

myWorth Feasibility

Phase I Process Evaluation



The Center for Childhood Safety and Wellbeing
University of Oregon

Mark Hammond | Kaya Marie | Simone Piper | Jeff Todahl
(authors listed alphabetically by last name)



I. Evaluation Overview

myWorth is a 6th grade curriculum designed to foster positive self-worth, promote healthy online choices, and encourage safe relationships and is one component of a broad array of prevention strategies featured in the [iRespect&Protect](#) community campaign, facilitated by [Liberty House](#). Liberty House is the Children's Advocacy Center serving Marion and Polk Counties in Oregon and provides child abuse assessment services, trauma-focused mental health therapy, and prevention education. This first-phase evaluation was supported by Liberty House and designed to provide a process overview of the *myWorth* curriculum in preparation for an outcome study. Phase I included a) a 12-month developmental evaluation designed to evaluate the core questions below and b) identification of a series of recommendations in preparation for a phase II pilot outcome evaluation.

The phase I process evaluation investigated the following questions:

- What is *myWorth* – its purpose and central aims?
- What are the core components of *myWorth*, and what are their relationship to iRespect&Protect?
- What are *myWorth*'s core constructs and which measures will most effectively capture these constructs in part 2?
- What do key constituents (e.g., staff, administrators, students, board members) most value about *myWorth*? What recommendations do they have for refinement and delivery format?
- Is *myWorth* being delivered as intended?
- What are *myWorth*'s intended outcomes?
- What are the most important questions for an outcome study (part 2)?
- What are core inputs, outputs, and short and intermediate outcomes for *myWorth*?