


July

1997

REACHING OUT TOGETHER



REDUCING THE HARM CAUSED BY TOBACCO USE AMONG ABORIGINAL YOUTH

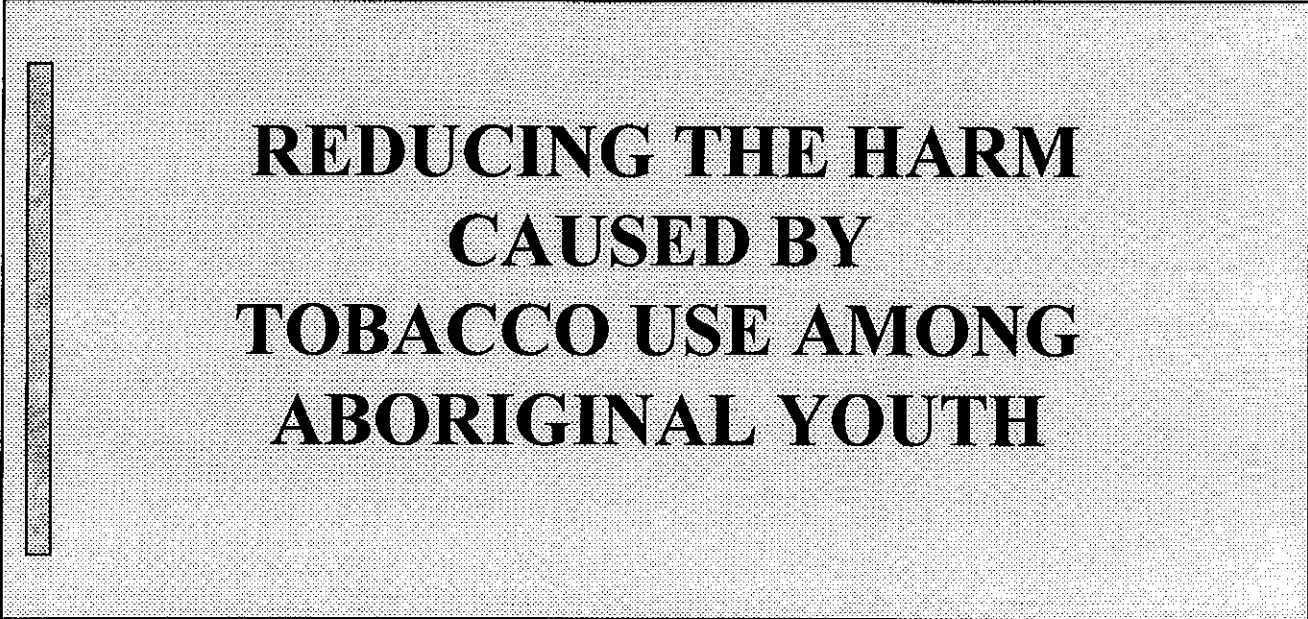
FINAL EVALUATION REPORT

SUBMITTED BY:

HANSON COMMUNITY RESOURCES LTD.

JULY 1997

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1.0 Evaluation Process

This formative and summative evaluation was performed by Hanson Community Resources Ltd. (HCR) and designed in conjunction with the Edmonton Social Planning Council (ESPC). It was decided at the onset of the evaluation process that emphasis would be placed on the formative activities, with the summative activities forming the smaller part of the evaluator's responsibilities.

Intrinsic to the formative process, the evaluators were assigned to work closely with project staff, using the staff as appropriate mechanisms and channels for the collection and reporting of evaluation data. In this manner the information collection strategies developed for the formal evaluation components of the project became part of the standard reporting systems used throughout this project.

Through participant observation of project activities, the review of project documents, interviews with project participants and project staff, meetings and discussions with youth involved in the project both as contributors to the design of the project and as recipients of the messages, HCR collected a combination of qualitative and quantitative information covering all facets and phases of the project.

The evaluation examined the initiative from the perspectives of:

1. Design and Implementation
2. Process and Structure
3. Outcomes and Results

The participatory evaluation activities are as follows:

Formative responsibilities:

- a) Record and document the key developments within the project.
- b) Assess the projects progress toward supporting the awareness and use of harm reduction strategies among Aboriginal youth in relation to tobacco use; its contribution to the development and enhancement of health promotion strategies; its influence on community development and within the participating target population.

Summative responsibilities:

- a) Determine the outcomes generated by the project in respect to the specific learner expectations identified within the project proposal – attitude objectives, knowledge objectives, and skill objectives.

- b) Preparation of a summary final evaluation report (10 to 15 pages) which outlines the evaluation method, the major findings and critiques the potential of the program model for use in other school settings.

1.1 Methodology

Hanson Community Resources Ltd. (HCR) facilitated a multi-level evaluation of the *Reaching Out Together Project*. Participants in this evaluation were the ESPC, two members of the teaching staff at the Boyle Street Co-op, student participants, a contract media specialist, and Hanson Community Resources Ltd. (HCR).

Evaluation activities performed by HCR included development of data gathering strategies, development of a database for statistical collection, on-site observations and participation in instructional sessions (at the school site, ESPC site and the U of A drama site). Individual interviews with stakeholders were held and HCR attended meetings and planning sessions as required.

Formative activities which HCR was involved in:

- 1 meeting with the Program Implementation Working Group
- 10 sessions / activities with the class
- 2 Focus groups with students
- 3 meetings with the teachers
- 1 meeting with the multi-media consultant
- Telephone consultation
- Pre and post discussion with ESPC Program Director
- On going project reviews with the Project Manager

1.2 Limitations

1.2.1 Evaluation Approach

The proposal of July 1996 described the use of a case study approach and the use of a pre and post delivery survey to measure knowledge, attitudes and behavior changes among the student participants. This collection format was revised due to the evaluator commencing involvement after the project was underway at the Boyle Street Co-op, combined with the fluctuation in the student participation rate (see Appendix A). The revised evaluation methodology focussed on the formative activities of the project rather than on strategies such as pre and post measurements.

1.2.2 Student Attendance

Student attendance / participation rates were a critical factor in the challenges involved in gathering quantitative data. As Appendix A indicates, attendance dropped by more than 50% over the course of 4 months. A significant factor in this was the reduction in registered students from 23 in May to 15 in June. The issue of student attendance must be framed within the context that this "class"¹ had the highest attendance of the three options offered during this term at the school. The complex personal lives of the student population (i.e. the need to attend to emergency housing, health and financial issues) combined with increasingly nicer weather as the class progressed were factors attributed to reduced attendance.

1.2.3 Project Vision / Role Clarification

The concept of what a student-owned multi-media presentation could look like was not clear to the teachers involved until the arrival and participation of the multi-media consultant. As a result there was limited visioning as to what the final product could look like. Discussions among the teachers, the ESPC and the multi-media consultant prior to the commencement of classes could have been held to clarify the project intent, concept and practical application of student ownership.

All adult participants (ESPC coordinator, 2 teachers, multi-media consultant) agreed that the roles of the teachers and coordinator could have been clearer and more focussed if organizational / coordinating meetings were held prior to commencement of classes. The ownership of the project by the teachers was lacking for the first month or two due in part to the fact they had no direct participation or input into the development of the project.

2.0 Description of the Program

As detailed in the July 1996 proposal submitted to the Health Protections and Programs Branch of Health Canada Tobacco Reduction Strategy, the Project Goals and Objectives were:

¹ The multi-media presentation

2.1 Project Goals:

1. To reduce the harm caused by tobacco use among urban youth of Aboriginal descent 10 to 24 years of age
2. To delay the onset of smoking
3. To increase the practice of health promoting behaviors
4. To add and build upon the existing body of research and disseminate the information

2.2 Project Objectives:

1. To decrease the amount of tobacco products used by urban Aboriginal youth.
2. To decrease the strength of tobacco products used.
3. To increase the access to health promotion information.
4. To decrease the exposure to second hand smoke.
5. To decrease the prevalence of chewing tobacco use.
6. To increase the utilization of health services by the target population.
7. To increase positive, personal peer activity (e.g. recreation, informed choices)
8. To increase the ability of youth to demonstrate problem solving and decision-making skills that positively affects their lifestyle.
9. To draw on existing practices, resources and materials as a base for developing new and innovative approaches for preventing, reducing or eliminating harm related to tobacco use.
10. To involve the target population in needs assessment, design and implementation phases of the initiative.
11. To stimulate and provide a model for ongoing collaboration and program initiatives dealing with tobacco reduction among youth of Aboriginal descent living in the City of Edmonton.

4.0 Evaluation Findings

- Through the research phase for the multi medial presentation, the students increased their knowledge of tobacco use and its impact on health and wellness.
- Through the research, design, rehearsal and presentations phases of the multimedia presentation, the students increased their skills in cooperative learning, planning, research, multi-media project development, acting and public speaking; as well as continuing to learn more about diseases, and health risks of the tobacco use.

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- Students also learned about the treatments of cancer and other tobacco related diseases.
- During the project, students stated that they had learned more about the tobacco industry and its ability to make a profit at the expense of tobacco consumers' health.
- An understanding of the technical skills needed for multi-media presentations was developed (photography, advertisement, slide development, script development, audiovisual recording).
- The presentation was well received by the Junior High School Audience with:
 - 12/20 rated the presentation as liked → really liked
 - 12/20 agreed that the presentation provided new information about tobacco
 - 12/20 felt that they could "relate" to the actors
 - 12/20 thought that the presentation would help youth to stop smoking
 - 10/20 thought that the video would help youth to stop smoking
 - the areas which were less well received were the music, pictures and language of the video
- An indication of the success of the presentation was the fact that the students received a request for a repeat performance.
- The students predicted on day 1 that there would be failure to achieve a "production". The fact a small group of students maintained interest and brought the production to completion was a significant achievement.

5.0 Recommendations

- (1) Involve the teachers and the multi-media consultant in the planning prior to the commencement of student classes. This would allow the teachers the time to develop a clear "plan" which could be translated into more student confidence that the "adults" involved knew what was going on.
- (2) Provide the technical equipment for the project at the beginning of the project so the students and teachers can more clearly visualize the tools and boundaries

- (3) Re-think the class scheduling. Instead of a one hour class 4 days a week (Monday, Tuesday, Thursday and Friday) and a 2 hour class on Wednesday, other more productive option would be a workshop atmosphere using ½ day blocks, 2-3 afternoons a week.
- (4) In the future it would be most convenient to have a space where the materials and equipment could be left out and did not need to be packed away every day. Time was lost setting up and cleaning up.
- (5) The multi-media consultant could be brought on board prior to classes commencing to advise on the type of equipment to purchase, the most effective time to use his/her services. This person could also assist in clarifying what a multi-media presentation might look like so that the teachers and students had a sense of direction. The challenge is to maintain the "student ownership" and to provide enough direction and boundaries to ensure movement.
- (6) Adjust the curriculum schedule to allow for this class to run from September to February, this may help curtail the impact of absenteeism, which occurs during the warmer weather.
- (7) The decision to present the "presentation" to an audience beyond that of other schools (i.e. the funders) should be shared and discussed with the partners.

6.0 Conclusion

The Edmonton Coalition was successful in developing the capacity of a group of marginalized urban Aboriginal youth through the research, development and production a multi-media presentation about tobacco and its harmful affects. The youth were offered skill-enhancing opportunities that increased their knowledge about health promotion and harm reduction, through a self help model. The presentation was well received by the 11 – 15 year old audience who stated that they learned new information concerning tobacco use and the problems associated with it. The Coalition has proven successful in its ability to work together, problem solve and maintain the focus of the project over time.

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Appendix A - Boyle Street Co-op Student Attendance/Participation

Month →	March	April	May	June
Registered Students in Class	23	24	23	15
Number of Students days attended	211	63	100	70
Average days attended	9.17	5.73	5.26	4.38
Maximum days	18	11	19	16
Range	1 to 17	0 to 9	0 to 16	0 to 14

Appendix B - Summary of HCR Involvement

Dates	Events	In person Involvement by HCR
Jan 27	Contract Discussion, project review	HCR
Feb 21	Further Discussion; contract finalized	HCR
March 3	Class #1	
March 5	March 5 – Focus Group @ ESPC	Food; HCR
March 7	Class	HCR
March 11	T/c with John	
March 18	Class	HCR
March 26	Focus Group with class	HCR
April 9	Tim & students at ESPC	HCR
April 23	T/c with John – update	
May 13	Co-op – class	HCR
May 14	Co-op – class	HCR
May 20	T/c with John	
May 28	T/c with John	
May 30	Lunch with 2 teachers	HCR
June 2	T/c with John	
June 12	T/c with CS	
June 13	U of A	HCR
June 24	T/c with Mavis	
June 24	Viewed video of McDougall School presentation at Co-op	HCR
June 25	Round table focus group with students, teachers, John and HCR	HCR
July 4	Mtg. With Tim F.	HCR
July 10	Mtg. With Ken S. – teacher	HCR
July 16	Mtg. With John	HCR
July 28	Mtg. With Mavis – teacher	HCR

HCR was involved in:

- 10 sessions / activities with the class
- 2 Focus groups with students
- 3 meetings with the teachers
- 1 meeting with the audio visual consultant
- numerous t/c calls and pre/post discussions with coordinator John Maclean

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Appendix C - Junior High Audience Survey

Boyle Street Co-op High School Tobacco Presentation

June 23, 1997 McDougall JR. High School Students

Please check those boxes below that apply to you.

	AGE	FEMALE	MALE	NON-SMOKER	SMOKER	OCCASIONAL SMOKER	TRYING TO QUIT	NOT TRYING TO QUIT	HAVE QUIT
1	11	9/20*	9/20*	F- 7/9 M-8/9	F- 1/9 M-1/9	F- 1/9 M-0/9	F- 1/9 M-1/9	F- 0/9 M-0/9	F- 0/9 M- 0/
6	12								
5	13								
2	14								
3	15								
3	N/A								

*3 students did not identify their gender or ages

1. Do you think there is anything you can do to influence smokers to quit?

Yes 12 No 8

2. Do you feel that there is peer pressure to smoke?

Yes 18 No 2

3. Circle the number that best describes how you felt about the Boyle Street Coop High School Tobacco presentation?

2
3
3
3
1
4
2
2

1
2
3
4
5
6
7
8
9
10

Didn't
Like

Really Liked

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4. Did the presentation give you NEW information about tobacco?

Yes 12 No 8

5. In the presentation there were some youth talking - is that the way you talk with your friends? (Is this the type of language you use every day?)

Yes 5 No 15

6. Tell us how you felt about the music?

4	1	2	3	4		1	2	1	2
1	2	3	4	5	6	7	8	9	10

Didn't
Like

Really Liked

7. Were you able to "relate" to the actors and people in this presentation?

Yes 12 No 8 N/A 2

8. Do you think this video will help youth to stop smoking?

Yes 12 No 7 N/A 2

9. Do you think this video will prevent youth from starting smoking?

Yes 10 No 8 N/A 2

10. What was the part of the presentation that taught you the most?

8 – diseases caused by tobacco lung/lip/mouth cancer
when it showed what can happen when you smoke, shouldn't
smoke when pregnant

5 - the man with the voice box

2 – nothing

1 - pictures, when actors walked around with signs,

11. What was the part of the presentation you least liked?

4 - the pictures

4 - nothing

3 - music

2 - it was too long, the guy with the funny talk, I didn't like it when the guys walked around

1 - the contract part, seeing the girls talking,