

# **Increasing Program Effectiveness by Engaging Youth in the Process of Evaluation**

**Butte County Department of Behavioral Health  
-Prevention Unit  
Chico, California**

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Office of Juvenile Justice and Delinquency  
Prevention (OJJDP) 10th Annual National  
Leadership Conference  
**Nashville, Tennessee**

# Anticipated Workshop Outcomes

## Participants will:

- Increase their understanding of evaluation
- Increase their understanding of environmental prevention
- Increase their understanding of youth/adult partnerships
- Increase their understanding of the role of young people in evaluation
- Increase their understanding of data collection methods
- Learn how evaluation can enhance your efforts
- Learn key principals for success

# TOY Evaluators



# Truth On Youth - TOY

- **TOY: Stands for “Truth on Youth”**
  - Youth evaluation team comprised of Butte County young people ranging in age from 15-19 years old
  - TOY partners with unit adult staff and outside evaluators to provide training, skills, & tools needed to evaluate programs
  - **Programs TOY evaluates include:**
    - Friday Night Live
    - Club Live
    - Rock Creek
    - Youth Nexus
    - FNL Mentoring
    - Live Spot Youth Center
    - Young Parent Program



# TOY Evaluators



# Why is it so important to Evaluate?

- **Demonstrate outcomes/effectiveness**
- **Program improvement - refinement**
- **Increase participant/stakeholder buy in**
- **To increase program success and efficiency**
- **The youth participants are TOY peers**
- **Help secure funding**
- **One of the few youth evaluation teams**
- **Build capacity in the field/replication with other youth evaluation teams**

# TOY: Getting Ready

- **Evaluation Overview**
- **Research Question Development**
- **Focus Group/Interview Methods**
- **Focus Group/Interview Protocol Development**
- **Data Collection Development and Sampling Strategy**
- **Data Analysis and Key Findings**

# Data Collection Tools

- **Observation – Going to the Silver Dollar Fair to see how many youth are in the Beer Gardens**
- **Video/Photo Journal – Taking pictures of how many beer bottles are on the river beaches after Labor Day**
- **Mapping – Identifying the location of all alcohol outlets in Chico**
- **Interviews – Asking youth about their experience in Friday Night Live**
- **Focus Groups – Asking parents about their child’s experience in Impact Mentoring**
- **Surveys – Pre/Post Test, Youth Development Survey and Community Assessment**
- **Existing Data/Information Sources – The rate of youth alcohol and drug treatment for Butte County**
- **Journaling – Friday Night Live Mentors keeping a weekly journal about what they are learning in the program**

# TOY Evaluators



# Methodology

- **Quantitative** - Large amounts of data collected - put into statistics & numbers (surveys, pre/post, etc.)
- **Qualitative** - Used to gather in-depth information from participants (impressions, feelings, etc.) that is not easily reflected in numbers (focus groups, interviews, etc.)

# TOY Tools of the Trade

- **Quantitative Tool:**

- **Pre & Post Survey/ Retrospective Survey**

- Measures skills, knowledge, attitude, & ATOD use
    - Scale 0-4 (not true, a little bit true, true enough, pretty true, & really true)

### Youth Development Assessment 2007-2008

I know how to:	Not at all	If you do know how, please let us know how comfortable you feel with your skills in each area.			
		A Little Comfortable	Comfortable Enough	Pretty Comfortable	Really Comfortable
10. Make decisions as part of a group.	0	1	2	3	4
11. Handle and work out conflicts.	0	1	2	3	4
12. Plan meetings, events, and activities with my group.	0	1	2	3	4
13. Lead program meetings.	0	1	2	3	4
14. Speak in front of other members of my group.	0	1	2	3	4
15. Speak in public (i.e., press conferences, city council or school board meetings, etc.).	0	1	2	3	4
16. Communicate my ideas clearly and effectively through writing (i.e., letters to the editor, press releases, grant proposals, etc.).	0	1	2	3	4
17. Research an issue using the Internet and / or other resources.	0	1	2	3	4
18. Think about information and ideas in a thoughtful and open-minded way.	0	1	2	3	4
19. Make an assessment of my community's strengths / resources.	0	1	2	3	4
20. Plan and organize my own time.	0	1	2	3	4
21. Listen actively.	0	1	2	3	4

During your life, how many times have you used or tried:	Scale: 0=never; 1=1 time; 2=2-3 times; 3= 4 or more times)			Please write down the age you were the first time you tried each: (leave item blank if you have not tried):
	1 time	2-3 times	4 or more times	
22. Tobacco?	1	2	3	
23. At least one drink (serving) of alcohol?	1	2	3	
24. 5 or more drinks of alcohol in a row, within a couple of hours?	1	2	3	
25. Marijuana?	1	2	3	
26. Methamphetamines (Crystal Meth, ice, crank, etc.)	1	2	3	
27. Other drugs?	1	2	3	

# Questions, Questions, Questions

- **Examples From Pre-Post Survey:**
  - **Skills/Behavior/Knowledge:**
    - I know how to lead program meetings
    - Speak in public
    - Lifetime/30 use, perceived harm, friend/parental disapproval of use
    - I know about community issues related to alcohol use
    - I know about policies related to alcohol

# TOY Tools of the Trade

- **Quantitative Tool:**
  - **Youth Development Survey**
    - Measures SOP, NCLB, Other Questions & EP
    - Scale from 1-6 (strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree)



**The following questions are about your participation in your program.**  
(please circle one response for each statement)

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
30 It is easy for youth to get alcohol, tobacco, and other drugs (ATOD) in my community.	1	2	3	4	5	6
31 In the program, we learn healthy and positive ways to deal with conflict.	1	2	3	4	5	6
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
32 Because of my involvement in the program, I am more likely to continue my education (through college or specialized training).	1	2	3	4	5	6
33 My involvement in the program helps me decide to do other things instead of using ATOD.	1	2	3	4	5	6
34 Because of my program, I feel better prepared to handle situations where my peers are acting in violent ways towards others.	1	2	3	4	5	6
35 Because of my program, I am more excited about going to school.	1	2	3	4	5	6
36 Alcohol and tobacco ads in my community try to make smoking and drinking look fun to youth.	1	2	3	4	5	6
37 My program helps us make group agreements about how to keep things safe.	1	2	3	4	5	6
38 Through my involvement with the program, I've learned about opportunities for my future.	1	2	3	4	5	6
39 My community provides a lot of interesting activities for youth that don't involve ATOD.	1	2	3	4	5	6



# Questions, Questions, Questions

- **Examples From Youth Development Survey:**
  - **Participant Involvement:**
    - **Youth & adults work together to make decisions in my program**
    - **I've had the opportunity to work with young people who are different from me**
    - **My involvement in the program helps me decide to do other things instead of using ATOD**
    - **In the program, we learn healthy and positive ways to deal with conflict**

# Quantitative (cont.)

- **Significance of Change:**
  - **<0.33: Not Significant**
  - **0.33-0.66: Moderate**
  - **>0.67: High Significance**
- **Standards of Practice:**
  - **Connection to School & Community (Community Engagement)**
  - **Leadership & Advocacy**
  - **Safety**
  - **Skill Building**
  - **Relationship Building**
- **NCLB**
  - **Ensures youth are receiving education & are in an environment where they can academically thrive**

# More Tools for the Tool Belt

- **Qualitative Tools:**

- **Measures project planning, implementation, & program experience**

- **Interviews (Core Participants)**

- **Focus Groups (Non-Participants)**

- **Explore program awareness, reasons for non-participation, and means to recruit/retain.**

- **Parent Focus Group**

- **Explore Environmental Prevention project efficacy & program awareness**

# A bit more about EP...

- **DBH Prevention Unit Environmental Prevention Projects**

- **Four Focus Areas**

- **Policy & Enforcement** – Policies (public and private) and the enforcement of those policies shape how alcohol is promoted, sold and consumed
- **Norms** – Unwritten rules about acceptable behavior/encourage underage drinking/high risk drinking
- **Media** – Glamorizing excessive drinking in the media – widespread community alcohol advertising – lack of media stories promoting positive efforts to reduce drinking
- **Access & Availability** – Easy access and availability of alcohol

Please only check **ONE** box in response to each of the following items. If you indicate "Other," please clearly write your response in the space provided.

For the following questions, the term "young people" refers to persons 18 years of age and younger.

<p>12. a. Where do you <b>most often</b> see or hear messages <b>encouraging drinking</b>? (Please check <b>ONE</b> box.)</p>	<p><input type="checkbox"/> Local newspapers, magazines, and/or radio  <input type="checkbox"/> Billboards / broadsides  <input type="checkbox"/> Television  <input type="checkbox"/> Movies  <input type="checkbox"/> Internet  <input type="checkbox"/> Promotional products (hats, t-shirts, key chains, etc. with company logos or brand names on them)  <input type="checkbox"/> Other: _____</p>
<p>b. Of the following <b>social influences</b>, where do you <b>most often</b> see or hear messages <b>encouraging young people to drink alcohol</b>? (Please check <b>ONE</b> box.)</p>	<p><input type="checkbox"/> Family  <input type="checkbox"/> Friends  <input type="checkbox"/> Schools  <input type="checkbox"/> College community  <input type="checkbox"/> Youth-serving organizations (e.g., FNL, FNLM, church)  <input type="checkbox"/> Other: _____</p>
<p>13. Do you feel pressured to drink alcoholic beverages?</p>	<p><input type="checkbox"/> Yes  <input type="checkbox"/> No</p>
<p>14. What type of alcoholic beverages do young people <b>most often</b> drink? (Please check <b>ONE</b> box.)</p>	<p><input type="checkbox"/> Beer  <input type="checkbox"/> Wine  <input type="checkbox"/> Wine coolers (Bartles and James, etc.)  <input type="checkbox"/> "Alco-pops" (Bacardi Silver, Smirnoff Ice, etc.)  <input type="checkbox"/> Malt liquor (St. Ides, Colt 45, King Cobra, etc.)  <input type="checkbox"/> Fortified wine (Thunderbird, Cisco, etc.)  <input type="checkbox"/> Hard liquor (gin, tequila, vodka, whisky, etc.)  <input type="checkbox"/> Other: _____</p>
<p>15. Where do you <b>most often</b> see other young people drinking alcoholic beverages? (Please check <b>ONE</b> box.)</p>	<p><input type="checkbox"/> School, during <b>regular school hours</b>  <input type="checkbox"/> School, during <b>after school events</b> such as games or dances  <input type="checkbox"/> Workplace  <input type="checkbox"/> Parks / recreational areas / lakes  <input type="checkbox"/> Rivers / orchards / other unmonitored outdoor spaces  <input type="checkbox"/> In parking lots or on the street  <input type="checkbox"/> Social events / celebrations  <input type="checkbox"/> In their own or someone else's car  <input type="checkbox"/> College-age parties  <input type="checkbox"/> Parties in a home  <input type="checkbox"/> Other: _____</p>

# Questions, Questions, Questions

- **From Interviews:**

- **Effects on Youth, Program Recruitment/Retention:**

- How have you benefited from Mentoring/CL/ FNL?
    - Why did you join?
    - Why did you choose to stop participating?

- **From Parent Focus Groups:**

- **Community Impact:**

- Are you aware of the campaign that FNL members developed, called “Parent Committed”?
    - What parts of the campaign are the most influential?
    - Have you used any of the “Parent Committed” materials to change family norms/expectations about alcohol use?

# Friday Night Live

- High school age participants
- Various settings (campus, group homes)
- Builds partnerships for healthy & positive youth development
- Engages young people to contribute to well-being of community & self
- Change norms/behaviors around ATODV



# Let's take a look at the FNL participants?

## ■ Ethnic Break Down:

■ 6.5% African American/ Black

■ 13% Asian/ Pacific Islander

■ 32.6% Latino/Latina

■ 13% Multi-ethnic

■ 32.6% White/ European

■ 2.2% Decline to State

n=48

■ 70.8% Qualify for Free/ Reduced Lunch

■ 57.4% have English as their primary language

■ 77.1% Female

■ 22.9% Male

■ 14-19 years old

■ Mean age: 16.19

■ 53.5% have been involved for 1 semester or more

## **FNL Environmental Prevention: Decreasing Youth Access to Alcohol**

### **■ Focuses on:**

- "Parent Committed" campaign
- Education of parents (consequences of providing alcohol to minors, setting clear boundaries, changing family "rules" about drinking, etc.)

### **■ Parent & Family Pledges**

- Collected @ school related events, natural convening's

### **■ Biggs Cinco de Mayo con Orgullo Taking- Back the Holiday Project**

- Posted posters at schools/restaurants, encouraging preservation of the history and meaning of cultural holidays/celebrations

# CINCO DE MAYO CON ORGULLO ★

## TAKE BACK OUR HOLIDAY!!

CINCO DE MAYO IS ABOUT  
LATINO PRIDE AND A CELEBRATION  
OF CULTURE AND HERITAGE, NOT  
ANOTHER EXCUSE TO DRINK.

### DID YOU KNOW? ←

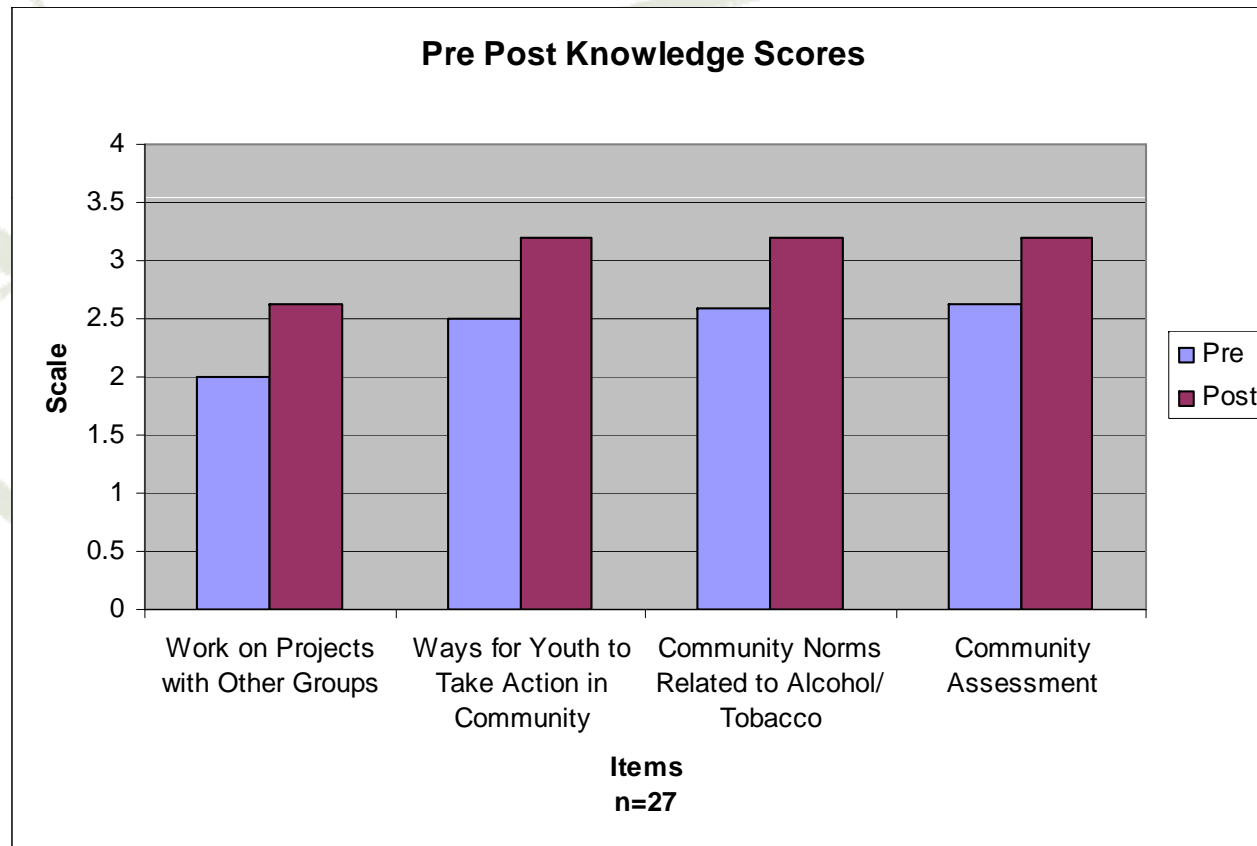
- MAJOR ALCOHOL COMPANIES SPENT OVER 30 MILLION DOLLARS TARGETING LATINO YOUTH LAST YEAR.
- ALCOHOL IS INVOLVED IN ALL THE LEADING CAUSES OF DEATH IN YOUTH. (CAR ACCIDENTS, VIOLENCE, SUICIDE.)
- ALCOHOL AT CINCO DE MAYO FESTIVALS INCREASES VIOLENCE, ARREST, DUI, PUBLIC INTOXICATION, SEXUAL ASSAULT AND UNDERAGE DRINKING.

It's about **PRIDE.**  
Not **ALCOHOL.**

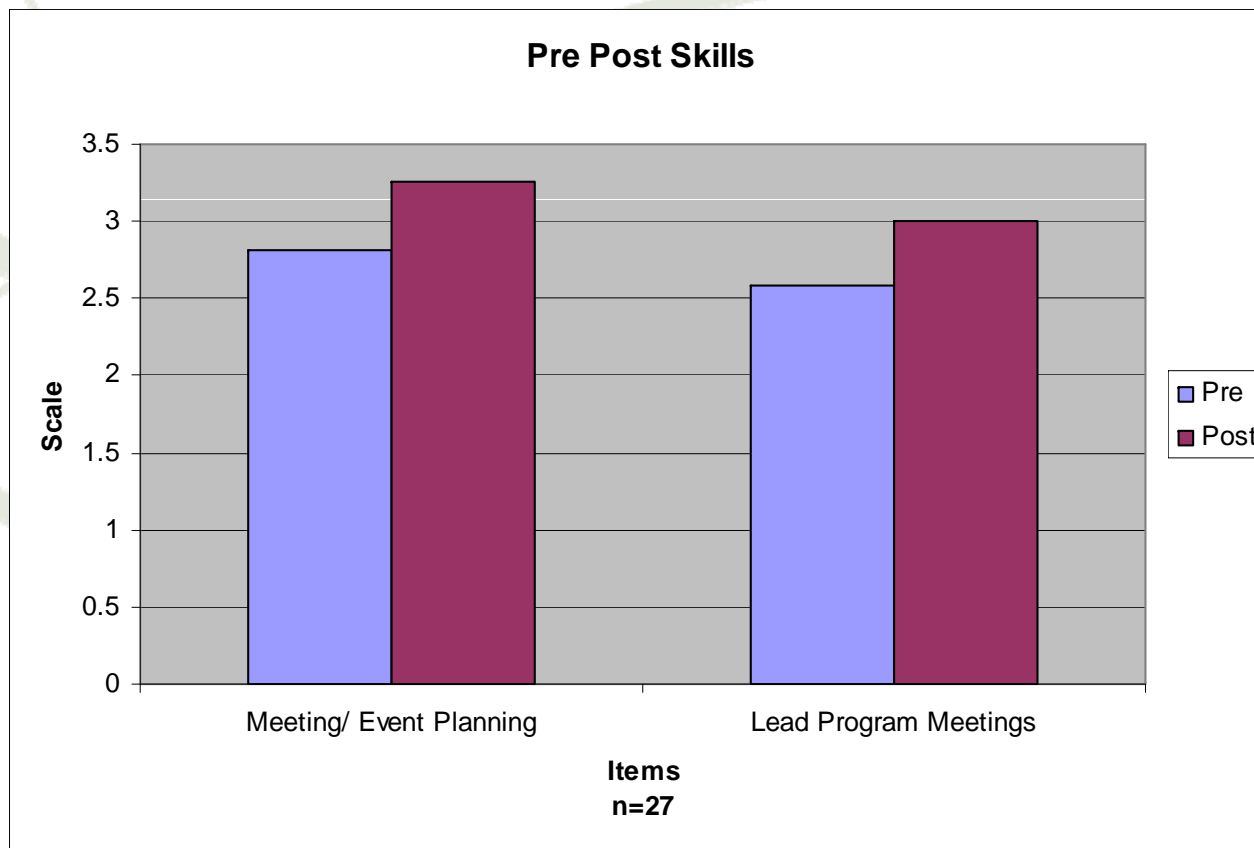
A message from Biggs High School Friday Night Live.



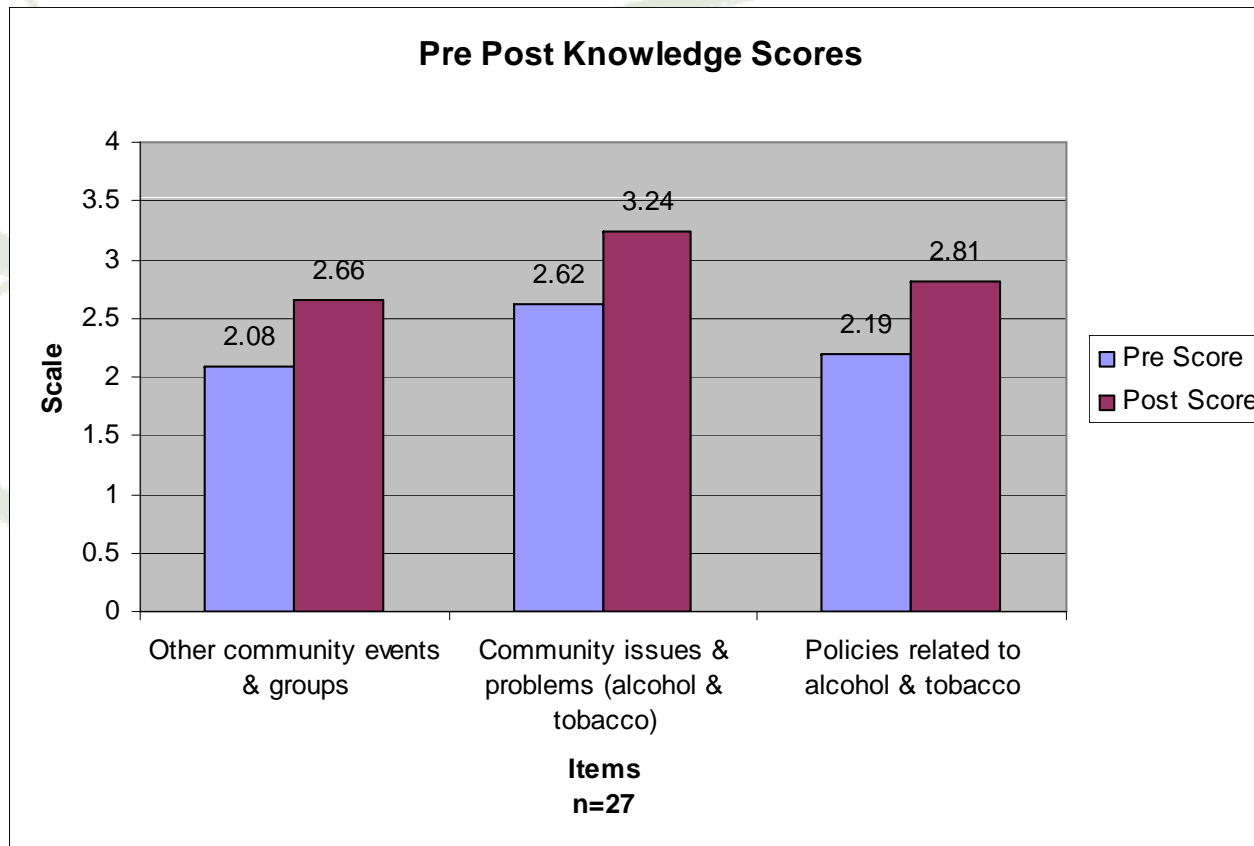
# Friday Night Live: Pre Post Knowledge



# FNL: Pre Post Skills



# FNL: Pre-Post Knowledge



# FNL: YD

- **YD Scores: Range from 4.6- 5.3**
  - Community Engagement: 4.6
  - Accessible Materials: 4.6
  - Cultural Diversity: 4.6
  - Skill Building: 4.7
  - Academic Completion: 4.7
  - Violence Prevention: 4.8
  - Parent Support: 4.8
  - Leadership & Advocacy: 4.9
  - Relationship Building: 4.9
  - Safety: 5.3

N=48

# FNL: Highlights

## Interviews

- Skills Increase- 100%
- ATOD Perspective
  - 9/11
- Consequences
  - 10/11
- FNL Changes Norms
  - 8/11
- Non-Participants:
  - 10/12 youth know about FNL
  - 6/12 youth believe FNL makes changes in the community

## ■ Discrepancies

- Inclusion of Members
- Relationships: 4.66 mean score for opportunities for youth to interact with adults in meaningful way (lowest)
- Officer Roles: "Officers need to know what they are doing"

# Rock Creek

- Similar to FNL
- Based in an all-boy group home setting
  - Group homes rank from 1-14
  - 6-10 male participants
  - Meeting Logistics
  - FNL curriculum tailored to meet needs of population

# Who Makes Up Rock Creek?

## ■ Ethnic Background:

- 16.7% African American/ Black
- 16.7% Multi-ethnic
- 66.7% White/ European

## ■ Age Range: 13-17

- Mean Age: 15.5

n=6

■ 83.3% qualify for reduced lunch

■ 25% have been involved for more than 1 school year

■ 75% involved for less than 1 semester

■ Mean # of Months:

1.67 months

# Rock Creek: EP

- **2007 - Create & distribute *Alcopops* posters to over 30 merchants in Chico**
  - Educate merchants about Alcopops
    - Placement in stores
    - Easily confused with non-alcoholic beverages because of marketing
- **2008 – Create parent survey and handbook – “How well do you know your children?”**

# ALCOPOP **or** Energy Drink?



With over 400 brands of energy drinks, can you tell the difference between an **energy drink** and **alcohol**?

→ Which **6** of these **27** are **alcohol**?

**Would you notice if your teenager slipped one in with a couple of energy drinks?**

# Rock Creek: Pre Post

- 66% more committed to not using tobacco
- 60% more committed to not drinking alcohol
- 50% know more about alcohol and tobacco policies

# Rock Creek: YD

- **YD Scores: Range from 3.17- 4.17**
  - Parent Support: 3.17
  - Community Engagement: 3.54
  - Leadership & Advocacy: 3.6
  - Academic Completion: 3.6
  - Accessible Materials: 3.67
  - Relationship Building: 3.67
  - Violence Prevention: 3.79
  - Skills: 3.92
  - Safety: 4.0
  - Cultural Diversity: 4.17

N=6

# Club Live

## ■ What it is:

- Junior high program, precursor to FNL
- Incorporates
  - alternative activities
  - community development
  - Leadership training
- Promotes well being of self & community
- Change norms related to ATODV in community
- Shares same goal/ mission as FNL



# Who Makes Up CL?

## ■ Ethnic Background:

- 5.4% African American/ Black
- 27% Latino/ Latina
- 24.3% Multi-ethnic
- 2.7% Native American/ Indigenous
- 40.5% White/ European

n=38 pre/post used for demographics

■ 73% speak only English

■ 73.7% female

■ 26.3% Male

■ 52.6% Qualify for Free/ Reduced Lunch

■ 85.7% participated for more than 1 semester

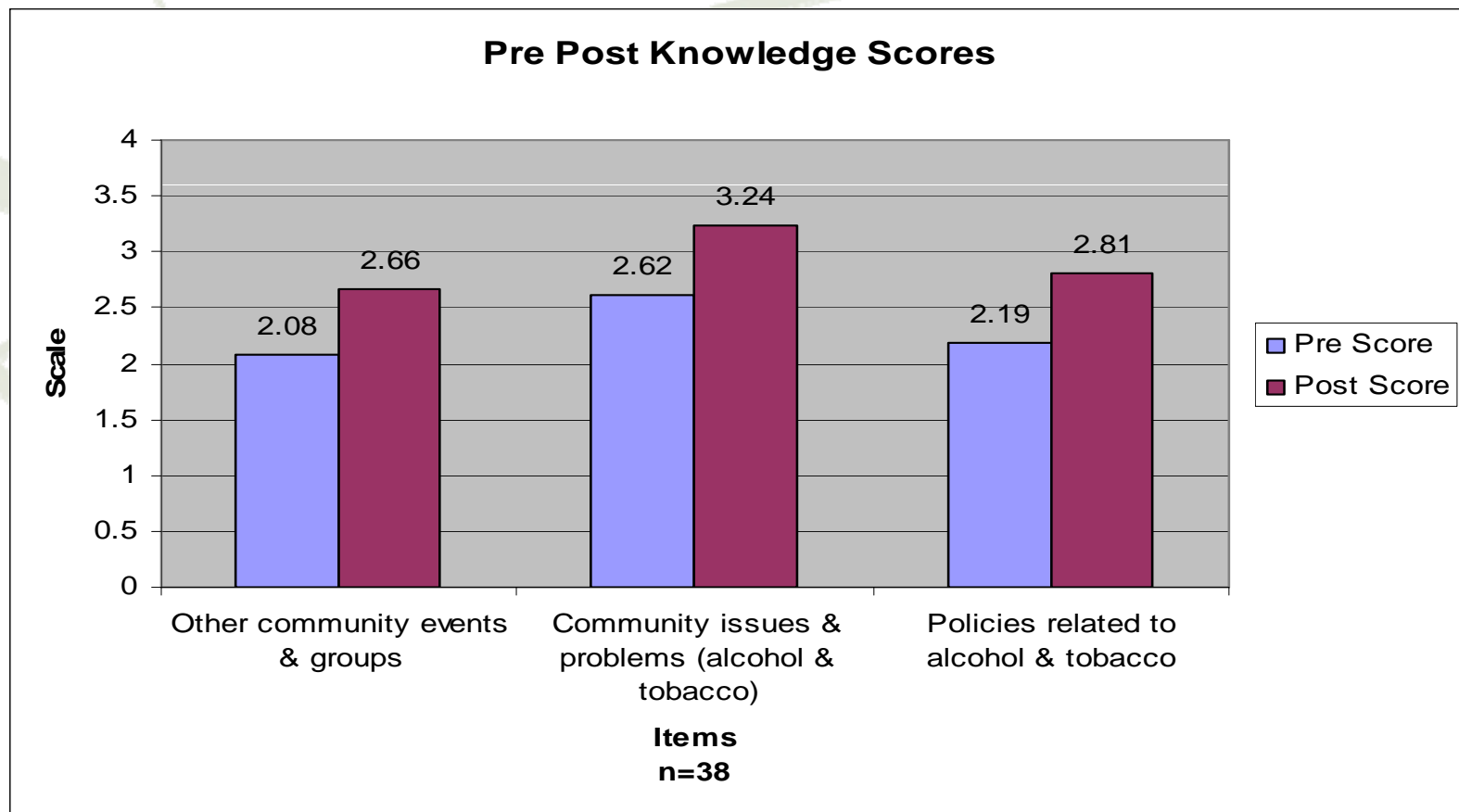
■ Age Range: 11-14

■ Mean Age: 12.87

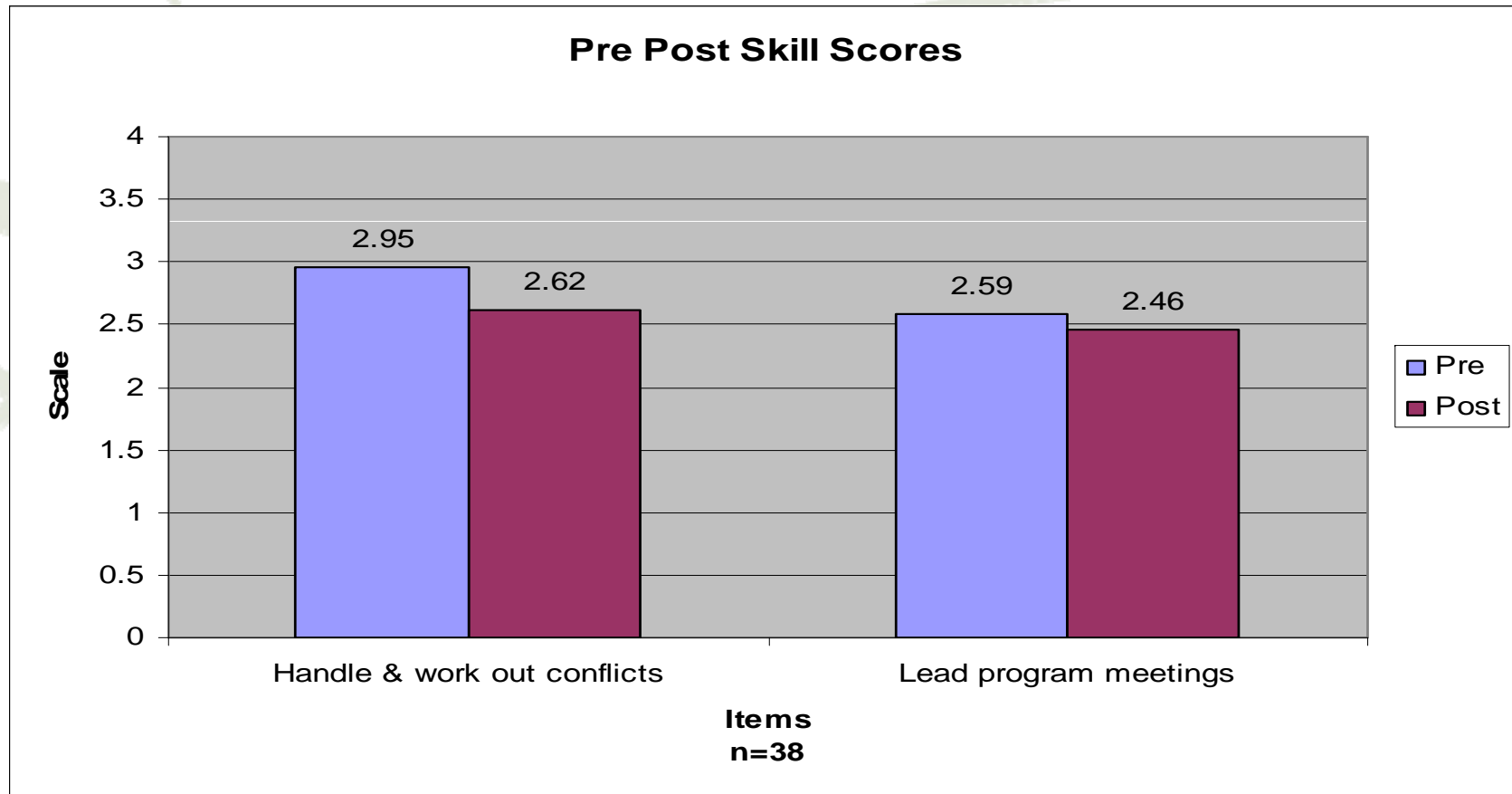
# Club Live: Merchant Education

- Partner with local merchants & ABC
- Reduce youth access to alcohol
  - Education of Merchants
    - Checking Ids
    - Alcohol Placement
    - Signage/ Promotions
    - Security
  - Require employees to attend responsible service trainings
- Recognition of responsible merchants
  - CL Press Conference

# Club Live: Pre Post Knowledge



# Club Live: Prep Post Skill Scores



# Club Live: YD

- **YD Scores range from 4.5 to 5.19**
    - Skill Development: 4.5
    - Cultural Diversity: 4.56
    - Community Engagement: 4.74
    - Accessible Materials: 4.87
    - Safety: 4.88
    - Relationship Building: 4.96
    - Violence Prevention: 5.1
    - Leadership & Advocacy: 5.16
    - Academic Completion: 5.17
    - Parent Support: 5.19
- n=16

# The Things Participants Say...

- “Now I don’t judge people as much. ...FNL just makes you want to do everything 100%, and to do better in school and help other people.” –FNL Participant
- “Youth Nexus showed me how to write a grant and application...” –RC Participant
- “I used to think life was just something people go through and battle. And now they’ve taught me, when you cry it’s not such a bad thing. And knowing yourself. And actually...knowing your friends.” - CL Participant

# What you can do...

## **Include young people -**

- **Hire young people if possible**
  - **Training, training, training....(what is evaluation, why is it important, what is the role of the evaluator, data collection methods, developing questions, analyzing data, forming key findings/reports, program refinement/recommendations, etc,**
  - **Data collection, Data analysis,**
  - **Recommendations, Implementation**
- 
- **Start somewhere, start small**
  - **Be open to evaluation (the good, the bad, the ugly)**
  - **Present key findings to direct service staff, stakeholders, participants, funders**
  - **Step out and create change**

# TOY Evaluators





- **Questions.....**

- **Thank you!**

# Contact Information

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