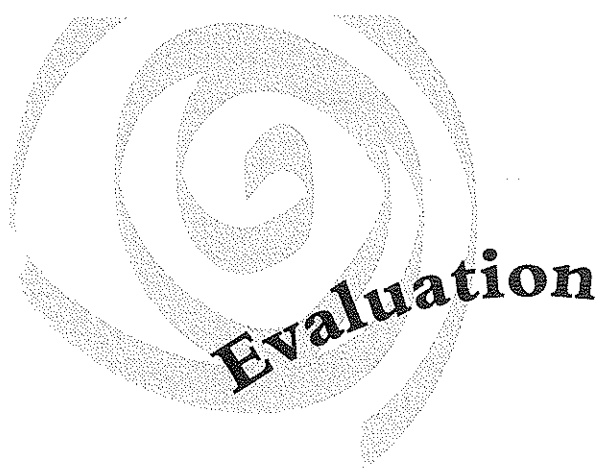




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Program funders are always interested in whether they should continue to fund any given program. In order to make this decision, they need to know if the program works or not.

To find out if the program works, agencies must implement some type of evaluation that will show the participant changes from the beginning of the program to the end of the program. This is typically known as a pretest/posttest change. To assess participant changes, the program administers the pretest to the participant and then administers the same test at the end of the intervention. By doing so, a change score can be calculated that will indicate how much the participant has changed in knowledge, attitudes, or behaviors from Time 1 (the pretest, or the beginning of the intervention) to Time 2 (the posttest, or the end of the intervention).

Through this type of evaluation, the program facilitators can monitor the progress of the program, the program developers can change or enhance program materials that may not be working as expected, and funding agencies can determine program funding strategies for the future.

Program evaluation also provides the added benefit of enabling the agency to collect data for its own purposes. These data are useful for writing future grants to get money to keep the program running. They are also useful

internally to monitor the program's progress and its helpfulness to children and families. We have provided some very simple program evaluation questionnaires here. First, administer the questionnaire as a pretest to the individual participant; then, administer it as a posttest to the same participant. To ensure confidentiality, numbers can be assigned to each participant instead of putting names on the form, and a participant/identification number list can be kept in a locked place so no one will see the results other than the intended agency staff person.

These questionnaires are rudimentary and do not have the standardized data necessary to compare them to other populations across the country. Such standardized assessments, while longer, are preferable and can be obtained by contacting the Center for Substance Abuse Prevention and asking for the set of recommended Core Measures for Prevention Programs.

Finally, we have provided a questionnaire for the facilitator to use so that process data can be collected from the staff as well (on page 4-61). This process data is essential to our understanding of how well the program works overall. If facilitators are not happy with the program, program fidelity will be compromised, and the program may fall by the wayside. In the delivery of a preventive intervention, everyone counts.



Why Evaluate Your Curriculum?

Evaluation can serve many purposes. First, it lets you know if what you taught the children was actually received by them. Second, evaluation lets you know if what you taught the children was useful to them. Knowing whether they intend to use this information in their daily lives is very useful for program planners. Third, evaluation lets you monitor the progress of your program so that you can change it if necessary to make it more relevant to the needs of the participants.

Reasons for Pretest and Posttest

It is important to give the evaluation to the participants both before and after each session. You can measure their changes in knowledge, attitudes, and behavior if you know what they began with at the beginning of the session and what they learned by the end of the session.

Format of the Questions

The questions are not phrased as true/false questions because it would seem like taking a test. Testing situations provoke anxiety for most people, and this evaluation was designed to minimize the sense that participants are being tested. Therefore, questions are phrased in such a way that they merely ask for the participants' opinions. For this reason, all the evaluations for each session are called "What do you think?"

When the Child Does Not Read

An adult may need to review the questions with the child and fill out the form if the child does not have the ability to read.

Session 1: Addiction—Middle and High School

What Do You Think?

Date: _____

Age: _____

Circle one: male female

Place a checkmark in the appropriate column.

Yes No

- ___ ___ 1. Is addiction a disease?
- ___ ___ 2. Will you have problems with alcohol if you start drinking when you're very young?
- ___ ___ 3. When someone starts to drink, is it his or her choice?
- ___ ___ 4. Addiction affects only the person who drinks. It doesn't affect anyone else.
- ___ ___ 5. Children should be able to solve their parents' problems.
- ___ ___ 6. Did you learn anything today? If yes, what did you learn?

Please mark your answer on the scale:

7. How I felt about the session today:

1	2	3	4	5
didn't enjoy at all		in the middle		really enjoyed

8. What I learned today I will

1	2	3	4	5
never use		use sometimes		use most of the time

Session 2: Feelings—Middle and High School

What Do You Think?

Date: _____

Age: _____

Circle one: male female

Place a checkmark in the appropriate column.

Yes No

- ___ ___ 1. Feelings are mainly good or bad.
- ___ ___ 2. Expressing uncomfortable feelings is sometimes hard.
- ___ ___ 3. Addiction is sometimes called a feeling disease.
- ___ ___ 4. There are about five or six main feelings in life.
- ___ ___ 5. Recovery from addiction happens very fast.
- ___ ___ 6. Did you learn anything today? If yes, what did you learn?

Please mark your answer on the scale:

7. How I felt about the session today:

1	2	3	4	5
didn't enjoy at all		in the middle		really enjoyed

8. What I learned today I will

1	2	3	4	5
never use		use sometimes		use most of the time

Session 3: Problem Solving— Middle and High School What Do You Think?

Date: _____

Age: _____

Circle one: male female

Place a checkmark in the appropriate column.

Yes No

___ ___ 1. Living in an addicted family is confusing.

___ ___ 2. Most people don't have problems.

___ ___ 3. Asking for help is a sign of weakness.

___ ___ 4. There is a right way and a wrong way to solve problems.

___ ___ 5. There are very few kids who live in addicted families.

___ ___ 6. Did you learn anything today? If yes, what did you learn?

Please mark your answer on the scale:

7. How I felt about the session today:

1	2	3	4	5
didn't enjoy at all		in the middle		really enjoyed

8. What I learned today I will

1	2	3	4	5
never use		use sometimes		use most of the time

Session 3: Problem Solving—Elementary School

What Do You Think?

Date: _____

Age: _____

Circle one: male female

1. *Living in a family where parents drink or take drugs is very confusing.*

Yes, it is. No, it isn't.

2. *Most people don't have problems.*

Yes, this is true. No, it is not true.

3. *Asking for help is a sign of weakness.*

Yes, it is. No, it isn't.

4. *There is a right way and a wrong way to solve problems.*

Yes, there is. No, there isn't.

5. *There are very few kids who live in addicted families.*

Yes, this is true. No, this isn't true.

6. *Did you learn anything today?*

Yes No

If yes, what did you learn? _____

7. *Did you enjoy the session today?*

Yes No

8. *Do you think you will use what you learned today in your daily life?*

Yes No

Session 4: Treatment and Recovery— Middle and High School What Do You Think?

Date: _____

Age: _____

Circle one: male female

Place a checkmark in the appropriate column.

Yes No

- ___ ___ 1. Recovering from addiction takes a lot of help and a long time.
- ___ ___ 2. Your parents' problems are not your fault.
- ___ ___ 3. When someone is in recovery from addiction, he/she never relapses.
- ___ ___ 4. It's okay to ask for help even if your parent doesn't get help.
- ___ ___ 5. Most people don't really need to get treatment for addiction.
- ___ ___ 6. Did you learn anything today? If yes, what did you learn?

Please mark your answer on the scale:

7. How I felt about the session today:

1	2	3	4	5
didn't enjoy at all		in the middle		really enjoyed

8. What I learned today I will

1	2	3	4	5
never use		use sometimes		use most of the time

**Session 4: Treatment and Recovery—
Elementary School**

What Do You Think?

Date: _____

Age: _____

Circle one: male female

Please circle your answer to each question.

1. *Recovering from addiction takes a lot of help and a long time.*

Yes, it does.

No, it doesn't.

2. *Your parents' problems are your fault.*

Yes, sometimes they are.

No, they aren't.

3. *When people are in recovery from addiction, they never relapse.*

Yes, sometimes they do.

No, they don't.

4. *It's okay to ask for help even if your parent doesn't get help.*

Yes, it is.

No, it isn't.

5. *Most people don't really need to get treatment for addiction.*

Yes, this is true.

No, this isn't true.

6. *Did you learn anything today?*

Yes

No

If yes, what did you learn? _____

7. *Did you enjoy the session today?*

Yes

No

8. *Do you think you will use what you learned today in your daily life?*

Yes

No

Session 5: Safe People—Middle and High School

What Do You Think?

Date: _____

Age: _____

Circle one: male female

Place a checkmark in the appropriate column.

Yes No

- ___ ___ 1. Most people are either strong or weak.
- ___ ___ 2. It's okay to ask for help with problems.
- ___ ___ 3. It's important to identify safe people in your life.
- ___ ___ 4. You can control your parents' drinking or drug use.
- ___ ___ 5. You caused most of your parents' drinking or drug use.
- ___ ___ 6. Did you learn anything today? If yes, what did you learn?

Please mark your answer on the following scale:

7. How I felt about the session today:

1	2	3	4	5
didn't enjoy at all		in the middle		really enjoyed

8. What I learned today I will

1	2	3	4	5
never use		use sometimes		use most of the time

Session 5: Safe People—Elementary School

What Do You Think?

Date: _____

Age: _____

Circle one: male female

Please circle your answer to each question.

1. Most people are either strong or weak. Yes, this is true. No, it isn't.

2. It's okay to ask for help with problems. Yes, it is. No, it isn't.

3. It's important to identify safe people in your life. Yes, it is. No, it isn't.

4. You can control your parents' drinking or drug use. Yes, I can. No, I can't.

5. You caused most of your parents' drinking or drug use. Yes, I did. No, I didn't.

6. Did you learn anything today? Yes No

If yes, what did you learn? _____

7. Did you enjoy the session today? Yes No

8. Do you think you will use what you learned today in your daily life? Yes No

Session 6: Coping—Middle and High School

What Do You Think?

Date: _____

Age: _____

Circle one: male female

Place a checkmark in the appropriate column.

Yes No

- ___ ___ 1. Staying safe is not a high priority.
- ___ ___ 2. A person does not have to set boundaries to live a healthy life.
- ___ ___ 3. A parent's addiction does not affect his/her children.
- ___ ___ 4. Riding with a drinking driver is safe if you're in the passenger seat.
- ___ ___ 5. You can't be an alcoholic if you just drink beer.
- ___ ___ 6. Did you learn anything today? If yes, what did you learn?

Please mark your answer on the following scale:

7. How I felt about the session today:

1	2	3	4	5
didn't enjoy at all		in the middle		really enjoyed

8. What I learned today I will

1	2	3	4	5
never use		use sometimes		use most of the time

Facilitator Evaluation

Date: _____

Please mark your answer on the scale:

1. Did you enjoy delivering this program?

1	2	3	4	5
didn't enjoy at all		in the middle		really enjoyed

2. Do you think the participants will use the information in this program?

1	2	3	4	5
never use		use sometimes		use most of the time

Please answer the following questions as noted.

3. Is the information in this program relevant to the children in this center? (Circle one)

Yes No

4. Please rank the usefulness of the sessions, with the most useful session being ranked as 1, the second most useful session ranked as 2, etc.

- _____ Addiction
- _____ Feelings
- _____ Problem Solving
- _____ Treatment and Recovery
- _____ Safe People
- _____ Coping

5. Would you change anything? (circle one)

Yes No

If yes, what would you change? _____

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