

Health Rocks! Intermediate Level
Curriculum Training

2014-2015
Evaluation Summary
State of Delaware

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Health Rocks! Evaluation Team
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Overview of Program Total Reach and Evaluation Design

- In the 2014-2015 grant cycle, *Health Rocks!* was implemented in Alabama, Delaware, Georgia, Illinois, Kentucky, Maryland, North Carolina, Pennsylvania, South Carolina, Tennessee, Virginia, West Virginia and Washington.
- A questionnaire with retrospective measures was used to assess participants' self-reported increase in knowledge, skills and potential for positive behaviors after participating in the program. The retrospective survey (post-then-pre method), measured program impact by asking participants to report on their level of knowledge, skills and assets after the program and then to report, as best they can recall, the same indices prior to their participation in *Health Rocks!* The survey was comprised of 13 items, each with a 4-point response scale; as well as demographic items.
- Demographic descriptions of participants are displayed by gender, grade, race, ethnicity and residency in this report. Program outcomes are reported here through percentage changes and paired t-tests between participants' pre and post responses. Analysis of variance (ANOVA) with post-hoc comparisons when applicable, was performed to test possible variations in survey subscales across various demographic factors.

A Sketch of 2014-2015 Delaware Youth Participants

- In Delaware, a total of 5,962 youth completed 10 hours or more training in Health Rocks! Of that total, 49% were boys and 51% were girls.
- Youth participants were from all racial and ethnic groups. The majority of the participants self-reported as being Caucasian American (37.9%) and African American (37.1%), followed by Multi-racial (7.4%), Asian American (2.9%), and Native American (0.4%). Of all the youth participants, 14.4% self-reported as being Hispanic/Latino.
- Youth participants varied in grade levels (from 3rd grade to 10th grade). The majority were in middle school (43.7%) and elementary school (42.4%), and only 5.5% were in high school.
- The majority of youth participants (80.4%) reported their residence as suburban (population between 10,000 and 50,000), and the rest as urban (11.8%) (population above 50,000) and rural (7.8%) (population below 10,000) areas.

Table 1.1: Demographic Information of Participants from Delaware

		Frequency	Percent (%)	Cumulative%
Gender	Boys	2920	49.0	49.0
	Girls	3042	51.0	100
	Unreported	-	-	
Grade	3 rd and lower	365	6.1	6.1
	4 th	1147	19.2	25.3
	5 th	1020	17.1	42.4
	6 th	1147	19.2	61.6
	7 th	765	12.8	74.4
	8 th	695	11.7	86.1
	9 th	494	8.3	94.4
	10 th or higher	329	5.5	100
	Unreported	-	-	
	Race	Caucasian American	2257	37.9
African American/Black		2212	37.1	75.0
Native American		21	0.4	75.4
Asian American		174	2.9	78.3
Multi-racial		442	7.4	85.7
Unknown		3	0.1	85.8
Unreported		853	14.3	100
Ethnicity	Hispanic	859	14.4	14.4
	Non-Hispanic	5103	85.6	100
	Unreported	-	-	
Residence	Urban	703	11.8	11.8
	Suburban	4793	80.4	92.2
	Rural	466	7.8	100
	Unreported	-	-	
Total	Youth completing ≥ 10 hours of training	5962		

Note: Total youth and frequencies as reported by the state.

Training Evaluation Data for Delaware¹ Percentage and Percentage Change

Knowledge about Smoking and Other Drug Use

- After participating in the program, eight out of ten youth participants know that people who smoke or do drugs can have serious physical health (e.g. die from lung cancer), cognitive (e.g. have illusions), and relational consequences (e.g. ruin relationship with family and friends).

Table 1.1: Percentages of Youth Who Reported “Agree” or “Strongly Agree”

Knowledge	%After	%Before
<i>Once you start smoking, it is hard to stop.</i>	93.9	84.9
<i>Using drugs can ruin my relationships with my family and friends.</i>	93.6	80.9
<i>People who use drugs sometimes see or hear things that are not really there.</i>	88.9	75.5
<i>People who smoke can die from lung cancer.</i>	95.9	88.1

Skills in Managing Stress, Dealing with Peer Pressure and Making Positive Decisions

- Over 82% of youth participants in Delaware disapproved of engaging in risky behaviors related to substance use. Most of them reported intent to avoid underage tobacco use, and positive health-related behavior change. They expressed confidence that they would be able to say “no” if other people, such as their friends or peers, offered them drugs. They would not choose drinking or smoking to deal with stress. In addition, nine out of ten of youth participants were confident that they would be able to deal with stress by using stress management skills, such as talking about their problems with someone they trust.

Table 1.2: Percentages of Youth Who Reported “Agree” or “Strongly Agree”

Skills	%After	%Before
<i>If a friend wanted to try drugs, I can talk them out of it.</i>	86.3	72.2
<i>When I feel stressed, I am able to talk about it with people I trust.</i>	82.2	74.0
<i>I am able to say “no” if others offered me cigarettes.</i>	93.9	90.1
<i>I do not have to drink or smoke even if some other young people do it.</i>	94.2	90.6

¹ Results are based on 881 surveys returned by participants.

Other Assets

- After participating in the program, over 90% of youth participants demonstrated social competency, volunteerism, self-confidence and strong values. An overwhelming majority showed intent to pursue healthy behavior/avoid risky behavior.

Table 1.3: Percentages of Youth Who Reported “Agree” or “Strongly Agree”

Assets	%After	%Before
<i>It is important for me to stay focused on learning at school.</i>	95.3	91.5
<i>I need to think about how my choices will affect my future.</i>	94.1	90.5
<i>I have goals for myself.</i>	94.1	88.6
<i>I feel good about myself.</i>	90.1	85.4
<i>I would help other kids like me to stay away from alcohol or other drugs.</i>	91.0	85.5

Percentage Change for All 13 Indicators

- Delaware participants reported consistent increase in knowledge about smoking, drinking and other drug use after training. Health Rocks! training help youth learn skills in dealing with peer pressure and stress, in making good decisions, and improve their self-values.

Table 1.4: Percentage Change After Training.

Items	%After	%Before	%Chang [↑]
<i>People who use drugs sometimes see or hear things that are not really there.</i>	93.9	84.9	9
<i>If a friend wanted to try drugs, I can talk them out of it.</i>	93.6	80.9	12.7
<i>When I feel stressed I am able to talk about it with people I trust.</i>	88.9	75.5	13.4
<i>Using drugs can ruin my relationships with my family and friends.</i>	95.9	88.1	7.8
<i>Once you start smoking, it is hard to stop.</i>	86.3	72.2	14.1
<i>I am able to say “no” if others offered me cigarettes.</i>	82.2	74.0	8.2
<i>I would help other kids like me to stay away from alcohol or other drugs.</i>	93.9	90.1	3.8
<i>People who smoke can die from lung cancer.</i>	94.2	90.6	3.6
<i>I don’t have to drink or smoke even if some other young people do it.</i>	95.3	91.5	3.8
<i>It is important for me to stay focused on learning at school.</i>	94.1	90.5	3.6
<i>I need to think about how my choices will affect my future.</i>	94.1	88.6	5.5
<i>I feel good about myself.</i>	90.1	85.4	4.7
<i>I have goals for myself.</i>	91.0	85.5	5.5

Pre-Post Comparison Average Scores (Means) on Sub-Scales Of Knowledge, Skills and Other Assets

- Youth participants reported consistent increase on all items throughout the training.

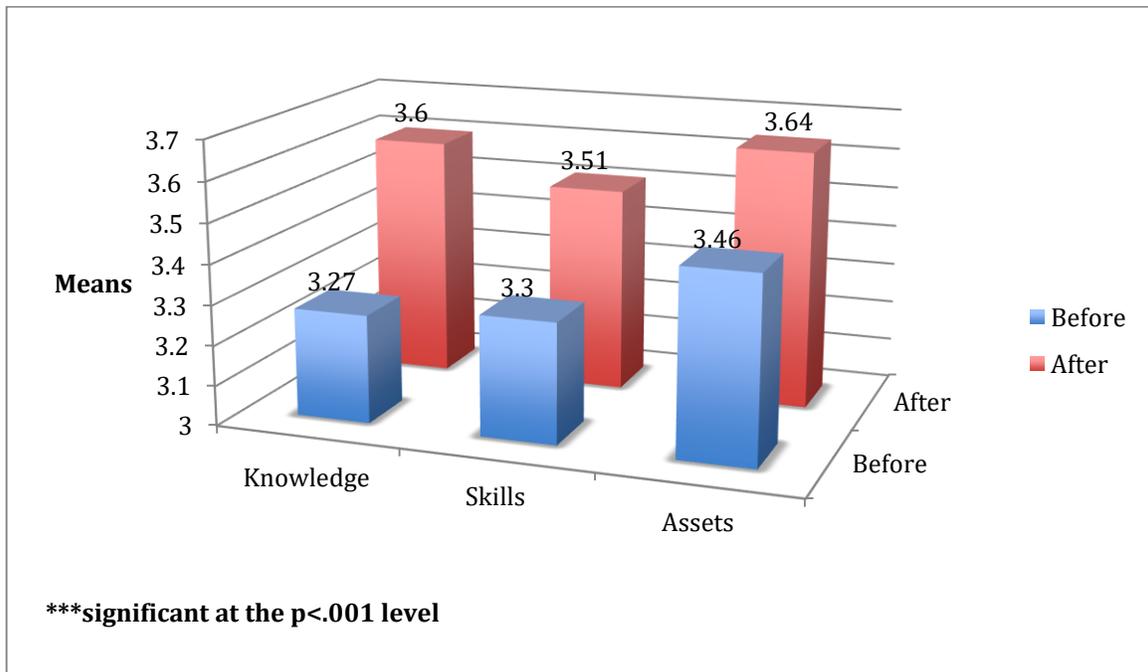
Table 2.1: Repeated Measures t-tests and Means & Standard Deviations for Each Item After & Before Training

ITEMS	After Training		Before Training		t	N
	M	SD	M	SD		
<i>Once you start smoking, it is hard to stop.</i>	3.63	.68	3.32	.83	10.86***	878
<i>Using drugs can ruin my relationships with my family and friends.</i>	3.60	.65	3.22	.87	12.96***	873
<i>People who use drugs sometimes see or hear things that are not really there.</i>	3.39	.74	3.01	.90	12.26***	865
<i>People who smoke can die from lung cancer.</i>	3.74	.56	3.50	.77	9.51***	867
<i>If a friend wanted to try drugs, I can talk them out of it.</i>	3.31	.79	2.96	.90	11.23***	868
<i>When I feel stressed I am able to talk about it with people I trust.</i>	3.27	.89	3.03	.97	8.61***	854
<i>I am able to say “no” if others offered me cigarettes.</i>	3.72	.65	3.58	.75	6.11***	874
<i>I do not have to drink or smoke even if some other young people do it.</i>	3.72	.63	3.57	.75	6.71***	868
<i>It is important for me to stay focused on learning at school.</i>	3.73	.61	3.57	.73	7.41***	872
<i>I need to think about how my choices will affect my future.</i>	3.68	.64	3.47	.77	9.18***	864
<i>I have goals for myself.</i>	3.68	.64	3.52	.77	7.32***	861
<i>I feel good about myself.</i>	3.53	.76	3.39	.84	6.50***	864
<i>I would help other kids like me to stay away from alcohol or other drugs.</i>	3.53	.74	3.30	.85	9.00***	867
SUBSCALES						
Knowledge	3.60	.45	3.27	.60	16.66***	843
Skills	3.51	.51	3.30	.58	19.09***	831
Assets	3.64	.49	3.46	.57	-36.75***	825

Note: 1) Repeated measures t-test was used; * $p < .05$, ** $p < .01$, *** $p < .001$
 2) SD – Standard Deviation (average differences from the mean)
 3) Response range was 1- 4 with 4= strongly agree and 1 = strongly disagree, higher numbers reflect higher scores

- Youth participants reported consistent increase in knowledge and skills throughout the training.

Figure 2.1: Before and After Comparison of Average Subscale Scores



Post-Response Comparison of Average Scores on Sub-Scales of Knowledge, Skills and Other Assets by Gender, Ethnicity, Race and Grade Level

Gender

- After the training, there were no differences in gains of knowledge, skills, and assets between girls and boys.

Table 3.1: Means & Standard Deviations by Gender for Subscales After Training

	Mean	SD	F	df	p-value
Gender & Mean Knowledge			0.66	1, 810	0.42
Female	3.61	0.46			
Male	3.59	0.45			
Gender & Mean Skills			0.91	1, 808	0.34
Female	3.63	0.49			
Male	3.60	0.52			
Gender & Mean Assets			0.04	1, 809	0.85
Female	2.89	0.42			
Male	2.89	0.40			

*Note: ANOVA (F-test) and post-hoc follow-up were used; *p < .05, **p < .01, ***p < .001*

Ethnicity

- After the training, non-Hispanic/non-Latino youth, on average, reported higher gains in knowledge, skills, assets than Hispanic/Latino youth.

Table 3.2: Means & Standard Deviations by Ethnicity for Subscales After Training

	Mean	SD	F	df	p-value
Ethnicity & Mean Knowledge			10.45	1, 743	.001***
Hispanic/ Latino	3.51	.48			
Non-Hispanic/ Non-Latino	3.63	.44			
Ethnicity & Mean Skills			11.83	1, 738	.001***
Hispanic/ Latino	3.51	.58			
Non-Hispanic/ Non-Latino	3.65	.46			
Ethnicity & Mean Assets			6.68	1, 738	.010**
Hispanic/ Latino	2.82	.46			
Non-Hispanic/ Non-Latino	2.91	.39			

*Note: ANOVA (F-test) and post-hoc follow-up were used; *p < .05, **p < .01, ***p < .001*

Race

- After the training, Caucasian, African American/Black, and Asian American youth on average reported higher gains in knowledge than Multi-racial youth.
- As for skills, Caucasian, African American/Black, and Asian American youth reported higher gains than Native American youth.
- As for assets, African American/Black and Asian American youth reported higher gains than Multi-racial youth.

Table 3.3: Means & Standard Deviations by Race for Subscales After Training

	Mean	SD	F	df	p-value
Race & Mean Knowledge			6.03	5, 671	.000***
Caucasian American	3.66	.43			
African American/ Black	3.67	.41			
Native American	3.54	.38			
Asian American	3.78	.26			
Multi-racial	3.47	.58			
Unknown	3.53	.48			
Race & Mean Skills			5.55	5, 670	.000***
Caucasian American	3.70	.43			
African American/ Black	3.67	.47			
Native American	3.30	.65			
Asian American	3.82	.28			
Multi-racial	3.53	.58			
Unknown	3.49	.59			
Race & Mean Assets			3.46	5, 669	.004**
Caucasian American	2.92	.38			
African American/ Black	2.94	.37			
Native American	2.87	.35			
Asian American	3.03	.32			
Multi-racial	2.83	.45			
Unknown	2.73	.55			

Note: ANOVA (F-test) and post-hoc follow-up were used; * $p < .05$, ** $p < .01$, *** $p < .001$;

Grade Level

- After the training, high school youth reported higher gains in knowledge than elementary youth and middle school youth.
- High school youth reported higher gains in skills than middle school youth.

Table 3.4: Means & Standard Deviations by Grade for Subscales After Training

	Mean	SD	F	df	p-value
Grade Level & Mean Knowledge			14.25	2, 809	.000***
Elementary School	3.56	.53			
Middle School	3.56	.47			
High School	3.78	.31			
Grade Level & Mean Skills			9.15	2, 808	.000***
Elementary School	3.69	.50			
Middle School	3.57	.53			
High School	3.76	.36			
Grade Level & Mean Assets			1.53	2, 808	.218
Elementary School	2.88	.49			
Middle School	2.87	.42			
High School	2.94	.32			

Note: ANOVA (F-test) and post-hoc follow-up were used; * $p < .05$, ** $p < .01$, *** $p < .001$;

Youth Experiences

Youth Satisfactory Survey Results

- Over 88% of youth participants rated the training as interesting, and over 92% said that they learned a lot during the training.
- Almost 96% of youth participants said the staff members were friendly, and almost 88% said that they actively participated in the training activities.

Table 4.1: Percent Satisfaction Reported by Youth Participants

	Strongly disagree	Disagree	Agree	Strongly agree
<i>The training was interesting.</i>	3.3	7.9	44.2	44.7
<i>The staff members were friendly.</i>	1.1	3.0	27.8	68.1
<i>I learned a lot during the training.</i>	2.5	5.4	35.7	56.4
<i>I actively participated in training activities.</i>	3.8	8.2	37.5	50.4

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