
PURPOSE OF THE EVALUATION

The purpose of this report was to share the results of the 2008 SafeGrad Celebration evaluation. The following three methods were used to inform this evaluation:

- 1) SafeGrad Workshop Feedback Form
- 2) Staff Advisor Feedback Survey
- 3) Resource Person Focus Group

This information will be used to inform the planning of future years to ensure that the SafeGrad program is meeting the needs for Students, Staff Advisors and also those individuals and community partners who assist in the role as Resource Person. This report also provides suggestions for the 2009 SafeGrad Celebration.

SAFEGRAD WORKSHOP FEEDBACK FORM

KEY FINDINGS:

- Ian Tyson, For the Record and Robert Solomon were rated as the top sessions for both the most valuable in promoting safe party messages and most liked at the workshop.
- Robert Solomon, the liability information, and the "For the Record" video are recommended to be repeated at next year's workshop.
- Many participants indicated that a more interactive approach would improve the workshop.
- Some participants noted that they disliked the food.
- Mitch's story related more to the use of helmets and should be more relevant to drinking and driving.
- Revise the Sex & Drugs session – it is an important topic and could be presented back at the schools.
- Add more time throughout the day for action planning to integrate options for safer graduation/partying.
- Repeat the "Don't Drink & Drive" message in the schools.
- Do not show the graphic video during lunch.
- Commercials were well liked and should be added to a presentation session.
- Displays were well liked – more should be added and also allow more time for Students to view them.

STAFF ADVISOR FEEDBACK SURVEY

KEY FINDINGS:

- Staff Advisors learned about their role by a variety of means, most common method was through the workshop workbook.
- There was inconsistency in the clarity of the communication of the intended role of the Staff Advisor.

- Staff Advisors reported that most of the expectations specific to their role were on average viewed as somewhat or very appropriate.
- Completing the evaluation form and final report were expectations that were not as achievable.
- Public Health Nurses and other Resource People (Police, Addiction Services, MADD and MTO) were rated as the most useful for action planning.
- The SafeGrad website was noted as the least useful resource for action planning.
- Staff Advisors were most able to provide support to the Students by answering their questions and least able to ensure that the final report was submitted.
- Limited Student participation and/or interest as well as Staff Advisor workload were reported as barriers to participating in the SafeGrad program.
- Prize money was not perceived to be a motivating or contributing factor to Student participation in organizing activities, influencing the quality of the Action Plan report and also submitting the report by the May 16th deadline.
- Half of the participating Staff Advisors indicated that it was very likely that they would be willing to repeat their role in the following year.
- Preference for workshop to be held earlier in the year.

RESOURCE PERSON FOCUS GROUP

*Evaluation provided by Jim Madden, Program Evaluator, Research, Evaluation, Education & Development Services, MLHU

KEY FINDINGS:

- There was an apparent lack of clarity about the intended role of Resource Person.
- Some participants perceived that there had been a change in the expectations from more of a passive "call me if you need me" to a more proactive role.
- Some participants felt strongly that the workshop was offered too late in the school year, in terms of time needed to plan ahead, elicit participation, etc.
- In cases where Students were planning off site grad events, the Students planning the event tended to become a fundraising committee and SafeGrad activities were diminished in some cases.
- The power of the program lies in the "peer-to-peer" dimension.
- There were a number of recommendations made to strengthen the role and participation of Resource Persons, centred around ways to strengthen the link between Resource People, Staff Advisors and Students, and increasing the commitment of principals, teachers and Students.

RECOMMENDATIONS FOR 2009

Staff Advisor and Resource Person role (expectations, best mediums to communicate)

- Clarify intended role and expectations of Staff Advisor and Resource Person.
- Use written communication when communicating role of Staff Advisor.
- Provide an orientation for Staff Advisors and Resource Persons outlining intended roles, expectations and how to access specific resources.
- Ensure Staff Advisors and Resource Persons sign a form indicating their understanding, agreement and commitments to their role in the SafeGrad Program.
- Acknowledge Staff Advisor and Resource Person workload outside of their role in the SafeGrad Program.

Student evaluation

- Determine an appropriate incentive to encourage students to complete the evaluation.

Student Action Plan

- Revise the School Action Plan requirements to make it easier to develop.
- Collaborate with other school committees.
- Encourage students on the SafeGrad Committee to help other students develop safer partying practices if planning off school property events.
- Provide in-depth assistance to graduating students in jointly developing a plan.
- Promote parental involvement in party planning, especially if the graduation event is off site.

SafeGrad website

- Use of student evaluations to determine effectiveness of the website and ideas for improvement.
- In addition to providing workshops and other assistance, the website should offer all similar information and step by step actions for particular resources.

SafeGrad Workshop

- Students from the previous year could be brought in to the SafeGrad workshop, to share ideas, successes and enthusiasm, to the current year's program.
- Staff Advisors should take a Student's leadership status among their peers into consideration when choosing school representatives for the workshop

SafeGrad Scheduling

- Review the schedules of students and teachers to determine if other activities are taking place close to workshop dates.
- Provide workshops before prom planning begins.
- Consider a spring and fall workshop for 2009.

Increasing awareness and knowledge

- Use a variety of strategies to increase knowledge and awareness including:
 - Case scenarios (interactive)
 - Announcements
 - Assemblies (those who want to attend sign up)
 - New approaches to disseminate information
 - New information

Incentives

- Explore the feasibility of other incentives including hiring a police officer/security for the party, flower shop or limousine services gift certificates or other prizes that promote safer partying.

REPORT PREPARED BY:

Author:

Stacy Miller, MSc, *Program Evaluator*, Research, Education, Evaluation & Development Services, Middlesex-London Health Unit

With Contributions from:

Jim Madden, *Manager – Family Health Promotion Team*, Family Health Services, Middlesex-London Health Unit

Kristie Jones, RN, BScN, *Public Health Nurse*, Injury Prevention Team, Health Promotion, Elgin St. Thomas Public Health

Nadine Cruickshank, RN, BScN, *Public Health Nurse*, Environmental Health and Chronic Disease Prevention Services, Middlesex-London Health Unit

Joyce Castanza, RN, BScN, *Public Health Nurse*, Environmental Health and Chronic Disease Prevention Services, Middlesex-London Health Unit

ACKNOWLEDGEMENTS

Charlene Beynon, *Director*, Research, Education, Evaluation & Development Services, Middlesex-London Health Unit

Joyce Castanza, RN, BScN, *Public Health Nurse*, Environmental Health and Chronic Disease Prevention Services, Middlesex-London Health Unit

Mary Lou Albanese, RN, BScN, MSA, *Manager – Chronic Disease & Injury Prevention Team*, Environmental Health and Chronic Disease Prevention Services, Middlesex-London Health Unit

MIDDLESEX-LONDON HEALTH UNIT

50 King St., London, ON N6A 5L7

tel: (519) 663-5317 • fax: (519) 663-9581

health@mlhu.on.ca



STRATHROY OFFICE – KENWICK MALL

51 Front St. E., Strathroy, ON N7G 1Y5

tel: (519) 245-3230 • fax: (519) 245-4772

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