This guide has been adapted from the Centers for Disease Control and Prevention’s Introduction to Program Evaluation for Public Health Programs: A Self-study guide, and from the Substance Abuse and Mental Health Services Administration: Substance Misuse Prevention for Young Adults resource guide.
What is Program Evaluation?

Program evaluation is a systematic method of collecting, analyzing, and using data to determine if a program is effective or not. The two common types of program evaluation are process evaluation and outcomes evaluation.

Process Evaluation documents all aspects of the implementation of an intervention. It monitors the outputs of the strategy (such as activities and participants) and determines whether a program's activities were implemented as planned.

You will need to select measures for various components of the process evaluation. For each component, you should also consider tools and resources required. These would include how you will collect, store, process, analyze, and disseminate information about participation, relevance of messaging, exposure, and fidelity in addition to how you will use this information when interpreting your outcomes.

Outcome Evaluation documents whether the strategies made a difference, and if so, what changed.

The outcome evaluation measures the changes to your selected contributing factors, intervening variables, and priorities. Outcomes are changes that occur as a result of implementing a strategy. You will need to develop short-term, intermediate, and long-term objectives to measure your outcomes. For each outcome, you will need to determine how they will be measured, how often they will be measured, and who the participants will be. Additionally, you should also consider the tools and resources required.

Why Do We Evaluate?

Evaluation is used to monitor the implementation and outcomes of a program. When you evaluate a program, you can determine if you need to make any changes. This process contributes to continuous program improvement. The goal of evaluating a program is to continue to improve a program.

Evaluating a program will help to:

- Identify if the program is effective or not.
- Identify if any changes need to be made.
- Report results to stakeholders.
- Gather evidence.
- Provide data that is beneficial when applying for grants.
How Do We Evaluate?

Measures are used to evaluate different components of a program. Tracking measures ensure that the program is being implemented as planned and helps with achieving the program's objectives.

Two of the most common types of evaluation measures are process measures and outcome measures (Appendix A). These measures focus on different aspects of your evaluation and can help you answer many types of evaluation questions.

Process Measures

Process measures determine if specific program strategies and activities were implemented as planned. Process measures help you assess if you are completing the activities of your program the way you had planned.

Process measures can address the following questions:
- Did your program meet its goals for recruitment of program participants?
- Did participants receive the specified number of service hours?

Outcomes Measures

Outcomes measures focus on changes in comprehension, attitudes, behaviors, and practices that result from a program, project, or policy. Outcome measures can include both short and long-term results.

- **Short-term Outcomes Evaluation** measures changes in contributing factors, knowledge, attitudes, or skills.
- **Long-term Outcomes Evaluation** measures effects of the strategies on the selected priority(ies). For example, the reduction in past 30-day alcohol use in youth age 12-20.

Outcome measures can address the following questions:
- Did your participants report the desired changes after completing a program activity?
- What are the short or long-term results observed among (or reported by) participants or your target population?

**Remember:**

Process measures are often collected throughout a program’s implementation, whereas outcome measures may be collected less frequently. However, you may need to collect baseline outcome measures that will be used to compare your outcome measures to.

Examples of different process measures and outcomes measures are listed in Appendix B. Examples of survey questions for evaluations are listed in Appendix C.
References


Appendix A: Process vs Outcome Measures

In order to evaluate a program, project, or policy, you need to have a clear idea of what goals you are trying to accomplish. Evaluation measures are benchmarks you can use to determine how well something is working and decide what, if any, changes should be made to better meet your goals.

Two of the most common types of evaluation measures are process and outcome measures. These measures focus on different aspects of your evaluation and can help you answer many types of evaluation questions. See below for an overview of these measures. Process and outcome measures should be built in your strategic plans, work plans, and evaluation plans.

Process measures are often collected throughout a program’s implementation, whereas outcome measures may be collected less frequently. However, you may need to collect baseline outcome measures that will be used to compare your outcome measures to.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Questions the Measures can Address</th>
<th>Examples of Process Measures</th>
</tr>
</thead>
</table>
| Process Measures | Determine if specific program strategies and activities were implemented as planned. Process measures help you assess if you are completing the activities of your program the way you had planned. | Did your program meet its goals for recruitment of program participants? Did participants receive the specified number of service hours? | • Five coalition meetings held in Spring 2020  
• 230 surveys collected  
• 15 environmental scans completed  
• 60 providers trained on the PDMP |

| Outcome Measures | Focus on changes in comprehension, attitudes, behaviors, and practices that result from a program, project, or policy. Outcome measures can include both short and long-term results. | Did your participants report the desired changes after completing a program activity? What are the short or long-term results observed among (or reported by) participants or your target population? | • 10% decrease in young adults reporting binge drinking in the past year  
• 10% reduction in opioid-related fatalities  
• 90% of training participants reported a better understanding of recommended prescribing practices |
## Appendix B: Examples of Process & Outcome Measures

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Process Measures</th>
<th>Outcomes Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance Checks</td>
<td>Number of meetings with key stakeholders (e.g. police personnel, school officials, municipal officers, etc.).</td>
<td>Number of enforcement changes facilitated as a result of MSPF funding (e.g. new areas patrolled, new strategies utilized, new regulations enforced).</td>
</tr>
<tr>
<td></td>
<td>Number of compliance check operations conducted per year.</td>
<td>Number and percentage of retailers who passed/failed compliance checks.</td>
</tr>
<tr>
<td></td>
<td>Number of stores receiving compliance checks per year.</td>
<td>Number of retailers that fail compliance checks that receive citations and are sanctioned.</td>
</tr>
<tr>
<td>Third Party Purchaser Compliance Checks</td>
<td>Number of 3rd-party compliance check operations conducted per year.</td>
<td>Number and type of citations given out as a result of 3rd-party compliance checks.</td>
</tr>
<tr>
<td></td>
<td>Number of trainings and number of officers trained in 3rd-party compliance check procedures.</td>
<td>Tracking of sanctions (type, degree, issuing agency etc.) that 3rd-party compliance check violators receive post-citation.</td>
</tr>
<tr>
<td></td>
<td>Did the 3rd-party compliance check procedure follow evidence-based protocols for implementation?</td>
<td>Tracking of individuals with multiple compliance check violations.</td>
</tr>
<tr>
<td>Party Patrols</td>
<td>Number of party patrol operations conducted per year.</td>
<td>Number and type of warnings, citations, and arrests resulting from party patrols.</td>
</tr>
<tr>
<td></td>
<td>Man-hours dedicated to party patrol operations in the year.</td>
<td>Tracking of sanctions (type, degree, issuing agency etc.) that result from citations given out during party patrols.</td>
</tr>
<tr>
<td></td>
<td>Did the party-patrol strategy follow evidence-based protocols for implementation?</td>
<td>Tracking of individuals/houses with multiple party patrol violations.</td>
</tr>
<tr>
<td>Saturation Patrols</td>
<td>Number of saturation patrol operations conducted per year.</td>
<td>Number and type of warning, citations, and arrests resulting as a result of saturation patrols.</td>
</tr>
<tr>
<td></td>
<td>Man-hours dedicated to saturation patrol operations in the year.</td>
<td>Tracking of sanctions (type, degree, issuing agency etc.) that result from citations given out during saturation patrols.</td>
</tr>
<tr>
<td></td>
<td>Did the saturation patrol strategy follow evidence-based protocols for implementation?</td>
<td>Tracking of individuals/houses with multiple saturation patrol violations.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Process Measures</td>
<td>Outcomes Measures</td>
</tr>
<tr>
<td>----------</td>
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<td>------------------</td>
</tr>
<tr>
<td><strong>Enhance enforcement at concert venue</strong></td>
<td>Number of events at the concert venue where increased alcohol enforcement is applied.</td>
<td>Number and type of citations given out as a result of concert venue enforcement.</td>
</tr>
<tr>
<td></td>
<td>Man-hours dedicated to underage alcohol use violation enforcement.</td>
<td>Tracking of sanctions (type, degree, issuing agency etc.) that result from citations given out.</td>
</tr>
<tr>
<td></td>
<td>Were adequate resources available and allocated to implement the strategy effectively (e.g. funding, equipment, staffing, etc.)?</td>
<td>Youth and young adults reporting that they are more likely to be caught, cited and/or arrested for underage drinking, being drunk in public, or driving while intoxicated at the venue(s) selected.</td>
</tr>
<tr>
<td><strong>Promote prosecution and adjudication for underage alcohol use and/or intoxicated driving</strong></td>
<td>Number of partnerships developed with influential parties (legislators, judges, D.A.’s, community and legislative advocates, school officials, etc.).</td>
<td>Changes in local, regional, or state-level policies as a result of adjudication advocacy activities.</td>
</tr>
<tr>
<td></td>
<td>Number of court watch sit-ins conducted.</td>
<td>Increase in stricter judgments for adjudication of underage alcohol youth citations, including social hosting laws and provision of alcohol to a minor.</td>
</tr>
<tr>
<td></td>
<td>Tracking (via court watch procedures and use of local records): how frequently officers show up when their citations/arrests are up for judgment; the types of judgments handed down by judges; the willingness of the district attorneys to prosecute cases; and the outcomes of underage alcohol use violation cases (including social hosting violations).</td>
<td>Increase in level of judgments for adjudication of DUI citations heard by local courts for youth and young adults where the accused isn’t declared not-guilty. Also, a decrease in dismissal, Stet, or Nol Pros judgments for DUI citation violators.</td>
</tr>
<tr>
<td><strong>TIPs hotline</strong></td>
<td>Number and placement of messages advertising TIPs hotline availability.</td>
<td>Number of calls to the TIPs line per year.</td>
</tr>
<tr>
<td></td>
<td>Number of partners (e.g. police department, district attorney, school system, etc.) that agree to participate in TIPs line implementation.</td>
<td>Number of police officer visits to potential party-sites as a result of TIPs line calls.</td>
</tr>
<tr>
<td></td>
<td>Community members’ reported knowledge of the TIPs line (via surveys, focus groups, etc.).</td>
<td>Number of citations (including underage possession, social host, and provision of alcohol to a minor) given out as a result of TIPs line calls.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Process Measures</td>
<td>Outcomes Measures</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Responsible Beverage Server (RBS) training</strong></td>
<td>Number of alcohol beverage retailer employees who received RBS training.</td>
<td>Decrease in incidents of underage drinking, alcohol-related disorderly conduct and/or assaults, and DUIs that can be traced back to retail establishments.</td>
</tr>
<tr>
<td></td>
<td>Number and percent of retail license holders whose employees receive RBS training.</td>
<td>Number and percentage of retailers found out of compliance for alcohol-related violations.</td>
</tr>
<tr>
<td></td>
<td>Proportions of individual license holders employees who have received RBS training.</td>
<td>Increase in in-store retailer policies for RBS (e.g. store policy requiring all employees to be RBS trained), as reported by retailers (via surveys).</td>
</tr>
<tr>
<td><strong>Sticker Shock</strong></td>
<td>Number of partnerships with affiliated parties (e.g. county or city district attorney’s office, local alcohol distributors, local alcohol retailers, local liquor board).</td>
<td>Youth reporting (via survey, focus groups, etc.) that they are less likely to be able to get an adult to purchase and/or supply alcohol to them.</td>
</tr>
<tr>
<td></td>
<td>Number and ages of volunteers participating in sticker application.</td>
<td>Adults reporting (via survey, focus groups, etc.) increased awareness and compliance with underage drinking laws.</td>
</tr>
<tr>
<td></td>
<td>Number of sticker application campaigns conducted per year.</td>
<td>Community members reporting (via surveys, focus groups, etc.) increased awareness of sticker shock operations (highlighted via media advocacy).</td>
</tr>
<tr>
<td><strong>Social Norms Campaign</strong></td>
<td>Number (saturation), type (posters, PSAs, etc.) and location/medium of social norms media materials displayed.</td>
<td>Changes in youth and young adults perception of their peers’ drinking behavior (as measured by surveys) that are more in-line with actual youth consumptions patterns (also as measured by surveys). Perception vs reality.</td>
</tr>
<tr>
<td></td>
<td>Did message development and distribution plan follow appropriate social norms media messaging protocols?</td>
<td>Youth and young adult reporting (via survey) changes in individual drinking behaviors as a result of social norms messaging.</td>
</tr>
<tr>
<td></td>
<td>What sources and research did you use to develop messaging protocols?</td>
<td></td>
</tr>
<tr>
<td>Social Marketing Local Media Campaigns</td>
<td>Number (saturation), type (posters, PSAs, etc.) and location of media displayed.</td>
<td>Youth and young adult reporting (via survey) changes in individual drinking behaviors as a result of media messages.</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Did message development and distribution plan follow appropriate media messaging protocols?</td>
<td>Youth and young adult reporting changes (via survey) in knowledge and awareness of consequences as a result of media messages.</td>
<td></td>
</tr>
<tr>
<td>What sources and research did you use to develop messaging protocols?</td>
<td>Increase in use of local level services advertised (e.g. TIPs line) through media messaging.</td>
<td></td>
</tr>
<tr>
<td>Strategy</td>
<td>Process Measures</td>
<td>Outcomes Measures</td>
</tr>
<tr>
<td>Media Advocacy</td>
<td>Number of media personnel contacts (e.g. newspapers, local news, radio stations, etc.).</td>
<td>Changes in local, regional, or state-level policies as a result of media advocacy efforts.</td>
</tr>
<tr>
<td></td>
<td>Number of press releases (number of press releases issued and number of media outlets covered per release).</td>
<td>Number of stories in the local news with coverage of underage drinking, young adult binge drinking, and young adult alcohol-related crashes.</td>
</tr>
<tr>
<td></td>
<td>Number of letters to the editor written (number of letters and number of papers publishing each letter).</td>
<td>Proportion of outreach efforts (e.g. letters to the editor, press releases, etc.) that were picked up by local media.</td>
</tr>
<tr>
<td>Parents Who Host Lose the Most campaign</td>
<td>Number, type, and location of messages displayed/disseminated.</td>
<td>Adults reporting (via surveys) increased knowledge of state underage drinking laws.</td>
</tr>
<tr>
<td></td>
<td>Number of parents who sign pledge cards to not host alcohol parties for youth.</td>
<td>Adults reporting (via surveys) increased awareness of underage drinking issues and consequences.</td>
</tr>
<tr>
<td></td>
<td>Number of efforts to increase law enforcement activities for underage drinking/party prevention.</td>
<td>Adults reporting (via surveys) a decrease in perception of other parents hosting parties where alcohol is available or served to youth.</td>
</tr>
<tr>
<td>Policy Change</td>
<td>Number of partnerships developed with key stakeholders (e.g. police, state’s attorneys office, schools, legislators, etc.).</td>
<td>Changes in local (e.g. school, college, agency, etc.), regional, or state-level policies, laws, or ordinances as a result of strategy efforts.</td>
</tr>
<tr>
<td></td>
<td>Was the proposed policy formally drafted and submitted to relevant community partners?</td>
<td>Communities members reported awareness (via surveys, focus groups, etc.) of policy issues and of the outcomes of policy change efforts.</td>
</tr>
<tr>
<td></td>
<td>Number of public hearings/board of education meetings held on proposed policy changes.</td>
<td>Effectiveness of policy change(s) on intended target population(s) and related contributing factor(s).</td>
</tr>
<tr>
<td>Proper disposal of prescription drugs education</td>
<td>Number of events planned and conducted.</td>
<td>Percentage of adults (over age 18) reporting increased knowledge.</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Pounds of medications collected.</td>
<td>Percentage of adults (over age 18) reporting proper storage behavior.</td>
</tr>
<tr>
<td></td>
<td>Number of information bags distributed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number and setting of events.</td>
<td>Percentage of adults (18 and over) who would not share opioids to friend in pain.</td>
</tr>
<tr>
<td></td>
<td>Number of community partners/organizations involved.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Based Processes to Support Harm-Reduction Efforts</th>
<th>Number of participants educated.</th>
<th>A document that describes the method for maintaining cross-agency communication and collaboration.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of participants trained.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of Narcan sessions facilitated.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Examples of Evaluation Surveys

On-Premise Alcohol Establishments House Policies Survey

1. Does your establishment have House Policies?
   □ Yes
   □ No

   If YES to Question #1:
   a. How long have the policies been in place?
      □ Less than 6 months
      □ Between 6-12 months
      □ 1-2 years
      □ 3-4 years
      □ Over 5 years
   b. Are all employees trained on these policies?
      □ Yes
      □ No

      If no, approximately what percentage are trained?
      ____________________________________________

      Is there a reason only some of your staff are trained?
      ____________________________________________

   c. Which from this list of policies do you currently have in place?
      □ Not to serve to patron under the age of 21
      □ Not to serve to a visibly intoxicated patron
      □ Ask to see an ID for a patron that looks under the age of 30
      □ Server training to spot a potential fake ID
      □ Provide alternative transportation to intoxicated patron
      □ Notify law enforcement of license plate of patron who refuses alternative
        transportation and leaves premise intoxicated
      □ A form and procedure in place to document incidents with intoxicated patrons
      □ No Free Pours: Liquor dispensed in measured quantities
      □ Serving only one drink to one guest at a time
      □ Not serving drinks to guests in a short interval
      □ Requirement for all staff that serve alcohol beverages to be trained in a
        Responsible Beverage Server (TIPS/TAMS) Training
      □ Post House Policies signage throughout the establishment for staff and patrons to see
d. Are your polices posted for all employees to see?
   □ Yes
   □ No

e. Are these policies working for you?
   ________________________________________________

If NO to Question #1 (establishment does NOT have House Policies):
   a. Does your establishment want to create House Policies?
      □ Yes
      □ No

   b. What have been the barriers to creating House Policies?
      ________________________________________________

   c. What ways can the Health Department further assist you to create House Policies?
      ________________________________________________

2. How many of your employees are currently TIPS/TAMS trained?
   □ All Beverage Servers
   □ Half of the Beverage Servers
   □ 25% or less of the Beverage Servers

3. Are all managers at your establishment required to be TIPS/TAMS trained?
   □ Yes
   □ No

4. Has your establishment failed a compliance check in the last?
   □ Less than 6 months
   □ Between 6-12 months
   □ 1-2 years
   □ 3-4 years
   □ Over 5 years

5. Are your employees aware of the free TIPS/TAMS trainings offered through the Health Department?
   □ Yes
   □ No
6. Are your managers/owner aware of the free TIPS/TAMS training that can be offered on-site at your establishment through the Health Department?

☐ Yes
☐ No

7. Are there any additional resources that would be helpful to your establishment?
Server Survey on High Risk Drinking

1. Select your current position (Please check all that apply).
   - Server
   - Bartender
   - Establishment Manager
   - Other

2. How many years have you been involved in alcohol service?
   - Less than one year
   - 1-3 years
   - More than 3 years

3. In what ZIP code is your establishment located? (Enter 5-digit ZIP code; for example 20678)

4. Have you received training under an approved Alcohol Awareness Training commonly referred to as Responsible Beverage Service (RBS) training (such as TIPS or TAM)?
   - Yes
   - No

5. Does your current workplace require employees to take an Alcohol Awareness Training class?
   - Yes
   - No

6. If you have attended a training, are there "house alcohol policies" in your current workplace that reinforce what you have learned in the training?
   - Yes
   - No

7. Please rate yourself on how confident you are to notice people who are heading towards intoxication.
   - Not at all confident
   - Somewhat confident
   - Very confident
8. Please rate yourself on how confident you are to notice people who are underage and wanting to be served alcohol.

☐ Not at all confident
☐ Somewhat confident
☐ Very confident

9. In the past 30-days, how often have you observed these behaviors while at work?

<table>
<thead>
<tr>
<th>Behavior</th>
<th>0 times</th>
<th>1-5 times</th>
<th>6-9 times</th>
<th>10+ times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patron is drinking fast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patron is spilling drinks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patron is engaging in loud, boisterous behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patron is very quiet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patron is unable to pick up money or change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patron is annoying your other guests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patron has slurred speech</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patron is becoming tearful or emotional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patron starts sleeping or gets drowsy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Please rate your skills in taking the following actions to cut off an intoxicated patrons, and to not serve an underage patrons (1=not at all skilled; 5=very skilled).

<table>
<thead>
<tr>
<th>Action</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chat briefly with patrons to help determine their sobriety</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtly inform the patron that if their behavior deteriorates they will be refused service and may be asked to leave.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let the patron know you will not be able to serve them any more alcohol, and remove any drink(s) in their possession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cut off patron who exhibits 2 or more signs of intoxication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer a non-alcoholic drink and/or food</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer assistance (such as asking if you can call a friend or taxi to get them home)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify if someone is underage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask someone to see their ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be able to spot a fake-ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Please rate your agreement with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Server training is a valuable tool for alcohol beverage servers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Server training is a valuable tool for alcohol establishment owners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Server training is a valuable tool for alcohol establishment manages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CURES Outcome Evaluation

1. Age: ____________________________________________________________

2. Sex:
   □ Male
   □ Female
   □ Other/Prefer not to answer

3. Race (check all that apply):
   □ White
   □ Black or African American
   □ American Indian or Alaska Native
   □ Hispanic
   □ Asian
   □ Other/Prefer not to answer

4. What is the highest level of education you have completed?
   □ GED
   □ High school
   □ Associate/Bachelor degree
   □ Graduate degree
   □ Post-graduate/doctoral degree
   □ Other

5. How comfortable would you feel talking to your doctor about alternatives to prescription opioids?
   □ Very comfortable
   □ Somewhat comfortable
   □ Somewhat uncomfortable
   □ Very uncomfortable
   □ Unsure
6. How comfortable would you feel talking to your doctor about the potential risks of prescription opioids?
   - Very comfortable
   - Somewhat comfortable
   - Somewhat uncomfortable
   - Very uncomfortable
   - Unsure

7. Do you believe patients should ask their doctors questions about alternative treatment options and risks?
   - Yes
   - No
   - Unsure

8. Addiction is a chronic disease.
   - Strongly agree
   - Somewhat agree
   - Somewhat disagree
   - Strongly disagree
   - Unsure

9. People who have an opioid addiction are to blame for the problem.
   - Strongly agree
   - Somewhat agree
   - Somewhat disagree
   - Strongly disagree
   - Unsure

10. People in our society need to adopt more tolerant attitudes toward people who have an opioid addiction.
    - Strongly agree
    - Somewhat agree
    - Somewhat disagree
    - Strongly disagree
    - Unsure
11. Have you been prescribed an opioid medication in the past 12 months?
   - Yes
   - No
   - Unsure

12. Has anyone at your doctor’s office ever discussed the following? (check all that apply)
   - The risks of taking a prescription opioid
   - Your pain level
   - How to store or dispose of unused opioids
   - Other pain treatment options

13. Do you personally know someone who has or has had an addiction to opioids?
   - Yes
   - No
   - Unsure

14. Have you seen any media (ads, commercials, etc.) related to the Talk to Your Doctor or anti-stigma campaigns?
   - Yes
   - No
   - Unsure

15. Which type of ad did you see?
   - Talk to Your Doctor
   - Anti-stigma
   - Unsure

16. Do you believe the information in the Talk to Your Doctor ad will change the way you interact with your doctor in the future?
   - Yes
   - No
   - Unsure
17. Where did you see or hear about the Talk to Your Doctor or anti-stigma campaigns? (check all that apply)

- On my computer
- On my phone or tablet
- In print (e.g. a billboard or newspaper)
- On TV
- On social media
- At a movie theater
- On public transit
- On the radio
- Other

18. How likely are you to discuss or share the ad you saw with someone else?

- Very likely
- Somewhat likely
- Somewhat unlikely
- Very unlikely
- Unsure
OMPP Youth Perceptions of Opioid Misuse Risk Survey

1. In your opinion, what are the dangers of misusing prescription Opioids? (OxyContin, Vicodin, Percocet) * (Check all that apply)
   - Addiction
   - Leads to other substance abuse/misuse
   - Side effects such as constipation, drowsiness, nausea or vomiting
   - Death
   - None
   - I don't know

2. In your opinion, how dangerous or safe is taking prescription Opioids that were not prescribed to you?
   - Very dangerous
   - Dangerous
   - Safe
   - Very safe
   - Don't know

3. Are prescription Opioids safer to use than street drugs? (Cocaine, Heroin, Club Drugs: "Molly" "Ecstasy")
   - Yes
   - No
   - Don't know

4. It is dangerous to mix prescription Opioids with alcohol.
   - True
   - False
   - Don't know

5. Prescription Opioid misuse may lead to Heroin addiction.
   - True
   - False
   - Don't know
6. In your opinion, how do students get prescription Opioids to get high? (Select top three)
   - [ ] Friends provide
   - [ ] Family provide
   - [ ] Stealing from friends
   - [ ] Stealing from family
   - [ ] Internet
   - [ ] Doctors
   - [ ] Pharmacists/Pharmacy Technicians
   - [ ] Drug dealers
   - [ ] People who write fake prescriptions

7. Where are prescription Opioids stored in your home?
   - [ ] Locked Medicine Cabinet/Box
   - [ ] Unlocked Medicine Cabinet/Box
   - [ ] I don’t know
CURES Formative Evaluation

1. The ad was:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Unsure/I do not remember</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorable</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Realistic</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Interesting</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Difficult to understand</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Relevant</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

2. After watching this ad, are you interested in learning more about the ad or its message?
   ☐ Yes
   ☐ No
   ☐ Unsure

3. Do you believe this ad will change the way people interact with their doctors?
   ☐ Yes
   ☐ No
   ☐ Unsure

4. Do you think you will tell other people about the ad or its message?
   ☐ Yes
   ☐ No
   ☐ Unsure

5. Have you been prescribed an opioid medication in the past 12 months?
   ☐ Yes
   ☐ No
   ☐ Unsure