

# Evaluation of Peer and Prevention Programs

A Blueprint for  
Successful Design  
and Implementation

David R. Black, PhD  
Elizabeth S. Foster, EdD  
Judith A. Tindall, PhD

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We would like to dedicate this book to all the prevention specialists and peer program professionals who have had to justify their program(s) to stakeholders to keep an effective program operating. We also want to dedicate this book to individuals and organizations that support, advocate, and believe in the power of prevention and peer programs. We want to thank all of the individuals and organizations that operate in the trenches from whom we have learned so much about prevention and the peer program fields. We appreciate having the privilege to consult with our colleagues and to evaluate their programs.



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# Preface

Prevention programs within our schools, organizations, churches, and communities need help to identify needs, develop a program to meet these needs, implement effective strategies, and evaluate those strategies. Even with all the commercial programs available from the promising strategies to the proven strategies, there is still a need to make the strategy fit our particular population needs and to evaluate the effectiveness of the approach in a data-driven manner.

Many groups have implemented a prevention and peer program and then the leader leaves, systems change, or the preferred population changes and suddenly what we have been doing is not working as well. It is time to look at the program and make changes. Evaluation for ensuring ongoing success is essential for the long-term effectiveness of a program.

We plan to provide you with a blueprint of a step-by-step approach to setting up an evaluation system that will guide you in the planning stage, development stage, implementation stage, data collection stage, and organization stage and communicating the results to others. The authors have 115 years of combined field experience in peer and prevention programs and evaluation. We want to pass on strategies that have worked for us and will work for you so that you can create an effective prevention and peer program that is well documented and can stand the changes in the environment and leadership in your organization, and to be able to give feedback to your stakeholders.



# Foreword

Chances are that, if you have picked up this book, you are already involved with peer helper programs and training. So, probably from firsthand experience, you know that peer helpers can make a powerful and positive difference in the lives of others; not just with kids but also across the life span, across populations, and across helping issues. You also probably know that successful peer helper programs contribute to more than just the helpees: everyone wins. Peer helpers themselves benefit from the training and confidence that come with reaching out to others. Schools, nonprofits, and other organizations that sponsor peer helper programs enjoy greater achievement toward their mission and positive publicity (which doesn't hurt, either). We now have a healthy body of research that corroborates a great deal of anecdotal evidence among many professionals across this country—*peer helpers do make a difference*. But we're certainly not finished.

Our 21st-century, high-tech, competitive, rapid-pace world is one that requires data. In this case, we use data to drive decisions about the types of programs we use, for whom, and at what cost. We also need data to monitor progress, to make certain that we achieve our intended effects. And, we need data to be accountable to those who foot the bill and, even more important, to our helpees who deserve the very best. Also, people are rapidly changing, as are the environments in which they live. Do effective peer helper programs of the past still work today? This is a vital question if we are to stay on the cutting edge and meet helpees where they need to be met.

The authors of this book, who I've had the privilege and pleasure of knowing since the early 1990s, have each made amazing and significant contributions to the peer-helping field over the years. They have also given very generously of their time and talents to help lead the way, especially as part of the National Association of Peer Program Professionals (NAPPP). Together, they are a powerhouse with more than a century of collective research and hands-on experience in the field. David, Judy, and Elizabeth have among them an encyclopedic array of knowledge and skills to share. They have also written this book in a way that is easy to read, practical, and competency-based. In the area of evaluation (especially data analysis), this is somewhat difficult to do and, thus, very much appreciated. Additionally, they've included lots of examples, scenarios, questions for reflection, resources, and checklists, to name a few.

It's hard for me to believe that my own involvement with peer helping began more than 20 years ago. In fact, the first two professional articles I ever published focused on the results of several projects that endeavored to measure the effects that peer helper

programs and training had on the peer helpers themselves (Myrick, Highland, & Sabella, 1995; Sabella, Thomas, & Myrick, 1995). I wish this book had been written then; it would have saved me a great deal of work!

If you are already involved in peer helper programs and training, this book will help you meet your evaluation and accountability needs, which are now so important in business, industry, education, and the social services. If you have not been involved in peer helping, this book will motivate you to get one or more of the many other works by the authors and get started right away.

**Russell A. Sabella, PhD**

Professor, Counselor Education

Florida Gulf Coast University

Fort Myers, Florida

Past-President, American School Counselor Association

President-Elect, Florida School Counselor Association

President, Sabella & Associates, LLC

June 8, 2011

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# About the Authors

## DAVID R. (RANDY) BLACK

David R. (Randy) Black, PhD, MPH, HSPP, CHES, CPPE, FASHA, FSBM, FAAHB, FAAHE, is a distinguished scholar. He is fellow of five different health organizations and has received approximately 40 federal, national, state, and local awards or recognitions for his contributions to public health. He participated in the publication of eight books and 20 book chapters. He has published around 150 peer-reviewed manuscripts and participated in approximately 180 presentations and another 50 presentations that were invited. He has received numerous grants at the federal and state levels.



Recently, he led the effort to develop the *NAPPP Programmatic Standards and Ethics Rubric*, which can be utilized to examine peer programs and as a process evaluation. He also took a leadership role to complete the FFA organization's Peer Helper Online Evaluation. He was part of the program evaluation for FFA to review the PALS peer-led curriculum. He is the coauthor of *Peer Programs* (2009).

As part of his educational training, he received his bachelor's and master's degrees at California State University, Fresno, with an emphasis in psychology and school psychology. He is licensed in California as a clinical psychologist, an educational psychologist, and as a marriage, family, and child counselor. He completed his doctoral degree at Stanford University. He is licensed in Indiana as a psychologist. He completed a postdoctoral fellowship at the Stanford Heart Disease Prevention Program and Laboratory for the Study of Behavioral Medicine. Later, he accepted a faculty appointment at the University of Nebraska Medical Center. He remained there for four years and held a faculty appointment in the College of Pharmacy, where he taught communication skills and statistics and conducted research and in the Department of Preventive and Stress Medicine as well as in Department of Psychology. His next faculty appointment was at Purdue University, where he has been since 1984.

He is a full professor in public health and holds adjunct appointments in three other areas: health sciences, nutrition sciences, and nursing. The major focus of his teaching has been public health and prevention, epidemiology, design and analysis of health

promotion programs, public policy, and service delivery of program interventions. When he completed his residency at the Stanford Counseling Institute and Stanford School of Medicine, he realized there were not enough service providers to help all those in need of psychological and education assistance related to health issues. As a remedy, he trained public volunteers who provided the same or better quality of care than trained professionals. He had the opportunity to observe Stanford students operating crisis and outreach centers, and from those observations and experiences, he incorporated trained peer advocates into his research at the Heart Disease Prevention Program to help those who were obese and overweight. Each peer counseled several couples, with one person of the dyad targeted as the primary focus of treatment and the other as the trained support person who would be there during the week to help with difficult decisions about eating and physical activity. The San Francisco media were so impressed with the concept and with the incredible progress of the couples that several press interviews were conducted with program recipients and the peer advocates. At that time, there was no program like it in the nation, and the ratings of the programs were so overwhelmingly positive that there was an outcry for other programs to be designed similarly. The peer advocates made the difference; they worked with adults with lesser education than the peer advocates and with a person who had won a Nobel Prize. From that time forward, independent of the findings of research, Dr. Black witnessed firsthand that peer advocates could be powerful “instruments of behavior change,” while educational differences and varied backgrounds seem unimportant.

Dr. Black has dedicated himself to service in professional organizations. He has made significant contributions to the National Peer Helpers Association (NPHA), now called the National Association for Peer Program Professionals (NAPPP). He held every office in NAPPP, was one of its longest running presidents, and was the longest running editor of the *Peer Facilitator Quarterly*, now called the *Perspectives in Peer Programs*. NAPPP awarded him the Barbara Varenhorst Award of Merit, their highest award of distinction and achievement, and the Scholar of the Year Award, and voted unanimously for him to be president emeritus of the organization. A few of his significant contributions to the organization are promulgating the concept of peer helping from “cradle to grave”; publishing a meta-analysis to demonstrate what he observed in his training at Stanford: that trained peers are effective in changing human behavior and often as effective as, if not more effective than, trained professionals; and working as the leader in developing a rubric with his colleagues and the Future Farmers of America for program evaluation. Dr. Black is a certified peer program professional and a peer program trainer and consultant.

There is another side of Dr. Black that few know about. He is a retired colonel who served for 37-½ years and is an Iraq veteran. He has received many military awards, including one of the highest, the Legion of Merit. He commanded every size unit from company, to battalion, to brigade. He has been commandant of the Indiana Military Academy and is a graduate of the U.S. Army War College, which graduates about 200 soldiers a year out of an initial class of 400. Peer helping is a major part of the military, and soldiers learn quickly that in order to survive in battle they must learn from and count on one another.

He was a part of the State Partnership for Peace Program and traveled worldwide to help Cold War countries such as Slovakia set up military operations to promote peace and not war. Slovakian soldiers today serve right along with American soldiers in conflicts occurring worldwide. He was selected to serve as the escort officer for the Slovakian chief of the staff, which is their highest military officer, and spoke about and provided demonstrations as to how the American military actually operates.

Lastly, Dr. Black is devoted to his students. He has hundreds of students all over the world. He hears from many of them regularly. Some have gone on to hold significant and prestigious positions around the world. His students become members of his family, modeled after the UK style and manner of education. He is the proud father of two children, Brian and Diane; a daughter-in-law, Abby, whom he considers a daughter; a granddaughter, Alissa Kay Black; and a grandson, David Alexander Black, named after the author. Alissa's middle name, Kay, was selected because her two deceased grandmothers, Judy Kay and Jacquelyn Kay Black, both shared the same middle name. Alissa is even using peer helping. She is teaching other children in her day care program how to crawl. Peer helping starts early and naturally, and it continues throughout a person's life if people know about it and seize the opportunity. These observations are one of the reasons he believes peer helping operates from cradle to grave.

## ELIZABETH S. FOSTER



Elizabeth S. Foster, EdD, is currently a professor in the Department of Educational Leadership in the Watson School of Education at the University of North Carolina at Wilmington (UNCW). She is licensed as a certified peer program trainer and consultant, certified peer program professional (CPPE), superintendent, principal, school counselor (K–12), curriculum specialist, secondary English teacher, reading specialist, and mentor (for novice teachers). She received her master and doctoral degrees from North Carolina

State University in personnel, guidance and counseling with a minor in curriculum and supervision. She received her bachelor's degree from Ohio University in English education. She completed additional graduate work at East Carolina University in educational administration. Dr. Foster's dissertation, *A Cognitive Developmental Approach to Training Peer Helpers*, won the state Dissertation Research Award from the North Carolina Association of Supervision and Curriculum Development (NCASCD).

Dr. Foster has served as the department chairperson in educational leadership at UNCW, and while at her 10-year tenure in the Department of Teaching, Learning and Culture at Texas A&M University in College Station, Texas, she served as coordinator of the Elementary and Middle Grades Education Programs, coordinator of the Graduate Program in Mentoring, and director of the Mentoring Research Collaborative for Learning and Development. While at Texas A&M University, Dr. Foster was named as a Texas A&M



Regents' fellow, a Sid Richardson fellow, and a National Network for Educational Renewal (NNER) associate (NNER is at the Center for Educational Inquiry in Seattle, Washington, and led by John Goodlad).

While at East Carolina University in Greenville, North Carolina, Dr. Foster served as the graduate coordinator for the Middle Grades Education Program. It was during this time that she also served two terms as president of the National Peer Helper Association (NPHA). She had previously served as the NPHA vice president, president-elect, journal editor of the *Peer Facilitator Quarterly* (PFQ), and chairperson of five different committees. She was honored by NPHA in 1994 when she was named president emeritus of the organization. Dr. Foster was the recipient of the NPHA Outstanding Scholar Award in 2004.

Dr. Foster has been an educational consultant and trainer to more than 60 school districts, professional organizations, and communities in the areas of educator mentoring, peer program development, community leadership, peer and cross-age tutoring, professional development schools, and program evaluation. She has made more than 90 international, national, state, and regional professional conference presentations with 19 keynote addresses and has experience teaching over 21 different graduate courses. She is a published poet, has developed seven evaluation instruments in mentoring that have been utilized in multiple dissertations, and has published more than 80 professional journal articles, evaluation reports, program manuals, and videos as well as five highly successful books: *Tutoring: Learning by Doing: A Handbook for Middle Grades Tutors*; *Building Helping Skills With Interactive Bulletin Boards*; *More Energizers and Icebreakers for All Ages & Stages, Book 2*; *Tutoring: Learning by Helping*; and *Energizers and Icebreakers for All Ages and Stages*. Dr. Foster is the recipient of over 29 grants and contracts totaling well over \$1,300,000.

As a public school educator for 17 years, Dr. Foster served as a classroom teacher, testing coordinator, director of peer programs, district curriculum and instruction supervisor, director of federal programs, and building level principal. Her 23 years at the university level have included positions as a tenured assistant professor, associate professor, and is currently a tenured full professor.

Dr. Foster has two children: daughter Tiffany Foster, an executive director for a property firm who is married to Major Shane Floyd, with whom she has one son, Foster Henry Floyd; and son, Christopher Foster, a financial advisor with a nationally known finance firm. Appreciating the beach, sea shells, local fish markets, and her friends, Elizabeth Foster enjoys time writing, teaching, gardening, traveling, visiting the beach, and photography. It's a great life!

## JUDITH A. TINDALL



Judith A. Tindall, PhD, is president of Psychological Network, Inc., a full-service psychological group in St. Charles, MO. She is licensed as a psychologist in Missouri and Illinois, and is also a licensed professional counselor and certified teacher, counselor, NAPPP Board-approved trainer, Myers-Briggs Type Indicator® (MBTI®) Master Practitioner and certified custody evaluator. She has been in private practice in St. Charles since the late 1970s as a psychologist and consultant. She has consulted with the Kansas City, Missouri School District (KCMSD), United Nations, and St. Louis Job Corps for the last several years to help set up and support peer resource programs for elementary, middle, high school, and adult programs that involve helping, crisis management, highway traffic safety, and other programs. She has been a consultant at the local, state, and national levels for the public and private sectors, associations, hospitals, schools, colleges and universities, social service agencies, and the faith community. She has assisted those organizations on a wide variety of topics including peer helping, crisis management, team building, conflict management, highway traffic safety strategic planning, community building, leadership development, communication skills, total quality management (TQM), stress management, violence prevention, bullying prevention, sexual harassment, diversity, and MBTI®. She has conducted evaluations for individuals, organizations, states, and grants. She has trained others locally, nationally, and internationally and also has conducted “trainer of trainers” programs.

Prior to this, she worked in public schools for 18 years as a teacher, counselor, and guidance director. She has taught courses at the graduate level at University of Missouri–St. Louis, Webster University, and Lindenwood University. Typical of her E.N.T.J. (her MBTI®), she has been an officer in local, state, and national professional organizations and volunteer organizations, including past president of St. Charles Rotary Club and president of local, state, and national organizations. She serves on the national boards of directors of the National Association of Peer Program Professionals (NAPPP) as president, Bacchus Peer Education Network for Higher Education as secretary, and National Organizations of Youth Safety (NOYS) as vice president, the latter a collaborative group of 40 organizations.

She assisted the National Traffic Highway Safety Administration in evaluating three projects and the Future Farmers of America (FFA) in creating a national evaluation model and needs assessment for their programs and *Programmatic Standards Rubric*. She consults with such groups as UHY Advisors; the Department of Education in Indiana; Cecil County, Maryland; Baldwin County Hoover Schools in Alabama; Kansas City, Missouri School District and Hoover Schools, City of St. Charles; Monsanto; Lutheran Elementary staff; and others. She has helped to develop the Zero Tolerance for Underage Drinking and Driving Curriculum for NAPPP, delivered it to St. Charles City Schools and KCMSD. She has assisted KCMSD to deliver two Youth Saving Youth projects concerning underage drinking and driving lessons to their peers. She currently leads her group in providing mental health services to St. Louis Job Corps. She has worked with the United Nations

on implementing and evaluating a Staff Outreach Support (SOS) program and other crisis training and website materials. She has conducted program evaluation on a variety of training programs for youth.

She has written books and professional journal articles, including articles for the *St. Louis Business Journal* and *St. Charles Business Magazine*. She has written the following books: *Peer Programs: An In-Depth Look at Peer Programs: Planning, Implementation, and Administration*, 2nd ed. (with David R. Black); *Peer Power, Book One: Strategies for the Professional Leader – Becoming an Effective Peer Helper and Conflict Mediator*; *Peer Power, Book One Workbook: Becoming an Effective Peer Helper and Conflict Mediator*; *Peer Power, Book Two: Strategies for the Professional Leader – Applying Peer Helper Skills*; *Peer Power, Book Two Workbook: Applying Peer Helper Skills*; and *Feelings – The 3Rs: Receiving, Reflecting, and Responding*, all published by Routledge. She has appeared on radio and television, including *Good Morning America*, on a variety of topics. She was an invited participant to the White House Conference on working with youth and was recently invited to participate in the Bullying Summit in Washington, DC, supported by six federal agencies.

Dr. Tindall has a PhD in psychology from St. Louis University; Specialist credentials from Southern Illinois University, Edwardsville, in counseling and psychology; an MEd from University of Missouri–Columbia; and a BS in education from Missouri State University in speech and political science. She is married and has two sons and four grandchildren; she enjoys playing golf, spending time with friends, and reading, and is a Cardinal and Billikens fan. She believes that peer programs are an effective strategy to help meet issues facing youth and adults.

## Chapter 1

# Rationale for Evaluation



### *Why Is It Critical?*

*We shouldn't try to do something better until we first determine if we should do it at all.*

—**Dwight D. Eisenhower**

## BOOK INTRODUCTION

Imagine that we are together as you are reading and working through this evaluation text. Our vision is that this evaluation blueprint will guide your thinking and progress as you make decisions about the program in which you are working. It is our intention to provide the tools that you will need to demonstrate that your prevention program is making an impact and a positive difference. Prevention is a slippery slope. When it works, people wonder what you are doing, and when it doesn't work, people wonder what you are doing. So let's think about what you are about to do.

While we are together, please keep notes about your thoughts so you can go back to them later. Write down your questions and have confidence in your skills! Use the reflection sheets that we provide for you to record your queries and “aha” moments.

Don't underestimate the power of a vision. McDonald's founder, Ray Kroc, pictured his empire long before it existed, and he saw how to get there. He invented the company motto—'Quality, service, cleanliness and value'—and kept repeating it to employees for the rest of his life.

— **Kenneth Labich**

We welcome you to this wonderful journey and look forward to a long line of stories that represent success in the fields of prevention through deliberate and data-based evaluation!

## **PURPOSE OF THIS BOOK**

To provide a working guide for professionals in multiple fields of prevention, enabling them to effectively evaluate prevention programs.

## **OVERVIEW**

We believe that evaluation must be an inherent element in any prevention program. Although we (the authors of your book) come from three different backgrounds—public health, mental health, and education—our beliefs merge around common themes and structures. We believe it is important for you to know how we approach the world of evaluation through our own personal and professional philosophies. Our belief structures have remained constant and similar over the 23 years we have known each other.

## **WE BELIEVE**

We believe that all programs that have the potential to affect people, either positively or negatively, should be evaluated annually to ensure standards of equity, practices that promote positive growth, and ongoing program improvement.

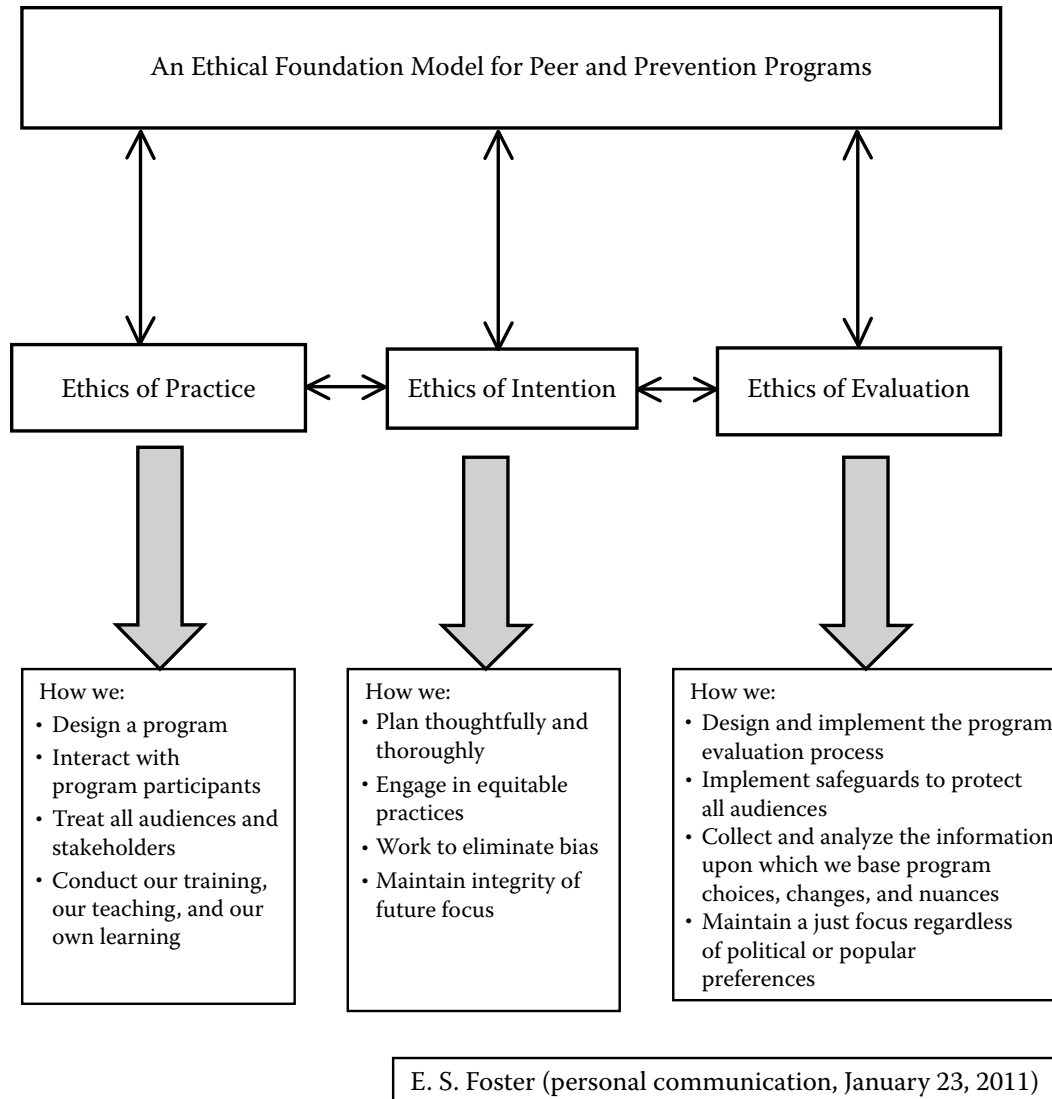
We also believe that the bottom line for program evaluation is that it should be a process that is helpful to the program participants, the agency, and/or the district in which the program exists.

We believe it is important to express our opinions in the context of current research and ethical frameworks.

Last, we believe that prevention programs are often difficult to measure and not designed to “prove facts,” but rather to “uncover truths.”

As we worked together to design your evaluation text, we were true to these beliefs. We also put into writing how our ethics and those for whom we advocate influence our work, our relationships, and our intentions. See [Figure 1.1](#), which outlines how our ethical model is interwoven into this work of evaluation. We invite you to explore this model and apply it to your own work. It is a healthy endeavor to occasionally step back and reflect upon your motivation for work and professional success. As you do this, encourage your colleagues to do the same. Reframing your personal focus and professional approaches to match your ethical identity serves to align your personal theories of practice and reflection. We would entertain any and all feedback you may have on this subject and model.

As you consider our ideas about ethics, it is interesting to think about the people who will be thinking about the program in which you are involved and what they know about it, what they understand about it, and what they



**FIGURE 1.1**

think it should do. Often, when one is involved in the work of prevention, we think everyone understands the inner workings of the organization and the difficulty in showing improvement. When involved with the job of prevention, the mere fact that a program works puts into question (on the part of laypersons) the need for the program at all. Many assume that if there are not clients to serve, it's because the problem has lessened, rather than realizing that the prevention program is actually working. Because of these difficulties, we have committed to providing the tools that will enable prevention specialists to assess program standards, practices, and impact. We don't expect you to *prove* that a specific program works, but rather to be able to report that there are positive effects (if this is the case) and that the program outcomes are indeed a result of the program planning, program design, program participants, program training, and program implementation. Then

you will be able to discuss your program success in terms of predictability rather than as a happenstance or accident. You will be uncovering truths, the truths of the work of prevention. You won't be in the business of trying to convince your naysayers through the language of "Research says ..." but, rather, through the exploration and validation of your day-to-day success. If you simply say, "Research says ..." you will often receive very skeptical responses, because it is so easy for the layperson to say, "You can prove anything with research!" A good response is "Three strikes and you're out" or "Three strikes and you're winning!" It just depends on the rules of the game you're in! Are you bowling or playing baseball?" (E. S. Foster, personal communication, January 22, 2011).

## **BOOK OBJECTIVES**

We have specific objectives for writing this text. One of the ways to measure whether the book objectives are met is to have a pre- and post-test for each chapter, which we have. Additionally, we plan to provide for you a way to measure the accomplishment of these objectives at the conclusion of the text. It is important that the book serve as a model for you as you work to develop an evaluation process that is comprehensive.

### **Objectives of the Book**

- Provide a rationale for comprehensive evaluation.
- Employ ethical measures and procedures during evaluation processes.
- Identify appropriate definitions of both peer programs and prevention programs.
- Establish purpose for writing vision and mission statements.
- Determine appropriate objectives that can be assessed.
- Align the vision statement, mission statement, goals, and objectives.
- Utilize evaluation principles to guide assessment approaches in prevention programs.
- Employ effective evaluation skills related to data collection, data analysis, and program improvement.
- Use appropriate tools to report the results of a program evaluation.
- Design an "evaluation plan."

## **ORGANIZATION**

It will be evident to you, as you scan the chapters, that there is a common organizational structure to the book. This is deliberate and should provide the consistency needed for all of our participants.

## Organization of the Book

You will find in each chapter the following items:

- A pertinent quote
- Pre- and post-tests
- A statement of the purpose of the chapter
- A list of the vocabulary that will be introduced in that chapter
- A summary of the chapter contents
- A reflection sheet
- A notes sheet
- A review of related websites
- Application activities
- Reference information

## STRATEGIES USED THROUGHOUT THE BOOK

- Practice sheets
- Activities to apply
- Case studies
- Readings
- Models



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*Note:* Remember to keep track of strategies!  
You can use them with other prevention leaders and trainers!

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## FOCUS OF CHAPTER 1

This chapter is organized around key concepts related to evaluation, professional development, and initiating change. The interrelationship of these three functions is critical to the emerging leader as the interdependence makes all three stronger. The purpose is to provide the information that you will need at the beginning of your evaluation journey.

## PRE-TEST

1. What is a potential use of a KWHLAQ chart?
2. Define *evaluation* in its most general sense.
3. How does change affect potential evaluation outcomes?