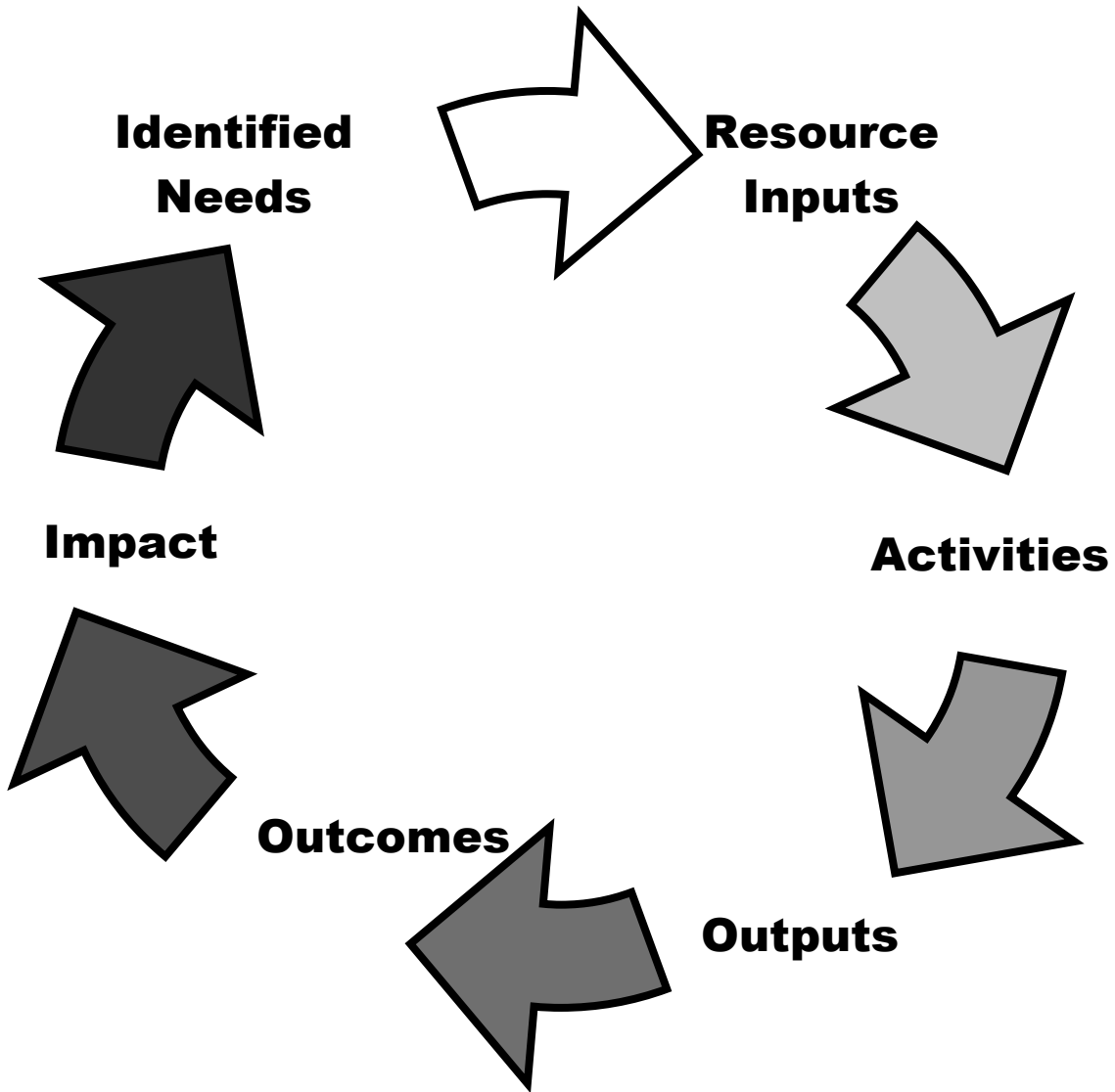
How to address obstacles to effective evaluation

- Extremely Familiar
- Somewhat Familiar
- Familiar
- Slightly Familiar
- Unaware

Facilitating the design of a prevention evaluation for your district

- Extremely Familiar
- Somewhat Familiar
- Familiar
- Slightly Familiar
- Unaware

Logic Model



Logic Model based on the work of the W.K. Kellogg Foundation January 2004.