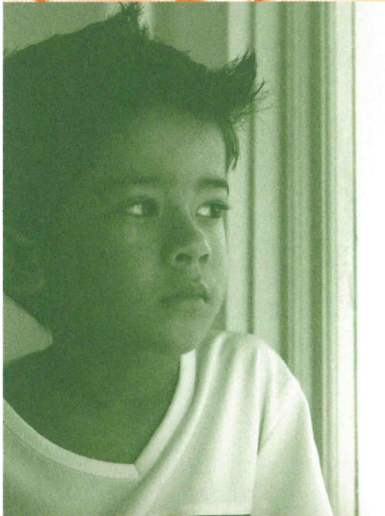


Wilder  
Research

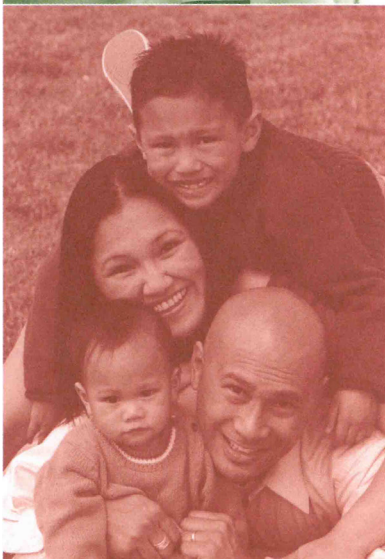


# ATOD Project Northland training evaluation report

*Summary of results:  
July-December 2012*



M A R C H 2 0 1 3



# ATOD Project Northland training evaluation report

*Summary of results:  
September-December 2012*

**March 2013**

Prepared by:  
Nora Johnson

Wilder Research  
451 Lexington Parkway North  
Saint Paul, Minnesota 55104  
651-280-2700  
[www.wilderresearch.org](http://www.wilderresearch.org)

# Contents

Background.....	1
Description of respondents .....	3
Results.....	5
Recommendations.....	10
Appendix.....	11
Open-end comments .....	11
Survey .....	14

# Figures

1. Respondents by region.....	1
2. Characteristics of training participants .....	3
3. Reasons for training attendance .....	4
4. Participants' satisfaction with Project Northland training.....	5
6. Helpfulness of Project Northland training components.....	6
5. Participants' satisfaction with Class Action training.....	7
7. Helpfulness of Class Action training components.....	8
8. Participants' perception of Project Northland.....	9
9. Participants' perception of Class Action.....	9

# Acknowledgments

Wilder Research would like to extend special appreciation to the Regional Prevention Coordinators with their support in collecting the necessary surveys for this evaluation.

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

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

# Background

Regional Prevention Coordinators (RPCs) train teachers, other school staff, and other interested stakeholders in the Project Northland and Class Action ATOD prevention curricula. As part of the ongoing evaluation of the RPCs' work conducted by Wilder Research, a survey was developed to assess participants' satisfaction with the Project Northland training.

Between July 2012 and December 2012, five of the six RPCs trained 49 individuals on Project Northland or Class Action curricula. A total of 40 surveys were received (26 for Project Northland and 14 for Class Action) for an overall response rate of 82 percent. Two RPCs conducted trainings outside of their home regions (RPCs from Regions 4 & 5). Figure 1 indicates which region's RPC conducted each training, while Figure 2 indicates where trainings took place.

---

## 1. RPCs by region

	Project Northland Surveys		Class Action Surveys	
	(RPC region; N=26)		(RPC region; N=14)	
	N	%	N	%
Region 1	8	31%	0	0%
Region 2	0	0%	0	0%
Region 3	2	8%	0	0%
Region 4	10	38%	8	57%
Region 5	6	23%	6	43%
Region 6	0	0%	0	0%
Region 7	0	0%	0	0%

---

## 2. Training by region

	Project Northland Surveys		Class Action Surveys	
	(Training region; N=26)		(Training region; N=14)	
	N	%	N	%
Region 1	8	31%	0	0%
Region 2	0	0%	0	0%
Region 3	9	35%	3	21%
Region 4	5	19%	5	36%
Region 5	4	15%	3	21%
Region 6	0	0%	0	0%
Region 7	0	0%	3	21%

RPCs ask training participants to complete the survey at the end of each training session. Surveys are then shared with Wilder Research for data entry, analysis, and reporting. A full report of all Project Northland and Class Action training activities completed through fiscal year 2013 (July 2012 – June 2013) will be completed in July 2013.

# Description of respondents

Respondents for Project Northland and Class Action trainings were split almost equally between males (42%; 43% respectively) and females (58%; 57% respectively). Seventy-three percent of Project Northland respondents were between 25-44 years of age and 23 percent were 45-64. The majority of Class Action respondents were also between 25-44 (93%) while the remaining seven percent were in the 45-64 age range. Most respondents were White (93-96%; Figure 3).

---

### 3. Characteristics of training participants

	% Project Northland (N=26)	% Class Action (N=14)
<b>Gender</b>		
Male	42%	43%
Female	58%	57%
<b>Age</b>		
21-24	4%	0%
25-44	73%	93%
45-64	23%	7%
<b>Race/Ethnicity</b>		
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	4%	7%
White or Caucasian	96%	93%
Hispanic or Latino	0%	0%
Other	0%	0%

## Reason for attending training

Seventy-three percent of participants indicated that they were required by their employer to attend the Project Northland training, and 73 percent said that they were interested in learning how to best teach Project Northland. More than half (54%) indicated that they were interested in learning more about the curriculum. Fifty-seven percent of Class Action respondents were required by their employer to attend or wanted to learn more about Class Action. Half (50%) wanted to learn best how to teach Class Action and the remaining seven percent attended for other reasons. Respondents could select more than one response option (Figure 4).

---

### 4. Reasons for training attendance

Why did you attend this training? (check all that apply)	Project Northland (N=26)	Class Action (N=14)
My employer required that I attend.	73%	57%
I wanted to learn more about Project Northland.	54%	57%
I wanted to learn best how to teach Project Northland.	73%	50%
Other.	0%	7%*

**Note** Some respondents indicated more than one reason for attending. Totals do not equal 100%.

\*Other responses included "Tag teams with our Science Unit".



# Results

## *Satisfaction with training*

### **Project Northland**

Participants were generally satisfied with the Project Northland training. All respondents “agreed” or “strongly agreed” that there were enough opportunities to ask questions, the trainer was knowledgeable, they learned something new from the training, the information presented was useful and that they would recommend the training to others (Figure 4).

Ninety-six percent of Project Northland participants “agreed” or “strongly agreed” that the training was well organized, that they understand how to combine the classroom, parent, peer leadership, and community activities to consistently engage kids in prevention beyond the classroom, and that they feel prepared to answer students’ questions (Figure 5). Most respondents “agreed” or “strongly agreed” that they feel prepared to present the curriculum to the students (93%) and that the location was comfortable (85%).

---

#### **5. Participants’ satisfaction with Project Northland training (N=25-26)**

<b>How much do you agree or disagree with the following statements?</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
There were enough opportunities to ask questions.	85%	15%	0%	0%
The trainer was knowledgeable.	85%	15%	0%	0%
I learned something new from the training.	73%	27%	0%	0%
The information presented was useful.	69%	31%	0%	0%
I would recommend this training to others.	69%	31%	0%	0%
The training was well organized.	65%	31%	4%	0%
I understand how to combine the classroom, parent, peer leadership, and community activities to consistently engage kids in prevention beyond the classroom.	56%	40%	4%	0%
I feel prepared to present the curriculum to the students.	54%	39%	7%	0%
I feel prepared to answer students’ questions.	54%	42%	4%	0%
The location was comfortable.	46%	39%	12%	4%

Additionally, most Project Northland participants (88%) felt the handouts/manuals were “very helpful” (Figure 5). Slightly fewer felt the group activities (68%) were “very helpful,” although everyone rated them at least “somewhat helpful.” For the questions regarding presentation of the materials and lesson planning, there were two versions of the survey administered; one in which these questions were combined, and the other where they were split out. Of those that completed the version in which the two were split, 94 percent of respondents rated the presentation of materials and the lesson planning/reviewing of materials for the classroom as “very helpful.” Of those that completed the version in which these questions were combined, 60 percent, or six of the 10 respondents, found the lesson planning/presentation to be “very helpful.”

---

## 6. Helpfulness of Project Northland training components (N=25-26)

Please rate the helpfulness of the following training components.	Very helpful	Somewhat helpful	Not at all helpful	Missing
Handouts/manuals	89%	12%	0%	0%
Group activities	68%	24%	0%	8%
Presentation of materials* (N=16)	94%	6%	0%	0%
Lesson planning/reviewing materials for your classroom* (N=16)	94%	6%	0%	0%
Lesson planning/presentation* (N=10)	60%	30%	0%	10%

*\*Note: Two versions of the training evaluation survey were used during data collection. There were a total of 10 individuals that filled out the former version of the survey in which lesson planning was combined with presentation while 16 individuals completed a survey in which presentation of materials and lesson planning was separated.*

*Rows may not add up to 100% due to rounding.*

When asked to identify the most helpful thing learned from the Project Northland training, several noted walking through the curriculum and becoming familiar with the materials. Others felt the opportunities that the training provided to network with other educators was most helpful. Still others that had been to the training before mentioned the helpfulness of an additional training to refresh the information (Appendix A1).

Most respondents had nothing to add when asked how the Project Northland training could be improved and rather had only positive comments about the event. The few suggestions for improving the training focused on improving the materials distributed or various logistics issues, such as offering individualized trainings on each specific curriculum, a better facility, and having more meetings (Appendix A2).

## Class Action

As for the Class Action curriculum training, almost all (71-86%) respondents “agreed” or “strongly agreed that there were enough opportunities to ask questions, that the location was comfortable and that the trainer was knowledgeable (Figure 7). One respondent “strongly disagreed” to almost all of the statements. Almost all respondents (93%) also “agreed” or “strongly agreed” that the information presented was useful, that they learned something new from the training, that they would recommend the training to others and that the training was well organized. Seventy-nine percent of respondents “agreed” or “strongly agreed” that they understood how to combine the classroom, parent, peer leadership, and community activities to constantly engage kids in prevention beyond the classroom, that they feel prepared to present the curriculum to the students and that they feel prepared to answer student’s questions.

---

### 7. Participants’ satisfaction with Class Action training (N=13-14)

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
There were enough opportunities to ask questions.	86%	7%	0%	7%
The location was comfortable.	79%	21%	0%	0%
The trainer was knowledgeable.	71%	21%	0%	7%
The information presented was useful.	57%	36%	0%	7%
I learned something new from the training.	50%	43%	0%	7%
I would recommend this training to others.	50%	43%	0%	7%
The training was well organized.	50%	43%	0%	7%
I understand how to combine the classroom, parent, peer leadership, and community activities to consistently engage kids in prevention beyond the classroom.	29%	50%	14%	7%
I feel prepared to present the curriculum to the students.	21%	57%	14%	7%
I feel prepared to answer students’ questions.	15%	69%	7%	7%

Like Project Northland participants, Class Action participants were generally satisfied with the training (Figure 8). Most participants (93%) felt that the handouts/manuals and the presentation of materials were “very helpful.” Slightly over three quarters of participants (77%) felt that the lesson planning/reviewing of materials for the classroom was “very helpful.” Over half of participants (58%) felt the group activities were “very helpful,” while 33 percent felt they were “somewhat helpful” and eight percent felt they were “not at all helpful.”

---

## 8. Helpfulness of Class Action training components (N=12-14)

<b>Please rate the helpfulness of the following training components.</b>	<b>Very helpful</b>	<b>Somewhat helpful</b>	<b>Not at all helpful</b>
Handouts/manuals	93%	7%	0%
Group activities	58%	33%	8%
Presentation of materials	93%	7%	0%
Lesson planning/reviewing materials for your classroom	77%	23%	0%

When asked to identify the most helpful thing learned from the Class Action training, most respondents cited the ability to go through the curriculum and practice or ask questions as needed (Appendix A1).

Similarly, many respondents had only positive things to add when asked how the Class Action training could be improved. Those that did have suggestions recommended spending more time on the curriculum and providing additional time for practice and planning for implementation in the classroom (Appendix A2).

## *Perception of curriculum*

### **Project Northland and Class Action**

All participants “agreed” or “strongly agreed” that the content of the Project Northland and Class Action curriculums would be interesting to today’s youth, that the curriculum is a useful tool to help prevent teen alcohol use, and that the materials to assist them in teaching the curriculum are easy to understand (Figures 9-10).

---

#### **9. Participants’ perception of Project Northland (N=26)**

<b>How much do you agree or disagree with the following statements?</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I feel the curriculum is a useful tool to help prevent teen alcohol use.	77%	23%	0%	0%
The materials to assist me in teaching the curriculum area easy to understand.	77%	23%	0%	0%
The content of the curriculum will be interesting to today’s youth.	65%	34%	0%	0%

---

#### **10. Participants’ perception of Class Action (N=12-14)**

<b>How much do you agree or disagree with the following statements?</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I feel the curriculum is a useful tool to help prevent teen alcohol use.	58%	42%	0%	0%
The materials to assist me in teaching the curriculum area easy to understand.	71%	29%	0%	0%
The content of the curriculum will be interesting to today’s youth.	71%	29%	0%	0%

# Recommendations

Although participants were generally satisfied with the trainings, several provided suggestions for improving future trainings. Based on the findings, the following list presents key recommendations to consider in planning for future trainings. For a full listing of all participant recommendations, please refer to the appendix.

- Consider opportunities to allow additional time for hands-on lesson planning during the training time to allow teachers to feel more prepared to teach the curriculum to students.
- Encourage participants to engage one another in lesson planning activities to further prepare teachers for the classroom.
- Make sure the most up-to-date version of the evaluation tool is used to assess each training.

# Appendix

## *Open-end comments*

---

### **A1. Open ends: What is the most helpful thing you learned from this training?**

---

#### ***Project Northland***

---

##### **Curriculum implementation**

---

Implementing the curriculum and building off previous years information/activities.

---

How to implement the curriculum.

---

How to implement new curriculum.

---

How to read curriculum.

---

Outline of how to present the info to class

---

The curriculum

---

I liked the Home Team projects.

---

It was great to have the opportunity to go page by page through the books and lessons.

---

Looking at the curriculum

---

##### **Refresher**

---

Being taught the program again. Nice to have a refresher course.

---

Refresher.

---

Refreshing the information.

---

##### **Networking**

---

Collaboration with other schools.

---

Conversations with other teachers.

---

Opportunity to collaborate with other teachers.

---

What's going on in other schools.

---

##### **Materials**

---

The ease of use of the training materials.

---

Manuals to follow along with ☺

---

##### **Benefit to youth**

---

New fun methods of helping students delay and/or avoid using alcohol.

---

Activities will be great for youths.

---

The opportunities that kids have to make positive decisions through healthy curriculum.

---

---

**A1. Open ends: What is the most helpful thing you learned from this training?  
(continued)**

---

***Project Northland***

---

**Other**

---

Overall, it was very informative!

---

I really liked the hands-on part...it was great.

---

N/A

---

It was very [illegible]

---

Information regarding where to go for help.

---

***Class Action***

---

**Curriculum implementation**

---

Just how to present the material to the kids.

---

The order of the lesson and how to implement in the classroom.

---

Being able to ask questions.

---

Going over the manual, case books, other materials together as a group was very helpful.

---

The lay out of the curriculum and the goals and objectives.

---

Brainstorming on how to implement it within our specific school.

---

I love that the evidence and materials are provided, and that directions are clear.

---

How to implement the training with fidelity.

---

How the Class Action curriculum is set up.

---

How to go through the material and present it to students.

---

**Refresher**

---

This was easier to follow after having training last year.

---

**Networking**

---

Being able to collaborate with other staff.

---



---

**A2. Open ends: Do you have any suggestions for how to improve the Project Northland training?**

---

**Do you have any suggestions for how to improve the Project Northland training?**

---

***Project Northland***

---

**Materials**

---

BINDERS

---

Binder with materials copied.

---

**More meetings**

---

Let's meet again. ☺

---

**Individualized trainings**

---

Would be nice to have training only for Slick Tracy, but understandable to do all areas for time.

---

**Better facility**

---

A better facility to have meetings.

---

**No suggestions**

---

No, [RPC] did a great job.

---

Already great. Great presenter, excellent work [RPC]. Thank you! ☺

---

Very good presentation.

---

None.

---

It was great-no suggestions at this time.

---

N/A

---

No, good job!

---

None-excellent!

---

Nope.

---

No. (2 respondents)

---

Not at this time. (2 respondents)

---

***Class Action***

---

**Examples/More on implementation**

---

Perhaps more training or time during the training to look at other cases.

---

See examples of how/what a presentation looks like

---

Perhaps you could offer implementation scenarios? Scheduling options, etc.

---

A mock session would be nice, but others opted out. It was offered.

---

**No suggestions**

---

None (4)

---

Nothing. (2)

---

Nope.

---

N/A.

---

# Survey

## Project Northland Training survey

We are requesting your feedback regarding the Project Northland training. Please complete the following survey. All individual responses will be confidential.

1. How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
a. The information presented was useful.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
b. I learned something new from this training.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
c. The training was well organized.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
d. The trainer was knowledgeable.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
e. There were enough opportunities to ask questions.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
f. I feel prepared to present the curriculum to the students.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
g. I feel prepared to answer students' questions.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
h. I understand how to combine the classroom, parent, peer leadership, and community activities to consistently engage kids in prevention beyond the classroom.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
i. The location was comfortable (sound level, temperature, etc.).	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
j. I would recommend this training to other colleagues.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

2. Please rate the helpfulness of the following training components.

	Very helpful	Somewhat helpful	Not at all helpful	Did not do this activity
a. Handouts/manuals	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>8</sup>
b. Group activities	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>8</sup>
c. Presentation of materials	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>8</sup>
d. Lesson planning/reviewing materials for your classroom	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>8</sup>

3. What is the most helpful thing you learned from this training?

---



---

4. Do you have any suggestions for how to improve the Project Northland training?

---



---

5. Please tell us how much you agree or disagree with the following statements about the Project Northland curriculum.

	Strongly agree	Agree	Disagree	Strongly disagree
a. The content of the curriculum will be interesting to today's youth.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
b. The materials to assist me in teaching the curriculum are easy to understand.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
c. I feel the curriculum is a useful tool to help prevent teen alcohol use.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

6. Why did you attend this training (CHECK ALL THAT APPLY)

- <sup>1</sup> My employer required that I attend  
<sup>2</sup> I wanted to learn more about Project Northland  
<sup>3</sup> I wanted to learn best how to teach Project Northland.  
<sup>4</sup> Other (Specify: \_\_\_\_\_)

7. What is your gender?

- <sup>1</sup> Male      <sup>2</sup> Female

8. What is your age?

- <sup>1</sup> 12-14      <sup>3</sup> 18-20      <sup>5</sup> 25-44      <sup>7</sup> 65+  
<sup>2</sup> 15-17      <sup>4</sup> 21-24      <sup>6</sup> 45-64

9. What is your race?

- <sup>1</sup> American Indian or Alaska Native      <sup>5</sup> White  
<sup>2</sup> Asian      <sup>6</sup> Other (Specify: \_\_\_\_\_)  
<sup>3</sup> Black or African American  
<sup>4</sup> Native Hawaiian or Other Pacific Islander

10. What is your ethnicity?

- <sup>1</sup> Hispanic or Latino      <sup>2</sup> **NOT** Hispanic or Latino

11. Which of the following best describes you/your position in terms of your interest in this training?

- <sup>1</sup> Youth      <sup>5</sup> Schools      <sup>9</sup> Civic and volunteer group  
<sup>2</sup> Parent      <sup>6</sup> Youth-serving organizations      <sup>10</sup> Healthcare professional  
<sup>3</sup> Business community      <sup>7</sup> Law enforcement agency      <sup>11</sup> State, local, or tribal government  
<sup>4</sup> Media      <sup>8</sup> Spiritual or fraternal organization      <sup>12</sup> Other organization involved in reducing abuse

12. Please select the region where the training took place.

- <sup>1</sup> Region 1 (Northwest MN)      <sup>5</sup> Region 5 (Southwest MN)  
<sup>2</sup> Region 2 (Northeast MN)      <sup>6</sup> Region 6 (Southeast MN)  
<sup>3</sup> Region 3 (West Central MNI)      <sup>7</sup> Region 7 (Metro)  
<sup>4</sup> Region 4 (East Central MN)

13. What school district do you represent? \_\_\_\_\_

14. Which of the following curricula did you receive training? Please check all that apply.

- <sup>1</sup> Slick Tracy      <sup>2</sup> Amazing Alternatives      <sup>3</sup> Powerlines