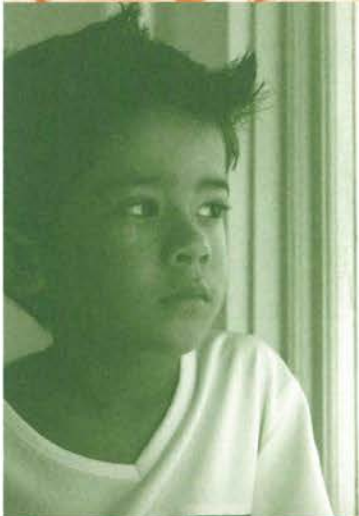


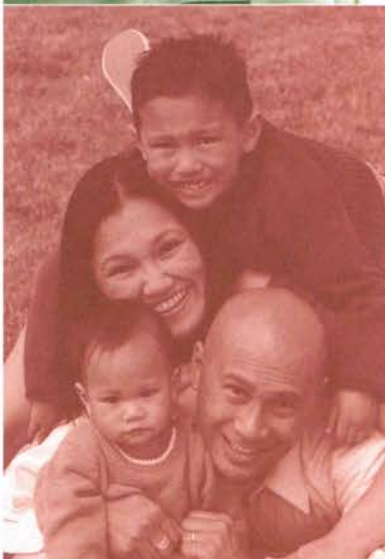
SAPST evaluation survey results

Saint Cloud – December 2011

P&I recipient training



J U N E 2 0 1 2



SAPST evaluation survey results

Saint Cloud – December 2011

JUNE 2012

Prepared by:

Kelsey Imbertson and Amy Leite Bennett

Wilder Research

451 Lexington Parkway North

Saint Paul, Minnesota 55104

651-280-2700

www.wilderresearch.org

Contents

Introduction.....	1
Evaluation design.....	2
Registration feedback.....	3
Overall feedback.....	6
Knowledge outcomes.....	6
Most helpful areas.....	7
Suggestions for improvement.....	8
Satisfaction.....	9
Intention to obtain certification.....	11
Training follow-up.....	12
Using SAPST.....	12
Recommendations.....	16

Figures

1.	Role/Occupation	4
2.	ATOD Prevention Experience (may choose multiple areas)	4
3.	Why did you choose to attend the SAPS training?	5
4.	What do you hope to learn from the SAPS training?.....	5
5.	Degree of knowledge increase in specific areas	6
6.	Degree of new information/ideas learned through training	7
7.	Most helpful aspect of the training	8
8.	Additional topic suggestions.....	8
9.	Suggestions for improvement	9
10.	Overall satisfaction with training.....	10
11.	Reasons participants would recommend training to other	10
12.	Reasons participants do or do not intend to obtain CPP certification.....	11
13.	How participants had used information learned in SAPST	12
14.	Most helpful SAPST module	13
15.	Other helpful aspects of SAPST	13
16.	Suggestions for improvement	14
17.	Requests for further information.....	14
18.	Additional Comments	15

Acknowledgments

Wilder Research would like to extend special appreciation to the Minnesota Department of Human Services staff, the Regional Prevention Center grantees, and Minnesota Prevention Resource Center staff for their assistance with this evaluation. Special thanks also to the training participants who provided the data that made this evaluation possible.

We also wish to thank Jenny Bohlke of Wilder Research for her assistance with this report.

Funding for this evaluation and report was provided by the Minnesota Department of Human Services, Alcohol and Drug Abuse Division.

Introduction

Wilder Research, with funding and assistance from the Minnesota Department of Human Services Alcohol and Drug Abuse Division (ADAD) and in collaboration with the Regional Prevention Coordinators (RPCs), is conducting an evaluation of the Substance Abuse Prevention Specialist Training (SAPST) to assess participant changes in knowledge, overall satisfaction with the training, and suggestions for improvements. The goal of SAPST is to assist participants to design and implement scientifically defensible prevention strategies. As a result of participating in this training, participants will be better able to:

- Understand the history of substance abuse and substance abuse prevention efforts in the U.S.,
- Define science-based prevention and understand its relevance,
- Identify effective prevention principles, programs, and strategies that have been evaluated using the scientific process,
- Use a systematic, scientific process to build effective prevention programs, and
- Determine the effectiveness of existing programs using the criteria described in the training.

The Minnesota Prevention Resource Center (MPRC) coordinates the logistics for the SAPS trainings conducted across the state, funded by and in collaboration with ADAD, and in collaboration with the Regional Prevention Coordinators (RPCs). The RPCs conduct the trainings across the state.

Evaluation design

Because SAPST is an intensive 40-hour training, it was necessary to develop an evaluation that solicited feedback from participants at different stages of the training. The four components include:

- information collected at the time of training registration;
- a daily survey;
- an overall survey;
- a follow-up survey two months after the training.

The evaluation gives participants an opportunity to confidentially offer their opinions on the training as a whole, including aspects of the training that participants find most helpful and areas where trainings could be improved. Trainers and other stakeholders feel it is important to gather feedback daily about specific training modules, as well as feedback about the training overall. Stakeholders are also interested in learning how training participants integrated SAPST into their work upon completion of the training.

In December 2011, the RPCs led a five-day SAPS training in Saint Cloud, Minnesota. This training was provided to fiscal year 2012 Planning and Implementation grantees of the Department of Human Services' ADAD division. All training participants were either coalition coordinators or community members actively engaged in a local coalition or its activities.

This report summarizes the findings from three of four evaluation components mentioned above: registration, overall end of training, and a two month follow-up. Daily evaluations are reviewed trainers and modifications are made to the following days based on any feedback received. Therefore, daily evaluations are not reported in this report.

Characteristics of training participants

Most participants were female (72%) and between 22 and 49 years of age. All participants identified as White and non-Hispanic (100%) (Figures 1-4).

1. Gender (N=18)

	% of participants
Female	72%
Male	28%
Refused to answer	-

2. Age (N=18)

	% of participants
Under 18	-
18-21	-
22-29	22%
30-39	33%
40-49	28%
50-59	17%
60 or older	-
Refused to answer	-

3. Race (N=18)

	% of participants
American Indian or Alaska Native	-
Asian	-
Black/African American	-
Native Hawaiian or Other Pacific Islander	-
White	100%
Refused to answer	-

4. Ethnicity (N=18)

	% of participants
Hispanic	-
Not Hispanic	100%
Refused to answer	-

Registration feedback

Before the training began, participants were asked about their current role/occupation, whether they were a member of a community coalition and what type of areas they have prevention work experience.

In respect to role, many respondents (33%) indicated they were from a youth-serving organization, followed by State, local, or tribal government (25%) (Figure 5). Participants also identified their previous ATOD experience. Nearly all (92%) of participants indicated experience with prevention program planning; more than half (58%) had previous experience with implementing prevention programming and working ‘behind the scenes’. A number of participants (50%) also had experience community organizing (Figure 6).

5. Role/Occupation (N=12)

	% of participants
Youth-serving organizations	33%
State, local, or tribal government	25%
Other organization involved in reducing ATOD use	17%
Schools	17%
Business community	17%
Healthcare	8%

6. ATOD Prevention Experience (may choose multiple areas)

	% of participants
Prevention program planning	92%
Implementing prevention programming	58%
Working ‘behind the scenes’	58%
Community organizing	50%
Seeking funding for prevention programming	33%
Direct prevention service to youth	25%
Direct prevention services to adults	17%
Providing treatment services	8%
Other: Passing public policies	8%
Other: P&I grant	8%

Participants were also asked why they choose to attend the SAPS training and what they hoped to learn. Because this was a Planning and Implementation (P&I) grantee specific training and all attendees were either grant coordinators or part of a P&I coalition, most participants mentioned that it was a grant requirement. Participants were looking to learn specific skills including best practices, motivating coalition members, working with teens and more about substance abuse prevention in general (Figures 7 & 8).

7. Why did you choose to attend the SAPS training? (N=11)

Open-ended responses:

New grantee (2 times).

Grant requirement (6 times).

I am a member of the Whitewater Country Coalition. I am interested in learning more about alcohol treatment and prevention. I work as a licensed psychologist and often see patients with a dual diagnosis.

Recommendation by alcohol coalition coordinator.

Required for P & I Coordinator as part of Cohort II grant. Looks interesting and useful.

8. What do you hope to learn from the SAPS training? (N=8)

Open-ended responses:

More about substance abuse prevention.

Many things. Best practice in the field. More about substance abuse.

Effective prevention methods.

Prevention and intervention strategies.

How to better motivate community members.

How to utilize SAPST.

New skills in working with teens and chemical issues.

New knowledge.

Overall feedback

Knowledge outcomes

Overall, participants said their knowledge increased across almost all training topics. Most participants (68-74%) indicated that their knowledge increased “a great deal” in the following areas:

- the cultural context of prevention (76%),
- impact of drugs on adolescent brain development (68%),
- prevention program planning using SAMHSA’s Prevention Framework (68%),
- risk and protective factors in substance abuse prevention (68%),

Over half (53-63%) of participants reported their knowledge increased “a great deal” in the areas of the role of the media in prevention, developmentally appropriate prevention strategies, ethics, logic model development, media advocacy, and needs assessments (Figure 9).

Half of participants said they had learned “some new information/ideas” (53%) and thirty-seven percent said they learned “a lot of new information/ideas” (Figure 10).

9. Degree of knowledge increase in specific areas (N=19)

Please indicate the degree to which your knowledge increased as a result of the SAPS training.	A great deal	Somewhat	Not at all	Not Applicable
Cultural context of prevention	74%	26%	-	-
Impact of drugs on adolescent brain development	68%	32%	-	-
Prevention program planning using SAMHSA’s Prevention Framework	68%	26%	5%	-
Risk and protective factors in substance abuse prevention	68%	26%	5%	-
The role of the media in prevention	63%	32%	5%	-
Developmentally appropriate prevention strategies	63%	37%	-	-
Ethics	58%	42%	-	-
Logic model development	58%	38%	5%	-
Media advocacy	58%	37%	5%	-
Needs assessments	53%	42%	5%	-
Capacity building	47%	53%	-	-

Note: Row total may vary from 100% due to rounding.

9. Degree of knowledge increase in specific areas (N=19) (continued)

Please indicate the degree to which your knowledge increased as a result of the SAPS training.	A great deal	Somewhat	Not at all	Not Applicable
Evaluation	47%	47%	5%	-
Evidence-based prevention research	42%	58%	-	-
Community readiness assessments	42%	53%	5%	-
Program sustainability	21%	79%	-	-

Note: Row total may vary from 100% due to rounding.

Half of participants said they had learned “some new information/ideas” (53%) and thirty-seven percent said they learned “a lot of new information/ideas” (Figure 10).

10. Degree of new information/ideas learned through training (N=15)

How much new information or ideas did you receive in the training?

A lot of new information/ideas	37%
Some new information/ideas	53%
A little new information/ideas	-
No new information/ideas	-
Missing	10%

Most helpful areas

When asked about the most helpful aspect of SAPST, participants identified a variety of training topics including risk and protective factors, coalition building, logic models and resources such as the Strategic Prevention Framework (SPF) and Minnesota Student Survey (Figure 11).

11. Most helpful aspect of the training (N=14)

Most helpful aspect of the training

Many ideas.

The knowledge of all the trainers.

Coalition- how to build them.

The SPF model. Learning this is a process that takes TIME!

Logic models.

Risk/protective factors surrounding students SPF- coalition help.

Protective factors/risk factors.

Need to process- too much info until I apply it.

Looking over the MN student survey and talking with my P&I about specifics in our schools.

That I can learn to trust people in 5 days that I never knew before.

More about my community.

Examples for interactive activities.

I learn well through activities.

Suggestions for improvement

Participants were asked to identify additional topics they would like to have discussed during the training. Participants' suggestions included more on sustainability, data on prevention programs, and examples of successful projects or ways to apply projects to their coalitions or communities (Figure 12).

12. Additional topic suggestions (N=7)

Topics would have liked to discuss

Prevention topics

More on how to recognize alcohol and drug use and be more educated on alcohol and drugs.

Actual data on problematic behaviors of youth with chemical use. How to identify youth on alcohol etc...

A little more info on prevention programs that are out there, what the stats are. What doesn't work.

Sustainability.

Grant specific questions

More tying into timelines of when to apply to coalitions.

Maybe more on the application?

Other comments

Covered a lot.

Participants provided suggestions for both improving the content of the training, as well as suggestions for improved training logistics. Some examples included having more examples of application, more activities and more table space (Figure 13).

13. Suggestions for improvement (N=10)

Content

Updated research and data (less than 10 years at least).

More on how to recognize alcohol and drug use and be more educated on alcohol and drugs.

More direct examples of application to our actual coalitions.

Less reading, more activities.

Logistics

All in one week so we don't need to travel twice.

Try to spend less time with the introduction. Get to the good stuff!

More table space.

Wider tables.

None.

Satisfaction

Overall, participants were satisfied with SAPST. Every person surveyed responded positively (strongly agree or agree) on every measure except location. Respondents “strongly agreed” there were enough opportunities to ask questions (95%) and felt comfortable contributing to the discussion and that the training was well organized (84%). Many respondents also “strongly agreed” that the information presented applies to their work and that the trainers were knowledgeable (79%). Many also felt that they received sufficient training to apply to their own work (68%) (Figure 14).

14. Overall satisfaction with training (N=19)

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree	Missing
Overall, I am satisfied with this training	53%	47%	-	-	-
There were enough opportunities to ask questions	95%	5%	-	-	-
I felt comfortable contributing to the discussion	84%	16%	-	-	-
The training was well organized	84%	16%	-	-	-
The trainers were knowledgeable	79%	21%	-	-	-
The information presented in SAPST applies to my work.	79%	21%	-	-	-
I received sufficient training so that I can apply what I learned to my own work	68%	32%	-	-	-
The information presented was useful	58%	42%	-	-	-
The location was comfortable.	37%	53%	-	-	10%

Recommend to others

Each respondent indicated that they would recommend the SAPS training to others. Respondents mentioned that they would recommend the training for background information, so those working in the field could all “speak the same language.” Others felt the training was thoughtfully designed. One respondent felt that the training was more applicable to the P&Is than community members (Figure 15).

15. Reasons participants would recommend training to other (N=6)

Reasons participants would recommend training to other

Well set up. Thoughtfully designed.

It was great background information to have.

So we can “speak the same language”

I feel this training was more applicable to the P&Is than myself as a community member. Many of the discussions were specific to the roles of the P&I. I did learn a lot, but I felt like a lot of the time was not directed towards things I could/would be involved in.

Quality training!

Very much.

Helpful towards the cause.

Intention to obtain certification

Seventeen of the 19 training participants (84%) intended to obtain Certified Prevention Professional (CPP) certification after the completion of the training. A few participants reported that the certification would help with their credibility in their work, and others mentioned that it would help them attain future grant funding. Three respondents noted that the training was required for their role. There were no respondents who said they did not intend to obtain certification (Figure 16).

16. Reasons participants do or do not intend to obtain CPP certification (N=13)

Reasons participants who plan to obtain CPP certification

Credibility with others (3 times).

Requirement (3 times)

To assist with my work with youth and families in my home community. I will value this as much as my licensure in other areas in Minnesota.

To help with future grants/funding.

Grant requirement

Integrity of discipline

Integrity

To go further in this field.

Work

Training follow-up

Using SAPST

Twenty participants provided email contact information for the follow-up portion of the SAPST evaluation. Participants were contacted via email by Wilder staff to complete a short survey. A total of thirteen participants completed the survey two months after the end of the training, for a response rate of 65 percent. The remaining participants did not respond to the survey.

All of the respondents indicated that they had used the information learned in SAPST in their career. When asked how, many respondents mentioned that they used the SPF process in some capacity (Figure 17).

17. How participants had used information learned in SAPST (N=10)

Please provide one or two specific examples of how you have used what you learned in the training in your work.

Understanding the SPF process in planning for and delivering prevention services.
Understanding the importance of data-driven decision making to identify priorities and strategies, developing indicators or outcomes to be measures.

Explaining to people where we're at right now in time with the grant. For example explaining the difference between capacity building and assessment phase. Learning about and understanding the model has made a big difference in my conversations with community members.

We use the SPF model in everything we do. We want to evaluate everything to find out whether or not it was effective and worth sustaining.

Presented the SPF to coalition members with handout and also to all 7-12 grade teachers at a faculty meeting.

Ice breakers with coalition members specific events that are more effective than others.

I have used handouts from the training with clients. I learned that hands-on exercises improve memory retention. Now I do more hands-on activities in my teaching.

Used different activities at coalition meetings. In the past, I've used SPF for action planning.

I have adapted some of the SAPST slides for other presentations.

We have used some of this information when we have our student leadership team meeting, and then also when we attend the coalition meetings.

I have used the SPF thought process in building capacity and working towards retaining the capacity we already have

Respondents were asked to identify the SAPST modules they found to be most helpful in their work. Eighty-one percent of respondents said they found the evaluation module helpful. Fifty-five percent of respondents found each of the following modules helpful: prevention research, cultural context of prevention, using human development in prevention, and the media and prevention. Fewer respondents (36%) found the history of ATOD and ATOD prevention the most helpful (Figure 18).

18. Most helpful SAPST module (N=11)

Multiple answers allowed	% of participants
Evaluation	81%
Prevention research	55%
Cultural context of prevention	55%
Using human development in prevention	55%
The media and prevention	55%
The ethics of prevention/Bringing it all together	45%
Prevention program planning	45%
Introduction/History of ATOD and ATOD prevention	36%

In addition to identifying which of the modules were most helpful, respondents were asked to identify other features of the SAPST they found particularly helpful. Respondents mentioned the hands on activities and networking opportunities (Figure 19).

19. Other helpful aspects of SAPST (N=6)

Other than specific modules, what part(s) of the SAPST training did you find most helpful?

I thought that the activity with the various types of opinions (moral crusader, educator, etc...) was helpful. I also thought the activity to review through the evaluATOD website & tools was useful. Additionally, the discussion about what to call youth - kids, children, juveniles, adolescents was good. The color personality was helpful in getting to know the fellow P&Is and I will use it in some capacity with the coalition. I also liked the intro sheets on the tacky wall & the scrapbook pages. The Dr. Brain video was great!

The goal of establishing a common standard and approach to prevention services.

I also appreciated the hands on, getting out of chairs work we did.

I liked the logic model work. Visiting and networking with the other grantees.

It was great to meet others that attended the conference. Also, it was helpful to have the training, especially since the grant is just starting in our area this year. It's great information to have when we meet as a coalition.

Working through lunch.

Respondents were also asked how the SAPST could be modified to be more useful to their work. Several respondents mentioned having more community member involvement. One respondent thought 5 days was too short while another thought it could have been covered in 4 days (Figure 20).

20. Suggestions for improvement (N=6)

How could SAPST training be made more useful to your work?

Focus more on coalition building and sustainability.

Encourage community volunteers to bond together as a group for an evening function.

More time to look at local data as it relates to SPF.

It is so much information in the 5 days. I wish there was more time to cover some of the topics (i.e. cultural awareness). But, overall the training was very well planned with a lot of good information.

Would like more community members to attend, but 5 day commitment to the training is challenging. It would be nice if components of the module were available online.

Shorten it from five to four days.

Eight of the respondents indicated that they would like additional training related to youth alcohol, tobacco and other drug (ATOD) prevention. Three said they did not want additional training. Of those who would like additional training, several mentioned learning how to work with youth, what effective practices are as well as access to more data on youth substance abuse (Figure 21).

21. Requests for further information (N=6)

Would you like additional training related to youth alcohol, tobacco and other drug (ATOD) prevention? In what topics?

Aligning substance abuse prevention with mental health prevention, the utilization of the Minnesota Student Survey instrument and its results to plan for substance abuse and mental health prevention

Working with youth

Effective programming/tools for elementary kids.

Adolescent Brain Development. Social costs of underage use research. Research regarding increased likelihood of addiction based on early use. In other words, access to/copies of these studies and more in depth information on the harms to individuals and society. We live in a data driven era.

How to work with teens that have suspected abuse. Treatment approaches to one who is under the influence. How to deal with defensive reactions from these clients.

When starting a youth group from 'scratch', how to go about recruiting and retaining the youth.

Five respondents provided additional comments about the SAPS training and shared their appreciation for the training content and staffing (Figure 22).

22. Additional Comments (N=5)

Please feel free to share any other comments about the SAPST training.

This is an important workforce development vehicle and we need to keep this going.

The handbooks were well organized and are a great resource. The faculty were great. It was very convenient having the food, training and lodging all in the same location. It was important to have DHS there. We should have been required to sit with our community member.

I had the wrong address for the CPP it just went back in the mail. SAPST was great information and worthwhile, the different ways the info was presented kept it interesting!

It was very well thought out. Being a community person, I felt the evening times could have been better planned out. Maybe it was just me, but I wasn't impressed by the oversight of being overlooked. Thank you.

Great training. Wish it could be done in the summer also. Overall though it was a great conference.

Certified Prevention Professional certification

At the time of the follow-up survey, four of the participants had received the Certified Prevention Professional (CPP) certification. Five of the remaining seven participants indicated that they intended to receive certification.

Recommendations

Based on the findings from this evaluation, Wilder Research recommends for improving SAPS training:

- Share more examples of successful strategies or methods that have had positive outcomes from other programs or coalitions.
- Prepare to accommodate both grantee and community member needs.
- Clarify the CPP certification process for participants.
- Continue using SAPST evaluation data (from individual trainings and aggregated across trainings) to assess success of changes and identify additional areas of training strengths and opportunities.