

California's

Safe and Drug-Free Schools and Communities

**Technical Assistance
& Training Project**

Governor's Program

SDFSC Statewide Evaluation Project Guidebook 2009



**Managed by The Center for Applied Research Solutions
Funded by The California Department of Alcohol and Drug Programs**

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TAB 1

SDFSC Statewide Evaluation Project

SDFSC Statewide Evaluation Project July 2009

The Governor's portion of the Federal Safe and Drug Free Schools and Communities grant funding from the United States Department of Education supports alcohol, drug, and violence prevention efforts for children and youth who are not normally served through state and local educational agencies, or who need special / additional services (such as youth who are high rate users, runaway and homeless youth, foster youth, and children of substance abusing parents). SDFSC Governor's program funds are administered through California's Department of Alcohol and Drug Programs (ADP) and provided through a competitive grant process to county Alcohol and Other Drugs (AOD) offices for program services. The third cohort of this Initiative is currently in the second year of program implementation.

In previous cohorts and to date in the current cohort of grantees, evaluation has been required at the local or program level. Grantees are provided technical support to develop customized evaluation tools. This is useful for informing program refinement and for demonstrating local impacts. The SDFSC Statewide Evaluation Project is designed to provide a cohesive assessment of the multi-county initiative and, to the extent possible, comment on the impact of this prevention initiative. The Statewide Evaluation Project will contribute to the value and sustainability of the Initiative. This Project intends to provide evidence of the effectiveness of California's SDFSC Initiative. Furthermore, it will set a precedent for cross-site evaluation of future cohorts.

The primary goal of the Initiative is prevent, delay or reduce substance use among youth participating in the program. Additional objectives that contribute toward that goal include increasing protective factors and decreasing risk factors. The following core outcome areas have been identified to monitor progress toward these impacts:

30-day Use Rates, Age of First Use, Connection to School, Connection to Positive Adult Role Model, and Perception of Harm (associated with use). Supplemental outcome areas are defined as: additional 30-day Use Rate (cocaine), Connection to Community, and Attitudes Toward Use.

The SDFSC Statewide Evaluation Project has the following characteristics:

- Fifteen of 17 counties are participating in this voluntary Project. The evaluation is designed to accommodate varied levels of participation while maximizing the opportunity to report on the primary goals of the Initiative grantees. .
- The evaluation is designed for examination of aggregate prevention effects, as well as effects by program type (most commonly, Strengthening Families and Project SUCCESS).

- A common set of core and supplemental items is used by all participating grantees. This is a novel source of consistent information across participating sites.
- Data on program and participant variables are collected and provide process information crucial for determining true prevention impacts.

Grantee Planning Committee

The SDFSC Statewide Evaluation Project relies on a grantee-driven planning and decision-making process. Sessions include representation by project directors, evaluators, and/or other project staff. While input is welcome in group discussion, email, online survey comments, and one-to-one communication with the Project Coordinators, decisions are finalized according to one vote per grantee. ADP attends planning sessions and reviews Project materials to insure alignment with the Initiative parameters. The Center for Applied Research Solutions (CARS) provides technical assistance and coordination for the Project.

The Grantee Planning Committee members have engaged in an intensive process of development and decision making to product the evaluation plan and measurement tools. The Committee has met numerous times since 2008 for this purpose. The Committee has generally made decisions through consensus, though voting procedures (one vote per grantee) were established to finalize key elements of the Project.

Instrument Development

The major task of the Project to date has been the selection of common cross-site instrumentation to provide a standardized assessment of the program outcomes across grantees. There are core and supplemental measures for administration to SDFSC youth by self-report survey. Almost all items are based on the California Health Kids Survey 2009. This provides psychometrically sound instrumentation that can be compared to local and state statistics.

Procedures

The Procedures that guide data collection tasks were developed by the Grantee Planning Committee in conjunction with CARS. Guidelines were developed to ensure consistency across sites. Consistency promotes data quality. The guidelines included in this data collection manual involve measurement tools, administration protocol, tracking of participants, and data submission.

Tab 2

Administration of the Statewide Evaluation Instrument

Administration of the SDFSC Statewide Evaluation

Administration of the core and supplemental items should follow similar procedures across grantee program sites.

Individual Identification Numbers

Before administering at SDFSC Statewide Evaluation items, the local evaluation or program staff will assign ID numbers to each youth participant. It is possible to use any existing participant IDs or methods for assigning IDs. IDs must meet the following criteria:

- Unique to each individual
- Consistent over time (i.e. an individual uses the same ID at every data collection point)
- Confidential

Grantees will use individual IDs to report demographic, participation and survey data for youth. It is important for grantees to plan to document this information by participant ID in order to facilitate reporting of SDFSC Statewide Evaluation data to CARS.

CARS is available to advise grantees on methods for creating and using individual ID numbers.

Administration of Survey Items

Time points

Survey items will be administered at two time points in a pre/post test design. Time 1 (pre-test) will occur prior to or early on in any program or service exposure. For example, Time 1 administration may occur at participant intake, or if appropriate, within the first couple weeks of participation. Time 2 (post-test) will occur at or after program completion or termination. For example, Time 2 administration may occur at the final program/service session or at a subsequent “exit interview”. In cases where participation is ongoing over multiple years, Time 2 data is to be collected at a natural grantee-determined “post” point per year, such as the end of the academic year or funding year. Each youth will be represented by one Time 1 and Time 2 data set per SDFSC funding year. It is possible that there will be multiple Time 1 and Time 2 data sets for individual youth (e.g. foster youth participating in SDFSC services, or youth participating in other ongoing programs). Use of consistent unique identifiers will assist in tracking data in such cases.

Grantees should systematically document each survey as a Time 1/Pre or Time 2/Post. It is not sufficient to rely on the date of administration to indicate survey

time point. Using the specific Time 1/Pre or Time 2/Post designation will aid in tracking data and avoiding data analysis errors.

If data is only collected at a single point for an individual, please retain and report that data. Make up administrations and follow up efforts are encouraged for absent, drop-out, or other youth missing time points of data collection.

Schedule

The Time 1 and Time 2 Survey items will be administered according to the existing evaluation administration schedule for the local program. For example, local program evaluation may have data collection scheduled at program start (e.g. Program Week 1) and end (e.g. Program Week 12) or academic term commencement (August/September) and completion (December).

If this is a stand alone or new evaluation, then scheduling of the administration will be determined at the local level based on the nature of the program/service participation structure and contextual factors such as timing of the academic calendar and other relevant events. CARS is available to advise grantees on this matter.

Grantees are expected to report planned data collection points (estimated dates are acceptable) to CARS in August of each year. Use the Statewide Evaluation Project Participation Profile form.

Youth to Evaluate

Grantees are encouraged to include all or as many youth as possible engaged in SDFSC programs or services. It is understood that it may not be appropriate or possible to engage all youth in the Statewide Evaluation administration. Youth may participate across multiple SDFSC-funded programs and services. Each youth will be represented by a single Time 1 and Time 2 data set per SDFSC funding year.

Protocol

The administration protocol will be specific to the local program evaluation. That is, grantees will conduct the survey items using the existing or local standard for administration. This will ensure culturally-appropriate data collection occurs. CARS is available to advise grantees on the following standard considerations for survey administration protocol:

- Confidentiality appropriate for the local context
- Proctoring appropriate for the local context
- Explanation of participant rights (i.e. voluntary, confidential)
- Explanation of evaluation purpose
- Sufficient time allotted for survey completion

- Appropriate levels of support for participants' survey comprehension (e.g. administrator reading the items, explaining the questions or scales, or language/reading level appropriate versions)

Spanish Version of Survey Items

Spanish language versions of survey items are available from CARS by grantee request.

Tab 3

Core Outcomes Survey Items and Guide

SDFSC Statewide Evaluation Core Outcomes Measure

The attached measure is designed to assess the core outcome areas targeted by the Statewide Evaluation. The outcome area is listed above the associated set of items. Participation in the Statewide Evaluation entails using these items in a matched pre/post administration for youth engaged in SDFSC services. Integrating any or all of these items is voluntary.

Grantees may format these items into a survey administered to youth OR they may integrate these items into an existing project survey. If an item here is the same as an item on an existing survey; the item does not need to appear twice. Examples are provided at the end of this document.

Grantees may personalize the format/presentation/appearance of these items and responses. Please do not alter the wording of the items or the response options. Examples are provided at the end of this document.

- Core Outcome Area: Connections: school; positive adult role models (at school; outside of school/home)

<i>Outside of my home and school, there is an adult...</i>	Not At All True	A Little True	Pretty Much True	Very Much True
<i>who really cares about me.</i>				
<i>who tells me when I do a good job.</i>				
<i>who notices when I am upset about something.</i>				
<i>who believes that I will be a success.</i>				
<i>who always wants me to do my best.</i>				
<i>whom I trust.</i>				
<i>At my school, there is a teacher or some other adult...</i>	Not At All True	A Little True	Pretty Much True	Very Much True

who really cares about me.				
who tells me when I do a good job.				
who notices when I am upset about something.				
who believes that I will be a success.				
who always wants me to do my best.				
whom I trust.				

- Core Outcome Area: Connections: school

<i>How strongly do you agree or disagree with the following statements about your school?</i>	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I feel close to people at this school.					
I am happy to be at this school.					
I feel like I am part of this school.					
The teachers at this school treat students fairly.					
I feel safe in my school.					

- Core Outcome Area: Age of 1st use: alcohol; binge drinking; tobacco; marijuana, Rx; meth; other

<i>About how old were you the first time you did any of these things?</i>	Never	10 or under	11	12	13	14	15	16	17	18 or over
Had a drink of an alcoholic beverage (other than a sip or two)										
Had five or more drinks of alcohol in a row, that is, within a couple of hours										
Smoked all or part of a cigarette or used other tobacco products										
Used marijuana or hashish (pot, weed, grass, hash, bud)										
Used methamphetamine or amphetamines (meth, speed, crystal, crank, ice)										
Prescription medicines not prescribed to you by a doctor to get "high" or "stoned" (such as Vicodin, OxyContin, Percodan, Ritalin, Adderall)										
Used any other illegal drug or pill to get "high" (such as heroin, cocaine, Ecstasy, PCP)										

- Core Outcome Area: 30 day use: alcohol; binge drinking; tobacco; marijuana, Rx; meth; other

<i>During the past 30 days, on how many days did you use ...</i>	0 days	1 day	2 days	3 - 9 days	10 - 19 days	20 - 30 days
at least one drink of alcohol?						
five or more drinks of alcohol in a row, that is, within a couple of hours						
cigarettes or other tobacco products						
marijuana (pot, weed, grass, hash, bud)						
methamphetamine or amphetamines (meth, speed, crystal, crank, ice)						
prescription medicines not prescribed to you by a doctor <i>to get "high" or "stoned"</i> (such as Vicodin, OxyContin, Percodan, Ritalin, Adderall)						
any other illegal drug or pill to get "high" (such as heroin, cocaine, Ecstasy, PCP)						

- Core Outcome Area: Perception of harm: alcohol; tobacco; marijuana

<i>How much do people risk harming themselves physically and in other ways when they do the following?</i>	How much harm?	Great	Moderate	Slight	None
Smoke 1-2 packs of cigarettes each day					
Have five or more drinks of an alcoholic beverage once or twice a week					
Smoke marijuana once or twice a week					

Sample Surveys

These are two examples of how core outcome survey items may be adopted by grantees. The first example is of items integrated into a pre-existing program evaluation survey. The second example is of a survey developed for the core outcome items only.

{2 page EXAMPLE of how to integrate into your existing survey}

{Jumping in at Section 2....}

Section 2: Leadership

Please check the box below that is closest to how you feel now.

	Very True	Somewhat True	A Little True	Not at all True
a. I take responsibility for my actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I speak up for people who are treated unfairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I stand up for what I believe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I tell the truth even when it is hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am interested in community and world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I can help lead a group to make good decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I get things done and take positive actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am a strong leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am a positive role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I feel good about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I can make a difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I make a valuable contribution to my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: My Experiences

About how old were you the first time you did any of these things

	Never	10 or under	11	12	13	14	15	16	17	18 or older
a. Had a drink of an alcoholic beverage (other than a sip or two)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Had five or more drinks of alcohol in a row, that is, within a couple of hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Smoked all or part of a cigarette or used other tobacco products

d. Used marijuana or hashish (pot, weed, grass, hash, bud)

e. Used methamphetamine or amphetamines (meth, speed, crystal, crank, ice)

f. Used prescription medicines not prescribed to you by a doctor to get "high" or "stoned" (such as Vicodin, OxyContin, Percodan, Ritalin, Adderall)

g. Used any other illegal drug or pill to get "high" (such as heroin, cocaine, Ecstasy, PCP)

Section 4: Feelings About Your Community

Please check the box below that is closest to how you feel now.

Very True Somewhat True A Little True Not at all True

a. I am important to my community.

{And so on...}

{2 page EXAMPLE of how to format as a stand-alone survey}

Youth Survey Tell us what you think!

We thank you for making the valuable commitment to being a youth coalition member. We would like to learn more about you. This survey asks questions about you, your thoughts, and your learnings. By answering these questions you will help us understand more about your experiences in the program, how you may be benefiting from being a coalition member, and ultimately to learn about how we can improve the program in the future.

Your input is very valuable!!

Answering these questions is voluntary; you do not have to answer any question that makes you feel uncomfortable. If you are worried about answering the questions correctly, please remember that this is not a test, there are no right or wrong answers. We just ask you to be honest and answer as best you can.

You do not need to worry about who will see your answers. You may have already seen, there is no place for your name on these surveys—we only ask for your first and last initial. Your answers will be kept private.

Please...

Write your first initial here: _____

Write your last initial here: _____

Fill in your birthday: month ____ day ____ year ____

Look at the bottom of the next page and find your survey ID #.

Please write that number here : _____

Before answering any more questions please tear off this page and give it to the adult in the room.

Please **DO NOT** write your name on any of the other pages in the survey.

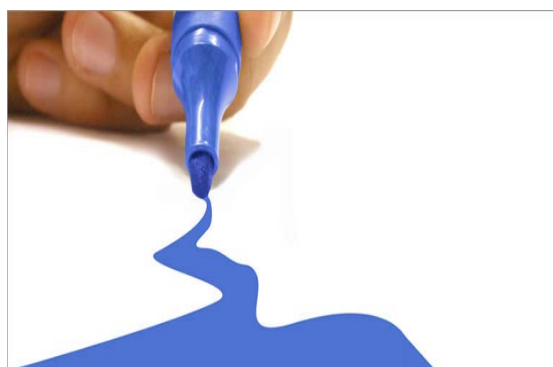
Thank you!

Youth Survey

- | | | |
|--|--|--|
| <p>a.) Are you female or male?</p> <p><input type="checkbox"/> Female</p> <p><input type="checkbox"/> Male</p> | <p>b.) How old are you?</p> <p><input type="checkbox"/> 10 years old</p> <p><input type="checkbox"/> 11 years old</p> <p><input type="checkbox"/> 12 years old</p> <p><input type="checkbox"/> 13 years old</p> <p><input type="checkbox"/> 14 years old</p> <p><input type="checkbox"/> 15 years old</p> <p><input type="checkbox"/> 16 years old</p> <p><input type="checkbox"/> 17 years old or older</p> | <p>c.) What grade are you in?</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p> <p><input type="checkbox"/> 9th grade</p> <p><input type="checkbox"/> 10th grade</p> <p><input type="checkbox"/> 11th grade</p> <p><input type="checkbox"/> 12th grade</p> <p><input type="checkbox"/> no grade</p> |
|--|--|--|

- d) What race or ethnicity best describes you?
Please check only one.

- American Indian
- Asian or Pacific Islander
- Black or African American
- Native American
- Mexican or Hispanic or Latino/a
- White or Caucasian
- Other: (please describe)_____



How strongly do you agree or disagree with the following statements?

- | | | | | |
|--|-----------------|---------------|------------------|----------------|
| 1. There is an adult who really cares about me. | Not At All True | A Little True | Pretty Much True | Very Much True |
| 2. There is an adult who tells me when I do a good job. | Not At All True | A Little True | Pretty Much True | Very Much True |
| 3. There is an adult who notices when I am upset about something. | Not At All True | A Little True | Pretty Much True | Very Much True |
| 4. There is an adult who believes that I will be a success. | Not At All True | A Little True | Pretty Much True | Very Much True |

{And so on...}

Sources of Core Outcome Survey Items

SDFSC Statewide Evaluation core items are from or based on the California Healthy Kids Survey 2009.

*California Healthy Kids Survey ©2009 CA Dept. of Ed.
Version H12 – Fall 2009-Spring 2010*

*High School Questionnaire
Module A: Core*

- The column on the left indicates the source of the SDFSC Statewide Evaluation item.
- Any items marked with an asterisk (*) have been modified or altered.
- Items marked with ⁽¹⁾ have been drawn from other sections of the CHKS and integrated into the Statewide Evaluation measure. For example, this version of the CHKS does not ask Age of First Use for Meth or Prescription Drugs. As a result, language for these items is drawn from other sections and integrated into this subscale as it is a core outcome area for the Statewide Evaluation.

Core Outcome Area: Connections: school; positive adult role models (at school; outside of school/home)

	<i>At my school, there is a teacher or some other adult...</i>		Not At All True	A Little True	Pretty Much True	Very Much True
A16	<i>who really cares about me.</i>					
A17	<i>who tells me when I do a good job.</i>					
A18	<i>who notices when I am upset about something.</i>					
A19	<i>who believes that I will be a success.</i>					
A20	<i>who always wants me to do my best.</i>					
A21	<i>whom I trust.</i>					
	<i>Outside of my home and school, there is an adult...</i>		Not At All True	A Little True	Pretty Much True	Very Much True
A25	<i>who really cares about me.</i>					

A26	who tells me when I do a good job.					
A27	who notices when I am upset about something.					
A28	who believes that I will be a success.					
A29	who always wants me to do my best.					
A30	whom I trust.					
	<i>How strongly do you agree or disagree with the following statements about your school?</i>	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
A11	I feel close to people at this school.					
A12	I am happy to be at this school.					
A13	I feel like I am part of this school.					
A14	The teachers at this school treat students fairly.					
A15	I feel safe in my school.					

Core Outcome Area: 30 day use: alcohol; binge drinking; tobacco; marijuana, Rx; meth; other
Core Outcome Area: Age of 1st use: alcohol; binge drinking; tobacco; marijuana, Rx; meth; other

	<i>About how old were you the first time you did any of these things?</i>	Never	10 or under	11	12	13	14	15	16	17	18 or over
A56	Had a drink of an alcoholic										

	beverage (other than a sip or two)										
A64†	Had five or more drinks of alcohol in a row, that is, within a couple of hours										
A57/58*	Smoked all or part of a cigarette or used other tobacco products										
A59	Used marijuana or hashish (pot, weed, grass, hash, bud)										
A41†	Used methamphetamine or amphetamines (meth, speed, crystal, crank, ice)										
	Used prescription medicines not prescribed to you by a doctor <i>to get "high" or "stoned"</i> (such as Vicodin, OxyContin, Percodan, Ritalin, Adderall)										
A60	Used any other illegal drug or pill to get "high" (such as heroin, cocaine, Ecstasy, PCP)										
	<i>During the past 30 days, on how many days did you use ...</i>	0 days	1 day	2 days	3 - 9 days	10 - 19 days	20 - 30 days				
A63	at least one drink of alcohol?										
A64	five or more drinks of alcohol in a row, that is, within										

	a couple of hours						
A61/62*	cigarettes or other tobacco products						
A65*	marijuana (pot, weed, grass, hash, bud)						
A68	methamphetamine or amphetamines (meth, speed, crystal, crank, ice)						
	prescription medicines not prescribed to you by a doctor <i>to get "high" or "stoned"</i> (such as Vicodin, OxyContin, Percodan, Ritalin, Adderall)						
A70	any other illegal drug or pill to get "high" ((such as heroin, cocaine, Ecstasy, PCP)						

Core Outcome Area: Perception of harm: alcohol; tobacco; marijuana

	<i>How much do people risk harming themselves physically and in other ways when they do the following?</i>	How much harm?	Great	Moderate	Slight	None
A79	Smoke 1-2 packs of cigarettes each day					
A81	Have five or more drinks of an alcoholic beverage once or twice a week					
A83	Smoke marijuana once or twice a week					

Tab 4

Supplemental Outcomes Survey Items and Guide

SDFSC Statewide Evaluation SUPPLEMENTAL Outcomes Measure

The attached measure is designed to assess the supplemental outcome areas targeted by the Statewide Evaluation. The outcome area is listed above the associated item(s). The participation in the Statewide Evaluation entails grantees voluntarily integrating CORE items into their program evaluation; supplemental items are provided as an option to augment the information contributed to the Statewide Evaluation. This will add to the amount of information that is consistently measured across grantees. Supplemental items, like core items, are intended to be integrated into the local level evaluation as a matched pre/post administration for youth engaged in SDFSC services. Integrating any or all of these items is voluntary.

Grantees may format these items into a survey administered to youth OR they may integrate these items into an existing project survey. If an item here is the same as an item on an existing survey; the item does not need to appear twice.

Grantees may personalize the format/presentation/appearance of these items and responses. Please do not alter the wording of the items or the response options.

- Supplemental Outcome Area: Attitudes Toward Use

<i>How do you feel about someone your age doing the following?</i>	Neither Approve Nor Disapprove	Somewhat disapprove	Strongly disapprove
Smoking one or more packs of cigarettes a day			
Having one or two drinks of any alcoholic beverage nearly every day			
Trying marijuana or hashish once or twice			
Using marijuana once a month or more			

- Supplemental Outcome Area: Connection to Community

<p><i>How strongly do you agree or disagree with the following statements?</i></p> <p><i>Outside of my home and school, ...</i></p>	<p>Not At All True</p>	<p>A Little True</p>	<p>Pretty Much True</p>	<p>Very Much True</p>
<p>I am part of clubs, sports teams, church/temple, or other group activities.</p>				
<p>I am involved in music, art, literature, sports, or a hobby</p>				
<p>I help other people.</p>				

- Supplemental Outcome Area: 30 day use: COCAINE

<i>During the past <u>30 days</u>, on how many days did you use ...</i>	0 days	1 day	2 days	3 - 9 days	10 - 19 days	20 - 30 days
Cocaine (any form, coke, crack, rock, base, snort)?						

- Supplemental Outcome Area: School Behavior: attendance, discipline referral, suspensions, expulsions

Sample School Record Tracking Form

TBD: time frame for monitoring attendance and discipline (e.g. annual, by quarter, etc.)

ID	Attendance			Discipline		
	# Days Enrolled	# Days Unexcused Absence	# Days Excused Absence	# of Discipline Referrals	# of Suspensions	Expelled Y/N

Sources of Supplemental Outcome Survey Items

SDFSC Statewide Evaluation supplemental items are from or based on the California Healthy Kids Survey 2009.

California Healthy Kids Survey ©2009 CA Dept. of Ed.
Version H12 – Fall 2009-Spring 2010

High School Questionnaire
Module A: Core

- The column on the left indicates the source of the SDFSC Statewide Evaluation item.

Supplemental Outcome Area: Attitudes Toward Use

	<i>How do you feel about someone your age doing the following?</i>	Neither Approve Nor Disapprove	Somewhat disapprove	Strongly disapprove
A91	Smoking one or more packs of cigarettes a day			
A92	Having one or two drinks of any alcoholic beverage nearly every day			
A93	Trying marijuana or hashish once or twice			
A94	Using marijuana once a month or more			

Supplemental Outcome Area: Connection to Community

	<i>Outside of my home and school, ...</i>	Not At All True	A Little True	Pretty Much True	Very Much True
A31	I am part of clubs, sports teams, church/temple, or other group activities.				
A32	I am involved in music, art, literature, sports, or a hobby				
A33	I help other people.				

Supplemental Outcome Area: 30 day use: cocaine

	<i>During the past <u>30</u> days, on how many days did you use ...</i>	0 days	1 day	2 days	3 - 9 days	10 - 19 days	20 - 30 days
A67	cocaine (any form, coke, crack, rock, base, snort)?						

Supplemental Outcome Area: School Behavior: attendance, discipline referral, suspensions, expulsions

From individual records.

Tab 5

Forms and Instructions for Data Submission

SDFSC Statewide Evaluation Project Participation Profile

This form is used for planning purposes only. Please submit it to CARS by August 15th of each SDFSC funding year. If there are substantial modifications to intended participation in the SDFSC Statewide Evaluation, please re-submit this form to CARS as soon as possible.

1. **County Name** _____

2. **Today's Date** _____

3. **SDFSC funding year** 08/09 09/10 10/11

4. **Participation level for specified funding year**

- Full Modified Not participating (skip to end)

5. **Specify SDFSC Youth Participating in Statewide Evaluation**

All SDFSC Youth. Specify approximately how many: _____

Some SDFSC Youth. Specify who and approximately how many:

6. **Indicate approximate data collection schedule or dates:**

Time 1: _____ Time 2: _____ or Rolling data collection: _____

7. **Circle anticipated data submission to CARS time points:**

Oct 15 Jan 15 April 15 July 15

8. **Specify Program Data To Be Reported**

- Program/service type
- Intake date
- Exit date
- Dosage or level of participation

9. **Specify Demographic Data To Be Collected**

- Gender
- Age
- School type (i.e. traditional, non-traditional)
- Ethnicity
- IOM population (i.e. universal, selected, or indicated risk)

10. **Specify Core Measure Items To Be Collected**

- Connection to adult RM (school)
- Connection to adult RM (not school/home)
- Connection to school
- Perceived harm from use
- Age of 1st use -30-day use
- alcohol* *alcohol*
- binge drinking* *binge drinking*
- tobacco* *tobacco*
- marijuana* *marijuana*
- prescription drugs* *prescription drugs*
- meth* *meth*
- other* *other*

11. **Specify Supplemental Measure Items To Be Collected**

- 30-day use of cocaine/crack
- Attitudes toward use
- Connection to community
- School attendance
- School discipline referrals
- School suspensions
- School expulsions

Placeholder: Example of Data Submission Form

Microsoft Excel - Sample Data Entry From SDFSC Stwide Eval

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	*	*	*					*	*							
2	County	Program	Participant	(Service Type	(Service Type	(Intake	(Exit	Pre or	Survey	Gender	Age or DOB	Grade	Ethnicity	IOM	Primary SDFSC	cares ab
3	Funding	Year	ID #	-Primary)	-Secondary)	date)	date)		Date					Population	Population	
3	text	2009	enter	SAP	SAP			1 = Pre		0 = Female		enter grade #	1 = AA/Black	1 = Universal	1 = HI risk alcoh	0 = Not at
4		2010		FNL	FNL			2 = Post		1 = Male		95 = finished HS	2 = Asian/PI	2 = Selective	2 = COSAPs	1 = A little
5		2011		BI	BI							96 = no grade	3 = Latino	3 = Indicated	3 = Foster youth	2 = Somev
6				Str Fam	Str Fam							97 = drop out	4 = Native Am		96 = none	3 = Very m
7				Environ Prev	Environ Prev							98 = error	5 = White			99 = missi
8				Other: specify	Other: specify							99 = missing	6 = bi/multi			98 = error
9													7 = other			
10																
11	XYZ	2010	19CB12	Str Fam		09/09/09		1	09/10/09	0	12/19/1995	11	5	2	96	
12	xyz	2010	19CB12	Str Fam		09/09/09	12/11/09	2	12/15/09	0	12/19/1995	11	5	2	1	
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Microsoft Excel - Sample Data Entry From SDFSC Stwide Eval

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W18

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB
1	* cares about me	* tells me when I do a good job.	* notices when I am upset about something	* believes that I will be a success	* always wants me to do my best	* whom I trust	* 30 Days: at least one drink of alcohol	* 30 Days: five or more drinks of alcohol	* 30 Days: cigarettes/tobacco				
2													
3	0 = Not at all true	0 = Not at all true	0 = Not at all true	0 = Not at all true	0 = Not at all true	0 = Not at all true	0 = 0	0 = 0	0 = 0				
4	1 = A little true	1 = A little true	1 = A little true	1 = A little true	1 = A little true	1 = A little true	1 = 1 day	1 = 1 day	1 = 1 day				
5	2 = Somewhat true	2 = Somewhat true	2 = Somewhat true	2 = Somewhat true	2 = Somewhat true	2 = Somewhat true	2 = 2 day	2 = 2 day	2 = 2 day				
6	3 = Very much true	3 = Very much true	3 = Very much true	3 = Very much true	3 = Very much true	3 = Very much true	3 = 3-9days	3 = 3-9days	3 = 3-9days				AND SO ON...
7	99 = missing	99 = missing	99 = missing	99 = missing	99 = missing	99 = missing	4 = 10-19 days	4 = 10-19 days	4 = 10-19 days				
8	98 = error	98 = error	98 = error	98 = error	98 = error	98 = error	5 = 20-30days	5 = 20-30days	5 = 20-30days				
9							99 = missing	99 = missing	99 = missing				
10							98 = error	98 = error	98 = error				
11	1	2	1	0	0	1	3	4	0				
12	2	2	2	2	2	2	3	3	99				
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Placeholder: Instructions for Data Submission

Types of Data to Submit

TBD

Preparing Data for Submission to Data Coordinator

To ensure that data are treated consistently and processed in a timely manner, CARS has identified a set of steps for the submission of SDFSC Statewide Evaluation data. Following these steps will help maintain the integrity of data processing and analysis.

1. Enter survey responses using the coding key into the data submission format.
2. Clean the data and correct mistakes or code “missing” or “data errors”
3. Submit to CARS according to specified timeline
4. Communicate any updated or corrected information available after submission
5. Maintain originals or back ups of the data (raw or coded)

Data Submission Schedule

During the designated funding year, grantees may submit data to CARS on the following quarterly dates:

Oct 15 Jan 15 April 15 July 15

Any new-to-CARS data should be sent electronically on the soonest upcoming data submission date. If no new data is available, then nothing needs to be submitted to CARS.

Please review the most recent contact information to determine where to submit data.

As of August 2009, please submit to:

Christina Borbely

cjborbely@sbcglobal.net

Coding Data for Entry

Survey responses are translated into numeric values for data entry and analysis purposes. For example, if a response is “yes”, this can be coded into a “1”. Coding data aids in the discovery of data entry errors and prepares information for empirical analysis.

Placeholder: SDFSC Statewide Evaluation Coding Key

Cleaning Data

“Cleaning” data is a process of checking for errors. There are several efficient methods for doing this. It is important to clean the data before analyzing it because resolves data entry mistakes that effect findings.

For a given item, data responses are coded into numeric values that fall within an expected range (e.g. 1 to 5 for a five-point Likert scale of Very True to Not True at All).

To clean coded data, scan the column of the target variable for unusual numbers (i.e. outliers) by:

- Visual review or scan of the data (“eyeball” it)
- A “sort by” function
- A “find” function
- A “minimum/maximum” or “range” function

In this example, the out of range data is highlighted in red.

Participant ID #	Ethnicity	30 Days: at least one drink of alcohol
enter	1 = AA/Black 2 = Asian/PI 3 = Latino 4 = Native Am 5 = White 6 = bi/multi 7 = other	0 = 0 1 = 1 day 2 = 2 day 3 = 3-9days 4 = 10-19 days 5 = 20-30days 99 = missing 98 = error
19CB12	5	3
19CB12	5	3
F58V8	0	5
JUM890	3	12
89325Y	1	99

Cleaning data may reveal participant or data entry errors. When possible to correct these (i.e. data entry errors), make the revision to the data submission form. If it is not possible to obtain accurate data for a given survey response, then enter the designated “error” code (often this is “98”).

Tab 6

Resources

Glossary

Cleaning data	The process of excluding data points that are out of range, incomplete, or do not make sense for the purpose of conducting analysis
Change score	Value of the difference between two scores (over time, etc.)
Coding	Assignment of numeric value to response options for data entry
Content analysis	Organization of open-ended item responses or other qualitative data into meaningful categories
Count	Tally or sum of values
Data	Information
Data analysis	The process of compiling qualitative or quantitative information in order to answer evaluation questions
Database	Computer program (or sometimes handwritten log) used to manage and store information. Each cell contains a data point
Demographic	Information describing a population
Frequency	The number of times a given response occurs (in raw, ratio, or percentage format)
Instrument	Measure used to assess information for evaluation purposes
Mean	The average of numeric values derived from dividing the sum of all values by the number of values
Median	It is the value that is the mid-point in a set of values where half the values are smaller & half are larger
Mode	The most frequently occurring value in a group of values
Measure	The process of assessing information (verb). The instrument used to assess information (noun)
Normal Distribution	Normal distribution refers to a group of data points that occur symmetrically and with a bell-shaped density and one peak
Outlier	A data point that does not cluster with other data in the group
Reverse Coding	Changing the codes assigned to responses so that the coded values reflect the inherent value of the response
Statistical significance	The probability that the outcome of data analysis indicates an effect when there isn't one
Subscale	A specified cluster of instrument items within a broader set of items
Variable	A specified data point whose value depends on individual participants or subjects

SDFSC Statewide Evaluation Project
Frequently Asked Questions and Discussion Topics
June 2009

As we move forward in planning the SDFSC Statewide Evaluation common questions and concerns are emerging via grantee surveys, emails, and discussions. It is expected that this list will grow and evolve with the ongoing development of the Statewide Evaluation. Responses are provided based on the current information available and may change over time. In some cases, it may not be possible to provide a complete response because of the grantee-driven nature of the process (i.e. the answer is yet to be determined). CARS will do its best to provide accurate information that is available. We also encourage grantees to collaborate and support one another in addressing potential obstacles or concerns related to participation.

Grantees contributed the following questions, discussion topics, and points for clarification.

Participation

- *Clarification about the various "tiers" so that we can determine our level of participation.*

At this point, there are three primary tiers of participation.

1. Full Participation. This entails using all the core measures items and collecting data from all SDFSC participants.
2. Modified Participation. This entails some level of participation, but not full. It may include using only some of the core measures, collecting data from only a subset of SDFSC participants, or some combination of these two elements. Levels of modified participation may vary over time for a grantee. The level of modified participation will be specific to the grantee.
3. No Participation. This entails not conducting assessment or reporting data for the Statewide Evaluation.

Currently, there is not a focus on further delineating the Modified Participation tier. This is subject to change based on grantee preference.

Based on a June 2009 online survey of grantees, intention to participate is as follows:

All but three SDFSC counties responded to the survey. Communication outside of the surveymonkey forum indicates that one county will likely participate, one does not know yet, and the other will not participate.

1. Based on the information available to date, our SDFSC project will...

Collect on all core outcomes using finalized measure	7/15	46.7%
Collect on some of the core outcomes, but not all.	8/15	53.3%
Not participate in the Statewide Evaluation.	0	0

As a general point, the amount of data available determines the amount and variety of data analysis that can be conducted. It is key that the data be consistent across sources – that is why participating grantees are using the same items to measure outcomes. CARS is encouraging as many grantees as possible to contribute as much of the core and supplemental data as possible. The encouragement is intended friendly motivation toward the best possible result of the Statewide Evaluation project. Of course, we recognize there is great variability in what individual grantees will be able to do. Reasons for this vary. Levels of contribution may change over time. CARS will continue to be encouraging of participation AND understanding and realistic about what is viable to expect from grantees. So long as grantees are supportive of the effort, CARS will maximize the opportunity analyze and report the resulting data in an optimal way. In addition, this initial effort at a SDFSC Statewide Evaluation will be a notable advance in the initiative and hopefully set a precedent for any future generations of funding.

- *Survey fatigue is an issue for us. Our youth already take a survey they feel is too long for our program evaluation. Our youth are taking surveys outside of this program, too.*

Survey fatigue is a common challenge across all programs and services.

Recommendations for addressing survey fatigue include:

- Making survey format and content appealing to the target audience.
- Ensuring that the target audience understands the purpose and value of their (accurate) input.
- Creating a positive experience around the survey administration (e.g. flexible administration timelines and settings; incentives; youth-proctored administrations).
- Maximizing efficiency of survey tools (avoid redundancy to the extent possible).
- Strategic timing of administration. For instance, do not administer a survey during finals week or when there is standardized testing taking place.

Measure

- *We already have a survey. Do we have to do away with it and use the Statewide Survey?*

The response will vary depending on the circumstances of the grantee. It is not necessary to eliminate an existing survey. Instead, consider adding Statewide Evaluation items into the existing document or identify where items are the same (avoid repetition of same items in a single or multiple surveys). In some cases, grantees are opting to adopt the Statewide Evaluation Core Outcomes Survey as a sole evaluation measure. This is appropriate in a number of situations including but not limited to, (a) evaluation is not yet developed or being overhauled, (b) there is alignment between project goals/objectives, strategies and the Statewide Evaluation Outcomes.

- *We have items that are close to the proposed measures, but not exact. Can we just keep ours the same or do we have to change it to match?*

-Demographic data. Participation in the Statewide Evaluation will include providing basic demographic information. It is possible for there to be some variability in how this information is collected. For instance, in collecting gender or grade, data may be from a survey item, an intake/admissions form, or an interview.

-Core Outcomes data. In order to have meaningful data to analyze, it is necessary to have consistent sources of information for the Core Outcomes. This is why we created the Core Outcomes Survey. Full or Modified Participation will require that items and their responses be administered exactly as stated by survey. This will allow us to collect data points from individuals across California and then summarize the data into statements. For instance, all data on 30-day alcohol use will come from exactly the same survey item – no matter if it is a youth in an urban area, a small county, or a Strengthening Families project. In this ONE potential scenario, all the data will be gathered in one database (by CARS) and then analyzed to determine levels of 30-day alcohol use and any changes in that rate over time.

- *Couldn't we have a basic past 30 day drug use question (e.g. In the past 30 days, have you used any alcohol or drugs?)? This might increase the number of grantees participating in the Statewide compared measuring each of the drug categories separately.*

At this point in the planning process, Core Outcomes have been determined by grantee vote and levels of grantee-reported intended participation are high. There are two points to make on this subject. First, of note is the capacity to answer this evaluation question with the data we receive through multiple drug categories. That is, we will be able to analyze the number of youth who have not used any substance in the past 30 days, etc. Now, that does not address the issue of making the Statewide Evaluation an option for all grantees. That is the second point to address. The grantee consensus on Core Outcomes, and measure and willingness to participate stands. This topic and other topics are

open to be revisited based on grantee interest. CARS will facilitate and be responsive to the grantee decision-making process.

Implementation

- *Language. Spanish.*

The Core Measures Survey is predominantly based on the California Healthy Kids Survey. This means that the majority of items are available in Spanish. There are a few items that will need to be translated. In addition, we will want confirmation that the CHKS items are appropriately translated in Spanish.

- *Some clients are illiterate.*

If there is already an administration method that works for your project's needs, it may be possible to apply it to the Statewide Evaluation administration. For instance, in some program evaluations, survey items and response options are read aloud to individuals or groups. This is appropriate for the Statewide Evaluation, too. Additional information is available upon request.

- *When does the pre and post test happen?*

At this point, the recommendation is to use your project's existing administration schedule. Ideally, this is based on program cycles and local factors that determine optimal timing for pre and post test administration. CARS is available to make individual recommendation upon request.

Data Logistics

- *On the school attendance, etc., we can collect it, however, I would need to make sure this is not an undue burden on the school.*

Suggestions for minimizing burden include:

- Strategic timing of data collection (from school records) so that it does not take place during busiest times.
 - As possible, compensating (dollars or in-kind) for school staff time used to access school records data.
 - Irrefutable expressions and demonstrations of gratitude.
- *Also, I don't exactly understand how we would maintain confidentiality if school data was matched with the surveys?*

Matched data will be confidential, not anonymous. This will include use of identification codes that are linked to a separate and secured record of identifying information (names or other). For example,

Name	ID Code
Da Re, Angela	13AD02

The personally identifying information is retained BY THE GRANTEE (or the grantee's evaluator). CARS and ADP DO NOT WANT to know the personal identifiers of participants. CARS can advise on details of how to logistically structure this upon request. Using an identification code for participants will allow

CARS to manage data submitted by grantees for the Statewide Evaluation. For example, if one method of data includes entering information into an Excel spreadsheet, then the grantee copy might have participant names in one column, with identifier codes next to it, then school attendance rates in the following column.

GRANTEE VERSION

Name	ID Code	School Attend (days)
Da Re, Angela	13AD02	135/180

The first column, with names, would be deleted in the spreadsheet sent to CARS.

VERSION for STATEWIDE EVALUATION

ID Code	School Attend (days)
13AD02	135/180

This is one example (see section on options for data submission later in this document).

CARS is available to work individually with grantees to develop a system for matching data that ensures confidentiality of participants. Since project circumstances vary, the methods for successfully match data without compromising confidentiality or accuracy of data may vary. Please contact us if you would like a customized data matching plan to address unique circumstances.

- *Do we need to include a variable that accounts for the date of survey administration so you know how much time passed between pre and post? I guess the big picture question is, how much detail will you want with each database so that you know exactly who/what/where/why/when is reflected in the numbers?*

Yes, please plan to include information about date of survey administration for both pre and post test. With regard to “big picture”, we are hoping to get:

Who: demographic data

What: information on what prevention program/service an individual engaged in (i.e. if there are multiple services provided in a project, information on which one(s)). If a grantee only provides one type of prevention service, then this is a simple task.

When: In some cases, the pre/post survey dates will reflect an approximation of participation start/end date. This will not be the case for everyone. In some cases, it will be helpful to provide data about intake and exit of services for Statewide Evaluation purposes.

One possibility is that CARS will develop a template of data requested of counties and indicate the priority assigned to each data point. A sample of this will be available in a separate document.

- *How to use our own tool to provide data for the statewide evaluation - would you need the SPSS database? Or simply the results?*

CARS would like to collect “raw” data, not just the results. For instance, we would like to see the individual item responses for each person that takes the Core Measure Survey. (CARS will advise on how to code responses into numbers for data entry; CARS is available to support individual grantee challenges with this process). This will create opportunities for data analysis.

We are planning to make the data submission mechanism(s) as convenient as possible for grantees. This will entail a detailed group discussion about grantee preferences. Some options may include entering data into a CARS-developed Excel template (thus making it possible to use Excel-friendly formats like SPSS or MS Access, etc. that allows data to be imported into Excel) or using a hardcopy version of a data table template. If this technical talk is aversive to you/your team – wait! Don’t cover your ears (eyes) yet! CARS will be laying it out in simple, straightforward way to make the process as painless as possible for you!

- *A draft time line of when data should reach CARS to meet state deadlines.* At this point, we do not have a specific date in mind. Any suggested timelines will be based on input from grantee discussions. As we move forward with the planning, the key considerations for submission timelines will be noted for review by grantees. Since pre and post test administration dates will vary by grantee, the submission process will likely be some type of rolling system. Remember, it will take at least a year+ cycle of pooling data to begin to analyze for change. It will be possible to begin to make descriptive comments on the SDFSC initiative a bit earlier than that (and will be limited to the amount of data available at a given point in time).

Data & Findings

- *Since most of the grantees are focused on high rate users and thus serving youth who are already using, there is nothing we can do to impact Age of First Use. If the data is being used for descriptive purposes, then it’s fine. If it’s for outcome evaluation, there is a concern that we’re setting ourselves up to fail.*

The current cohort of SDFSC grantees is the first to be targeting specific populations: high risk alcohol consumption by youth, foster youth, and children of known substance abusers. Measuring Age of First Use for multiple categories of substances will provide powerful information about the issues/risks of youth served by SDFSC prevention efforts. Indeed, the data will be used to describe the SDFSC population. It will also be possible to examine whether there is “no change” in onset of use across different substance categories. This is just a data analysis possibility and may not end up being an option or being an area of focus for Statewide Evaluation findings.

Finally, consider that there is variability in populations served. The Statewide Evaluation is not designed to assess program-level impact. Rather, it is designed to capture information from that will allow for aggregate level descriptions, substantiation of needs, and evidence of effectiveness. Just because it is not a local level objective for prevention impact, does not mean that collecting and submitting the data is not valuable to the Statewide Evaluation effort.

- *The concern is that our services seem to be very different than services offered in most of the statewide projects. How will that affect a statewide analysis? How will that be reported? Will there be an analysis based on program type?*

Any results reported will protect the individual confidentiality of grantees. If your project or population is so distinct that it essentially pinpoints who you are, we will not make findings by this characteristic available to the public. Any and all data that grantees provide will be useful for creating an empirical record of (a) populations served and (b) prevention needs. This is why we are encouraging grantees to supply as much data as possible to the Statewide Evaluation.

As indicated in detail below, analysis of prevention impacts will factor in variance by program/service type.

- *How is the data getting collected or input? Are we sending the hard copy surveys to CARS or inputting the information into a universal database?*
- *Are we going to input the data into a universal database, send our data results, or how is the data getting collected at the state level?*

Repeat from above: We are planning to make the data submission mechanism(s) as convenient as possible for grantees. This will entail a detailed group discussion about grantee preferences.

Ideally, CARS will receive data that is already “entered”, rather than unprocessed surveys. That is, rather than send completed surveys to CARS, grantees will transfer participant responses (i.e. data) into an electronic or hardcopy format. A sample is provided in Excel format as a starting point for the upcoming grantee discussion on this topic.

Data entry can be made into a variety of formats suitable to the grantee. There will be multiple format options available designed to be easily synchronized by CARS. Some potential options may include:

- Entering data into a CARS-developed Excel template (thus making it possible to use/merge with existing Excel-friendly formats like SPSS or MS Access, etc. that allows data to be imported into Excel)
- Reporting data on a hardcopy (paper) version of a data table template.
- Creation of an online universal portal for uploading or inputting data (confidentiality protected).

In the event that the primary data entry and submission system is not viable for a grantee, CARS will be available to work individually with counties to create a data-reporting mechanism appropriate for any unique circumstances.

- *We'd be interested in knowing what kind of statistical analysis is being planned.*

The response to this will evolve over time as more decisions are finalized. The Statewide Evaluation data will be used to create empirical (numbers-based) descriptions of the populations and services that comprise the SDFSC initiative. This will complement the qualitative and narrative information presented in grantee annual reports to ADP. [Note that in the past, CARS has attempted to synthesize information across annual reports. The lack of consistency in how and what is reported makes it a challenge to arrive at meaningful statements that can be made about the overall initiative. The Statewide Evaluation will add an important dimension to the understanding of how this prevention initiative manifests in California.]

Other data analysis options may include looking at descriptions or monitoring change by program type, gender, or age. That is, if appropriate, we will cluster information by meaningful characteristics. The ability to do this will depend on multiple things, including but not limited to sample size. Ideally, analysis of impact will “control for” variables like participation duration, age, gender and other factors that may contribute to prevention impacts. Without getting too technical here, there are statistical methods for accounting for these factors so that the results are not “contaminated” with these influences, but rather reflect the actual prevention effort impact.

As we approach the data analysis phase, we will be discussing options and getting input from grantees.

CARS intends to provide project-specific results to individual grantees upon request. This level of analysis WILL NOT be released other than to that particular grantee. It may be useful, but is not required, to include these findings in quarterly or annual reports. It would be the responsibility of the grantee to interpret results and disseminate findings as they see fit.

CARS will ONLY report out aggregate level results to ADP or to the public.

ADP will not be using the Statewide Evaluation data to examine outcomes for individual grantees. The Statewide Evaluation is not designed for this function.