



Collecting, Managing, Analyzing, and Reporting Neighborhood Data:

A User-Friendly Guide

Last Updated 9.1.2011

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I. Preface

Greetings from the Promise Neighborhoods Research Consortium! We applaud your efforts to collect data specific to your neighborhood. We know the thought of data collection can be daunting, and that's why we created this user-friendly guide to data collection, management, analysis, and reporting. In this manual, we aim to provide you with the tools needed to answer your research questions. At this point, you may be wondering:

Q: Who was this manual designed for?

A: We designed this manual for community organizations (for example, school districts, non-profit organizations, etc.) who want to collect and manage their own data. Organizations with a desire to collect archival (i.e. pre-existing) data, neighborhood data, community and parent data, student data, and teacher data are encouraged to use the measurements we introduce in this manual. Using the measurement system we provide, we believe you will be on your way to building a "Neighborhood Profile" that can be used for assessment and, over time, monitoring of program implementation and changes in targeted outcomes.

Q: How do I use this manual?

A: We have developed this manual under the assumption that you have already decided to collect data. The manual starts with questions to answer before collecting data, and what to do before, during, and after data collection. Though we recommend reading through the entire manual, you may begin where you deem appropriate.

Q: Who are we?

A: We are the [Promise Neighborhoods Research Consortium](#) (Appendix A), a network of neighborhood and community leaders and behavioral scientists working together to improve wellbeing in high-poverty neighborhoods. With funding from the National Institutes of Health, we have defined and, to date, helped communities in Florida, Georgia, Michigan, Oregon, and South Carolina adopt our [measures](#) of wellbeing and of risk and protective factors, as outlined in our comprehensive [model](#). In this manual, we have compiled our experience with some of these community-based research projects to help guide you in achieving your study objectives.

II. Questions to Answer Before Getting Started

Before going into a community to collect data, the following questions should be given consideration.

Q: What kind of data do you want to collect?

A: The types of data you want to collect depend on the types of outcomes you are interested in measuring. The PNRC has developed a [model](#) of the cognitive, social-emotional, behavioral, and health [outcomes](#) at each stage of development (from pregnancy through emerging adulthood) that are critical to subsequent successful development, as well as a multi-faceted, comprehensive approach to measuring child and neighborhood indicators of distress and developmental progress in high poverty neighborhoods. The PNRC's approach includes acquiring and utilizing neighborhood-, school-, family- and individual-level data. The PNRC has the following tools available for your use:

- i. [Archival Measures](#) – Archival, or pre-existing data, are important to understanding neighborhood quality and how one's neighborhood influences resident health and wellbeing. Examples of pre-existing data that serve as key indicators of neighborhood quality include: unemployment rate, median family income, number and percent of vacant housing units, and school record data on attendance and standardized test performance. One advantage of using archival data to answer your research questions is that doing so does not require “going into the field” to collect new data, whereby saving time and money.
- ii. [Neighborhood CheckUp](#) – The Neighborhood CheckUp is used to 1) document the current status of conditions in the neighborhood, 2) inventory current practices and their effects on wellbeing, 3) identify overall community priorities, and 4) assist neighborhoods in developing a strategic plan for improving wellbeing. Respondents completing the Neighborhood CheckUp represent a sample of “neighborhood leaders” or key informants who reside and/or work in the neighborhood.
- iii. [Community Member/Parent Survey](#) – The Community Member/Parent (CMP) Survey is taken by community members and/or parents, and is designed to supplement archival data. Respondents are asked about their perceptions of the neighborhood in which they reside, their personal health behaviors, and (if applicable) the behaviors of their youngest child; we have developed questions to be answered about children of all ages (i.e. infants to adolescents).
- iv. [Child and Adolescent Surveys](#) - The PNRC has developed child and adolescent surveys to assess primary outcomes and important influences. The Child Survey is designed to be completed by students in grades 3 to 5, and the Adolescent Survey is designed to be taken by students in grades 6 to 12. There are two versions of each survey, and we recommend that half your sample of students take each version (to reduce participant burden).
- v. [Teacher Assessment of Student](#) - Although child/adolescent self-reports of their behavior are known to be reliable and valid, teacher surveys can be used to provide further validation of child/adolescent behavior. Teacher assessments are particularly valuable for younger students, for whom self-reports are less reliable. You may have teachers complete assessments of all students or a random sample of students in their classroom.

We recommend you take some time to browse the surveys (by clicking on each respective hyperlink above), and consult with your team to finalize research questions, and determine which survey measures you would like to implement in your community.

Q: What data collection options are available?*

A: When it comes to data collection, many options are available. The table below summarizes several options, and outlines the costs and benefits of each method. You will want to talk with key stakeholders to determine which option is most feasible for your project.

<u>Method of Data Collection</u>	<u>Details</u>	<u>Costs</u>	<u>Benefits</u>
Face-to-Face Interviews	In a face-to-face interview, surveyors conduct in-person interviews. Often times, the surveyor obtains a list of eligible respondents, and contacts each person, or a random sample of persons, from the list. During the interview, surveyors can use either a paper or electronic version of the survey to mark responses.	-Expensive -Time consuming -Requires trained interviewers	-Highest response rate -Interviewer can answer any questions respondents may have -Interviewer can establish rapport with respondent
Door-to-Door with Paper Survey	An alternative to face-to-face interviews is to have surveyors go door-to-door to the residences of community members. A best practice would be to send a postcard to residents a week prior to the door-to-door survey date, so that residents are aware of the study taking place. On the day of the survey, surveyors will introduce the goals of the study, and provide a paper version of the survey, and postage, asking respondents to complete and return the survey.	-Expensive -Turnaround time	-Interviewer can establish rapport with respondent
Door-to-Door with Online Survey	This method is identical to the door-to-door with paper survey, except that surveyors direct respondents to an online link where they can take the survey.	-Inferences can only be made about respondents with Internet access	-Interviewer can establish rapport with respondent
Mail Survey	For organizations lacking the labor force needed to go door-to-door, an alternative strategy is to conduct a mail-based survey. Using an address list for the population, select the sample you want to participate in the study. Mail participants a postcard notifying them of the study at least one week in advance. Next, mail participants the questionnaire, as well as an envelope and postage. One week later, mail another postcard reminding participants to mail back the questionnaire.	-Turnaround time -Expensive	-If incentive is included in the initial survey packet, possibility for high response rate exists
Web-Only	This method is identical to the mail-only survey, except that surveyors can use the initial postcard to direct respondents to an online link to the survey.	-Low response rate	-Saves time -Cost-effective -Eco-friendly
Telephone	For organizations lacking the resources to go door-to-door, or conduct mailings, telephone surveys are an alternative. Using a telephone directory, a list of eligible participants is constructed, and respondents are interviewed over the phone. Surveyors can enter responses either directly onto an electronic database, or onto a paper version of the survey.	-Inferences cannot be made about persons in the population who do not have a telephone -Lower response rate, as compared to face-to-face interview	-Quick turnaround -Less time consuming
In-School Survey Administration	For communities interested in collecting data on youth, schools provide an excellent setting for data collection. Any of the strategies mentioned above (i.e. paper survey, web-based survey, mail survey), can be used. The best method for your organization will depend on your time and resources.	-Schools with limited time and availability may not be able to participate -Schools with high mobility and low attendance may provide biased results	-Schools are an ideal setting for surveying a large number of your target population (i.e. students) at one time

***Note:** Information in the above table draws from the following resources as well as professional experience:

Salant, P., & Dillman, D. A. (1994). *How to conduct your own survey*. New York: John Wiley & Sons, Inc.

University of Wisconsin Eau Claire .(n.d.). *Data collection methods*. Retrieved from

<http://people.uwec.edu/piercech/ResearchMethods/Data%20collection%20methods/DATA%20COLLECTION%20METHODS.htm>.

Q: What type of surveys will you use?*

A: After determining your strategy for data collection, you will want to determine whether to administer a paper-based or web-based questionnaire. Below, you will see a brief discussion of each option.

Survey Type	Details	Costs	Benefits
Paper/Pencil	Paper copies of surveys are printed out, and participants complete the paper version using a bubble sheet, or the survey itself	-Expensive -Time for data entry	-Easy to implement
Web Based/ Electronic	Respondents, using a computer with Internet access, are directed to a website to complete the survey	-May not be available in every community -Inferences can only be drawn to persons with access to computer and Internet	-Time efficient

***Note:** In our experience, web-based surveys do save time and money. However, as with any new technology, technical difficulties will arise. For this reason, we recommend that if you have chosen to conduct your study using web-based questionnaires, you should always: 1) give yourself plenty of time to check the web-based technology and assure it is functioning properly, and 2) have a supply of paper surveys handy in case technical issues cannot be resolved.

Q: Do you want to survey the whole community or a sample of people from the community?*

A: An important decision to make with your stakeholders has to do with whether to survey the whole population you are interested in (e.g., all adults, all students, all teachers, etc), or to survey a representative sample of the population of interest. When the population is small, sampling may not be necessary. However, when you have a large population, sampling will save you both time and money. When done correctly, sampling will allow you to describe a population using responses from a selected number of respondents.

If you have decided that survey sampling is the way to go, you must complete the following steps:

- 1) Identify the target population – In this step, you will determine what group of people you are interested in studying (e.g., adults, parents, students, teachers, etc.).
- 2) Construct a list of the population –You need this list to be as comprehensive as possible so as to reduce coverage error (the error that arises when your list does not parallel the target population exactly). For example, if you wanted to sample adults and you constructed your list using a telephone directory, then you run the risk of coverage error due to the fact that adults choosing to not have a phone would not be surveyed. Possible lists for each measure include:
 - a. Archival Measures
 - i. The Archival Measures instrument uses archival (pre-existing) data, so constructing a list of the population is not necessary
 - b. Neighborhood CheckUp
 - i. List of key names at leading community organizations
 - c. Community/Member Parent Survey
 - i. List of parents from school rosters
 - ii. Telephone directory (but remember its limitations/biases)
 - iii. Local business directory (but remember its limitations/biases)
 - d. Youth Surveys
 - i. Student directory from school district

- e. Teacher Survey
 - i. Teacher directory from school district
- 3) Select the sample – We recommend the use of probability sampling, so that each person on the list has a known, non-zero, probability of being selected; strategies such as simple random sampling are ideal. When determining the sample size of your survey, you should consider population size, your desired level of confidence, and your desired margin of error. A researcher or statistician from your local university, college, or health department can help you with this step; the table at <http://research-advisors.com/tools/SampleSize.htm> might be useful.

***Note:** Information in this section draws from professional experience, as well as the following resource: Salant, P., & Dillman, D. A. (1994). *How to conduct your own survey*. New York: John Wiley & Sons, Inc.

The Research Advisors .(2006). *Sample size table*. Retrieved <http://research-advisors.com/tools/SampleSize.htm>.

Q: What Survey Software should be used?*

A: Although the choice is up to you, PNRC has used and recommends the Qualtrics System. Qualtrics is Survey Software that enables users without coding knowledge to develop, publish, and collect responses to surveys. It is web-based, and the version we recommend is available to community organizations for approximately \$2,500. For more information on Qualtrics, go to <http://www.qualtrics.com/>. For a FREE web-based training on Qualtrics, go to <http://www.ori.org/qtrain/>.

Other Options:

- 1) Teleform

Teleform is an Optical Character Recognition (OCR) program used to collect large amounts of data, both accurately and quickly. Data are collected (recorded onto a form) and the form is scanned into the system. After review by project staff, the program evaluates the form and converts written values into a data file, which can then be transferred into the study's database in many different formats including: [SPSS](#), MS Excel and Adobe PDF.

Cost analysis for Teleform created questionnaires*:

Elements of the cost:

- Teleform Software for one user (approximately \$8,000)
Includes One Standalone Workstation license for each of the following: Designer, Verifier, Reader and Print/Fax Auto-Merge Publisher.
- Scanning equipment
 - The quality (and price) of a scanner depends on the volume and dependability required. Most scanners are fine for quality, but for our purposes at Oregon Research Institute (the PNRC's home-site) we tend to need high volume which costs anywhere from \$3,000 to \$10,000 up front.
- Time for training, set-up, and maintenance (remember to include these elements into your grant budget)
- Labor time for completing the following tasks:

- Before data collection (**Time- 1-2 hours per page of approximately 25 question items**):
 - Page design/formatting
 - Set field/variable definitions and validation parameters
 - File name scripting and location determination
 - Testing/Activation
 - Verification of data fields in file for validity
- After data collection (**Time- approximately 30 minutes per page**):
 - Form inspection/data cleaning
 - Scanning
 - Verification/correction
 - Final data file inspection

***Note:** Remember to factor in any indirect costs your collaborating organizations might charge as well.

2) A Free Qualtrics Account

A free Qualtrics account does not have the same capabilities as a paid account. However, if your sample size is very small, and you are planning no more than 2 surveys at any one time, you may want to consider the free account. You could use a free account initially to try it out; however, when writing grants to support evaluation (including data collection) you would be wise to include the costs, both up front and annual) of a system in your budget.

To obtain a FREE account go to www.qualtrics.com

- Go to <http://www.qualtrics.com/>
- Click on “Free Account”
- Enter e-mail (username) & password
- Fill out requested information
- Click “Start my free trial”
- Verify account

3) Commercial Paper Survey Processors

You may decide to contract-out the processing of your paper-based surveys to a third-party. Pricing costs will be sensitive to the length of the survey, as well as the number of participants. Additional service fees will be assessed for survey set-up and management, printing, and processing. To provide an idea of cost, one scientist on our team contracted with a commercial paper survey processor for \$50,000; this cost included processing of approximately 5,800 surveys.

4) Manual Entry

We understand that services/software for paper-based administrations of surveys may be unaffordable to some communities. An alternative strategy is to use the Qualtrics system to create, print, and administer surveys. Responses can then be entered manually into Qualtrics. Another option is to enter responses manually into a readily available program, such as Microsoft Excel; you can then use the double-data-entry technique to assure no errors have been made, and import the final dataset into the Qualtrics system. More information on this strategy is provided in Section VII below.

5) The Promise Scorecard™

Another software program available for use is the [Promise Scorecard™](#), developed by The Results Leadership Group. The Promise Scorecard™ is a data management and monitoring system that allows you to track data both in real-time, as well as longitudinally, across time. The results from surveys conducted using Qualtrics can be fed directly/integrated into the Promise Scorecard™ system, and organizations interested in collecting archival data can use the Promise Scorecard™ system directly.

The Promise Scorecard™ promotes accountability by allowing communities to enter and track a variety of indicators related to child and community health, whereby making data-driven decisions for action. Moreover, the software is able to connect stakeholders, whereby facilitating collaboration. We believe The Promise Scorecard™ and the PNRC resources introduced in this manual could be used in conjunction to optimize community efforts.

Promise Neighborhood grantees will have the Promise Scorecards™ system available to them; other communities interested in utilizing the software can refer to the link above for costs associated with the different packages available, and to this [link](#) for a PowerPoint presentation on the Promise Scorecard™ system.

***Note:** Please note that whatever system you decide on (e.g., Qualtrics, Teleform, Commercial Processor, Promise Scorecard™, etc.) you will need to put the price of the service into a grant as either manual data entry or software. Also, please note that the cost estimates we provide in this document are just that, estimates. We recommend contacting companies directly for exact figures.

III. Identifying and Working with a Point Person From Each Collaborating Organization

After determining the type of data you would like to collect and which measures and software you would like to use, it is necessary to identify a point person from each organization (e.g., school, agency, etc.) in which you will collect data. This point person should be someone who has strong buy-in to the goals of the overall neighborhood project and who also has the ability, both in authority and influence, to execute the project activities.

After the point persons are identified and have agreed to the role, an initial face-to-face planning meeting should be scheduled. At this meeting the following should be shared and discussed:

- A written project overview describing the objectives, partners, funding sources, etc. (see Appendix B)
- Determine what information is most needed in the community and what surveys will be implemented
- A copy of the measures (Appendix C)
- Determine if a paper/pencil or electronic survey is desired
- Develop a projected timeline (Appendix D)
- Clarify roles and responsibilities
- Establish key helpers from within community, school, etc.

Once the above components are agreed upon, a Memorandum of Understanding (MOU) should be crafted. The MOU should provide a summary of what was discussed and decided during the initial planning meeting, including the project objectives, roles and responsibilities, and remuneration/incentives* (when applicable). The MOU should be signed by the director of the agency and the principal investigator of the project. After the document has been signed, a copy should be provided to each of the stakeholders. See Appendix E for a sample MOU.

***Note:** Providing remuneration/incentives is an excellent way to maximize response rates. The PNRC strongly recommends including remuneration/incentive costs in your budget. Examples of remuneration/incentives include: monetary incentives, entry into a lottery for a grand prize, food vouchers, etc.

IV. Pre-Data Collection Tasks

A crucial component in pre-data collection preparations is to submit project protocols, consent materials, and measures for review by the appropriate Institutional Review Board (IRB)*. An IRB is a group of people that monitor research designed to obtain information from or about human subjects. Members of an IRB come from multiple research disciplines and from the communities in which the research is conducted. Gaining approval from the IRB is not only **required** for all projects receiving federal funding, but it also reduces the risk of complaints, legal problems, or negative publicity if problems arise. Working with an IRB also assures programs that their evaluation procedures protect study participants. Submissions to the IRB should occur early in project planning as turnaround time can vary. For more information on IRB's, see the brief aside in the text box below.

Once you have attained approval from the IRB, the following tasks are to be completed several days prior to data collection:

- Check surveys for grammatical errors
- Check that online surveys are working properly
- Check web-survey compatibility with electronic system that will be used at school
- Train proctors
- Send a reminder phone call or email (e.g., to school administrators assisting with school based surveys), or postcard (e.g., to residents you plan to ask to take the Community Member/Parent survey)
- If you are providing remuneration/incentives the day of the survey (to maximize response rates and thank participants for their time), purchase incentives

***Note:** Always engage in communication with your IRB's point person **prior** to submission to assure you are in compliance with their rules and standards. You must also remember to consult with participants (or agencies where participants will be recruited) about rules they may have pertaining to study procedures and protocols.

*IRBs – A Brief Aside**

Human subjects are individuals from whom an investigator or researcher obtains information and data through direct interaction—such as in-person interviews or surveys—or through another source, such as administrative or program records. The overall purpose of an IRB is to make sure that all the necessary steps are taken to safeguard the privacy, confidentiality, rights, and privileges of those individuals who participate in and share information for the study.

The U.S. Department of Health and Human Services' Office for Human Research Protections (OHRP) and the Food and Drug Administration (FDA) regulate IRBs. All IRBs have the authority to approve, disapprove, or require revision of research designed to collect data from or about individuals, subject to the rules outlined by the OHRP and the FDA. If research uses state or federal funds, then IRB review is legally required. IRBs require researchers to submit protocols that describe the proposed research and data collection activities. Further, these boards often conduct periodic reviews of funded research to ensure that these activities are carried out in the manner specified.

Most large universities, hospitals, school districts, and research institutes that conduct research have established their own IRBs. Without affiliation with these entities, however, working with a commercial IRB may be necessary. Commercial or independent IRBs are contracted agencies that are not affiliated with specific institutions and are paid to conduct reviews of research with human subjects. When selecting a commercial or independent IRB, it is important to choose one that is familiar with how social science research is conducted (not just how biomedical research is conducted). Commercial IRB reviews may start around \$1,500 per review. Typically, nonprofit organizations are required to pay this fee. (**Note:** If you have to use a commercial IRB, remember to include this cost in your grant budget)

(Continued below)

*IRBs – A Brief Aside***(Continued)*

When gathering the necessary documentation that will be submitted for IRB consideration and approval, programs should be sure to speak to the designated IRB committee about the specific information that they require and the specific format they require for the submitted materials. Submissions to the IRB should occur early in project planning as turnaround time can vary. Items submitted to an IRB for approval generally include the following:

- Drafts of informed consent forms that will be used in the study. Informed consent forms explain the purpose of the study, describe it briefly, and identify any possible risks to participants. These forms must be signed and (when applicable) should include evidence of the child's assent and a parent's consent for the child to participate.
- A research protocol, defined as a document that lays out the procedures that will be in place. For example, a research protocol could include a description of when and where data collection will take place. Programs will also want to describe the use of incentives or remuneration (if any) that they plan to use in the study, how questionnaires will be collected and coded to protect respondents' privacy, and whether they will seek active or passive consent. Specifically, protocols should include procedures regarding assigning participant IDs (some surveys can be anonymous – no ID – or can use an ID), specifying the use of computer versus paper surveys, procedures for translating the survey when applicable, sampling procedures, and if using a web-based survey, details on how website will be managed.
- Copies of the data collection instruments (surveys) to be used and of the protocol to be followed.
- If risks are present, information that shows that such risks are reasonable in comparison with the expected benefits. For example, programs will want to describe potential risks and procedures to protect confidentiality. Programs also will want to describe exactly where data will be stored once collected and who will have access to data files.
- Possible resources for use in the event of an emergency. For example, programs will want to identify the resources that may be used in the event of any unforeseen circumstances.

Sample protocols for the different PNR measures are included as Appendix F. We recommended that you review these protocols, and revise as necessary for your specific project(s).

***Note:** Information regarding Institutional Review Boards draws from professional experience, as well as the following resource:

Bronte-Tinkew, J., Allen, T., & Joyner, K. (2008). *Institutional review boards (IRBs): What are they, and why are they important?* Retrieved from www.childtrends.org/Files/Child_Trends-2008_02_19_Evaluation7IRBs.pdf

V. Day of Data Collection

After making the proper connections, deciding on what type of data to collect, completing the proper paperwork, obtaining IRB approval, and training the appropriate staff, the day of data collection is finally here! So what should you remember to bring with you? On the day of data collection, we recommend bringing the following:

For both paper- and web-based surveys:

- Contact information for proctors and survey site
- Protocols for each survey being administered
- For youth surveys in a school setting, a roster indicating participating and non-participating students
- Proctor scripts
- Copies of the survey
- Pencils
- Remuneration/incentives (if applicable)

For web-based surveys*:

- Paper-based copies of the survey in case the internet system is not working
- Log-in (website, username, and password) instructions
- Headphones

In our pilots of the Child and Adolescent surveys, we learned many students found it helpful to have web-based surveys with audio narration of each question. If you have the resources available, you may want to consider this approach. Should you move forward with this approach, please make sure either your team, or the school's team, have headphones that are readily available and functioning properly.

- Projection monitor

In our web-based pilot of the Child survey, we determined it would be helpful to have one computer hooked up to a projection monitor, so that students could follow along with a designated proctor. If you elect to use a projection monitor, please allow ample time for set up, testing of equipment, and take down of equipment.

***Note:** In our experience, web-based surveys take more preparation time the day of the survey than paper-based surveys. As such, if you are implementing a web-based survey, we recommend arriving at your study location at least one hour prior to the scheduled survey time, to assure all needed technologies are functioning properly.

VI. Immediately After Data Collection

Immediately following data collection, it is important to follow up with your community point person(s) and provide an informal report of the data collection process. It is also helpful to indicate a timeline for providing a formal summary of the data (see section VII below for tips on analyzing the data and summarizing results).

Following through with promised remuneration is very important. If the data collection occurred within a school setting, then send each participating teacher a thank you card that includes the agreed-upon remuneration (this can also be done the day of the survey). As a way of thanking students for their participation, coordinate with the teacher to determine an appropriate gift (e.g., a gift card to a local book store with books selected by students, a gift card for new classroom supplies selected by students, a gift card to a local grocery store for healthy snacks); remember to deliver the gift card to the teacher. If data collection occurred in a community setting, then allow two weeks for respondents to complete the survey. After two weeks, the online survey application can be closed. Obtain a list of participants and mail remuneration along with a short thank you note to all respondents. Randomly select one participant from the list of respondents who will be the winner of the drawing for the pre-determined grand prize (e.g., an iPod touch). Send the winner the gift by mail.

VII. Post-Data Collection Tasks

After the data have been collected, there are several tasks (i.e. data entry, generating reports, performing advanced data analysis, summarizing results) ahead of you! Each of these tasks is very important as they bring you one step closer to answering your research questions.

Data Entry

You have a few options for data entry, depending on how you chose to collect the data*. Even if you did not use Qualtrics to collect your data, we recommend that you import all your data into Qualtrics prior to generating reports. Remember to review the Qualtrics training provided here: <http://www.ori.org/qtrain/>.

a. Data Entry for Paper Surveys

- i. If you opted to conduct a paper-based survey, using software such as Teleform, you will first need to get the Teleform surveys into Qualtrics. Here's a brief summary of what you will need to do, with more detail provided in Appendix G:
 1. Clean, scan and verify paper Teleform surveys into data files
 2. Realign and combine all Teleform data fields into one (to match the field order and type in the Qualtrics survey)
 3. Change the AutoExport options of the Teleform data to enable the data to be saved as a .csv file rather than a .sav (SPSS) file
 4. Log into Qualtrics and import the .csv file you have created
- ii. If you did not use Teleform or a Teleform-like program, you may enter your data directly into Qualtrics (see Appendix H for directions).
- iii. Another option is to use the program MS Excel to manually enter your data; you can then employ the [double-data-entry technique](#) available in MS Excel to create a final dataset set that can then be imported into Qualtrics. To import responses into Qualtrics, follow the steps provided in [this](#) tutorial.
- iv. If you prefer to have an outside organization conduct the practice of double-data-entry, you will need to find a company that will meet your needs. Ask that the final data file they provide come in the form of a .csv file, so that you can import the responses into Qualtrics. Remember, to include the costs of their service into your budget.

b. Data Entry for Web-based Qualtrics surveys

- i. When a Qualtrics-created web-survey is completed over the Internet, Qualtrics stores the data (i.e. each respondent's survey responses) automatically in real time.

c. Data entry using the Promise Scorecard™

- i. Recall that the Promise Scorecard™ system allows you to integrate responses from Qualtrics software, as well as enter archival data, directly onto their system.

***Note:** If you have opted to use a combination of Teleform and Qualtrics, refer to Appendix I to learn how you can combine all the data in Qualtrics

Generating Reports

To generate reports of the data using Qualtrics, navigate your account accordingly:

1. Click on the “Reports” tab
2. Click “View Results”
3. Click on the icon that is shaped like a pencil to receive information on respondents
4. Click on “View Reports”
5. Click on “Initial Report”
 - Once you are on this page, you will see the list of questions included in your survey to the left; uncheck any questions you do not want in the report (see Appendix J for a reporting protocol for each survey)
 - Go through each question and select which graphs and summary tables you want
 - To view your report using MS PowerPoint, click on the corresponding icon; to view your report using MS Word, click on the corresponding icon

***Note:** The report you create can be made public so that any group charged with writing a grant can provide a link to the data report.

Advanced Data Analysis

Although the Qualtrics data reporting features are excellent for quickly summarizing survey responses, your study team may also be interested in answering more sophisticated statistical questions. For example, you may want to assess the reliability (i.e. consistency) of a set of similar items, and if you are able to survey students across time, you may want to look at patterns of change across time. Doing so requires the use of more advanced software programs, such as [SPSS](#) or [Stata](#).

To Export The Data Into Stata:

1. Log into your Qualtrics account
2. Click on the “View Reports” tab
3. Click on the “Download Data” tab that appears as a floppy disc
4. Open the data file using MS Excel
5. Save the data as a .csv file
6. Open Stata*
7. Click on the “File” tab
8. Click on the “Import” tab
9. Click on the “ASCI data created by a spreadsheet” tab
10. Click the “Browse” button and select the saved .csv file
11. Save the Stata file using the “File” tab and “Save As” option
12. View Appendix K for sample commands that can be used to answer advanced questions

***Note:** If you have reached this step and would instead like to import the data into SPSS, follow steps 2 through 7 of this [link](#). Additionally, remember that the Promise Scorecard™ will create graphs in real-time, allowing you to track change cross-sectionally, as well as longitudinally.

Summarizing Results

While the Qualtrics system quickly generates reports of the data, your key stakeholders may be primarily interested in a subset of items (e.g., questions about substance use, bullying, and violence). For this reason, we recommend meeting with a contact person to go over all results and discuss what is/will be most interesting. From these discussions, you can then provide a brief, one-page, summary document that contains key findings, and provides a link to all the data.

APPENDICES

A. PNRC Team Members and Contact Information

B. Project Overview

C. PNRC measures

D. Sample Project Timeline

E. Memorandum of Understanding

F. Research Protocols

G. Data entry for paper surveys

H. Guidelines for manual data entry

I. Data entry for Qualtrics

J. Analysis Templates

K. Sample Commands for Advanced Analysis

APPENDIX A

PNRC Team Members and Contact Information

To learn more about the Promise Neighborhood Research Consortium (PNRC) team members, click [here](#)

To contact the PNRC, click [here](#)

“Collecting, Managing, Analyzing, and Reporting Neighborhood Data: A User-Friendly Guide”

Developed by:

Niloofar Bavarian

Anne Kraft

Tamara Lange

Brian Flay

&

The PNRC Measurement Team

APPENDIX B

Project Overview*

***Note: The overview below describes a project seeking to implement the Child and Adolescent Surveys. You may revise the overview below to fit within the parameters of the project you are proposing.**

-Introductory paragraph: Introduce yourself, name of the project, and goal of the project.

-Paragraph explaining what you propose. For example:

We would like to survey students in one classroom each for grades three through eight. We expect the survey to take about 15 minutes to complete. We have attached copies of the surveys for young students (grades 3 through 5) and older students (6 through 8). We would like to conduct the survey via our website, if the school is able to provide enough links to the internet. If not, we would do it with paper and pencil.

-Paragraph explaining content of surveys. For example:

The child survey covers students' health, health behavior, exposure to bullying, depression, substance use, antisocial behavior, internet access and use, parental monitoring, and family relations. The adolescent survey asks these questions and asks about prosociality and healthcare coverage and access. In order to keep these surveys short, we divide the questions into two surveys and randomly assign half the students to get each one. We will make the aggregate summaries of the data available to you by school.

-Paragraph explaining consent procedures. For example:

We are proposing a consent procedure in which we send parents a letter of informed consent that asks them to return a postcard if they do not want their child to participate. We also tell students that they do not have to fill out the survey if they do not want to, and we provide an assent form to them with this information. I have attached drafts of each of these documents.

-Paragraph explaining recruitment procedures. For example:

Our recruitment procedure will involve the following: (1) meet with the principal of school and key staff to describe the project and its benefits, (2) make an initial presentation to teachers, (3) explain and sign "Agreement to Participate," (4) obtain a letter from principal agreeing to follow federal human subjects guidelines, (5) receive names and addresses of all parents in participating classrooms, (6) mail a statement of informed consent to parents and have each student take home a copy of the statement of informed consent, (7) eliminate from the roster any students whose parents declined participation, and (d) obtain assent from students before assessment.

-Paragraph explaining proposed remuneration /incentives for participation. For example:

We propose that, as thanks for their participation, participating classrooms receive \$XX, to be used for the purchase of classroom supplies and/or books. However, we are open to other arrangements, if you have better ideas.

-Paragraph with questions your organization has. For example:

One question we have is whether we would need to provide surveys or parent consents in Spanish. Please let me know if we would, and we can arrange to do that.

-Closing paragraph thanking reader, and letting them know to contact you with questions.

For example:

Thank you for considering participation in this important project. Please notify us of any questions you may have at this time. We look forward to your participation.

[Signature]

APPENDIX C

PNRC Surveys

Below you will find links to the various tools that you can use to help develop a profile of your neighborhood. **Please check the PNRC measures [website](#) periodically for the most up-to-date versions of these documents.**

- [Archival Measures](#)
- [Community Member/Parent Survey](#)
- [Child and Adolescent Surveys](#)
- [Teacher Surveys](#)
- [Educational Outcomes](#)
- [System for Continuous Data Collection and Progress Monitoring](#)
- [A Neighborhood CheckUp](#)

IMPORTANT: To learn how to enter these surveys into Qualtrics, review the tutorial provided at www.ori.org/qtrain.

APPENDIX D

Sample Project Timeline

<u>Task</u>	<u>Projected Completion*</u>	<u>Actual Completion Date</u>
Contact Stakeholders	At least 8 weeks before survey implementation	
Develop Project Goals	Eight weeks before survey implementation	
Contact IRB key contact	At least 8 weeks before survey implementation	
IRB material preparation and submission	At least 8 weeks before survey implementation	
Send Project Overview to appropriate sources	Eight weeks before survey implementation	
Recruitment of participants	Six weeks before survey implementation	
Send Memorandum of Understanding to appropriate sources	Four weeks before survey implementation	
Survey Preparation	Four weeks before survey implementation	
Staff Training	Three weeks before survey implementation	
Survey Implementation	***	
Remuneration	One week after survey implementation	
Data Analysis	Any time after survey implementation	
Generating Reports	Within 4 weeks of survey implementation	
Sharing data with stakeholders	Within 4 weeks of survey implementation	

***Note:** The “Projected Completion” column should be completed based on time and resources you have available. Above, we provide a sample timeline. You may use the third column to check off when your group is able to complete the recommended tasks.

APPENDIX E

Memorandum of Understanding

***Note: This memorandum refers to a survey of students within a school setting. Please revise your memorandum accordingly.**

Memorandum of Understanding*

To: <name>, Principal/Director
<school/agency name>

From: <investigator name>, Principal Investigator
<university/research institute/agency>

Re: <Name of Project, Grant #>

Date: <Date>

You have received this memo because you have agreed to become a participating [school/agency] in the <name of project> project that the [agency/university/research institute] is undertaking with funding from [funding source].

The remainder of this memorandum clarifies the obligations and expectations associated with <school/agency name>'s participation in this project. To approve this collaboration between <university/research institute/agency> and <school/agency name>, please sign and date the last page of this memorandum of understanding. Your signatures fixed to the bottom of this memorandum will indicate your approval of this agreement, and commitment to its requirements.

1 Project Description

The purpose of the <name of project> project is to implement a series of student surveys that school, community organizations, and neighborhoods can use to evaluate and monitor the success of student- and family-focused community interventions. The measures used in the study were developed by the Promise Neighborhoods Research Consortium (PNRC), which collaborates with high-poverty neighborhoods around the nation to explore ways to transform neighborhoods so that every young person can succeed and every adult receives support within the community.

We would like to survey students in one classroom each for grades three through eight. We expect the survey to take about 15 minutes to complete. We have attached copies of the surveys for young students (grades 3 through 5) and older students (6 through 8). We would like to conduct the survey via our website, if the school is able to provide enough links to the internet. If not, we would do it with paper and pencil.

The elementary school survey covers students' health, health behavior, exposure to bullying, depression, substance use, antisocial behavior, internet access and use, parental monitoring, and family relations. The adolescent survey asks these questions and asks about prosociality and healthcare coverage and access. In order to keep the survey completion times short, we divide the questions into two surveys and randomly assign half the students to get each one.

2 Obligations of <university/research institute/agency>

In exchange for the participation of <school/agency name> as a participant in the <name of project> project, <university/research institute/agency> will provide:

- A written overview of the project suitable for distribution to <school/agency> staff prior to initiation. <University/research institute/agency> personnel will also be available to answer questions or discuss the project with members of the <school/agency> staff. In some cases it may be possible for a project representative to visit the <school/agency> for this purpose, but this is not guaranteed
- Maintenance of a secure, computer database
- Technical assistance as needed to solve problems and carry out planning efforts
- Project consent materials
- Aggregate summaries of the data available to participating <schools/agencies>
- Financial compensation

Compensation is intended to offset costs for staff release time for training, data collection, and project coordination. <School/agency name> will be compensated at <\$\$\$> per <timeframe> of participation, to be paid no later than <date>. There are no conditions on how these funds may be used by <school/agency name>. As an additional gesture of appreciation participating classrooms will also receive \$<dollar amount> to be used for classroom supplies (per school/agency and project staff discretion).

3 Obligations of <school/agency name>

For up to <timeframe> beginning <date>:

- Participate as a collaborative partner to implement the <Project Name>project at <school/agency name>. This partnership will include participation in planning meetings and communication regarding <school/agency name>'s needs and priorities as well as participation in training and technical assistance from the <university/research institute/agency>. This technical assistance may include training, collaborative planning and recommendations on how to implement or refine project components.
- Ensure that
 - Strict adherence to parent notification procedures is followed.
 - Participant rosters are provided.
- Work with <project> staff to find a suitable <school/agency> staff member to serve as project contact. If this individual becomes unavailable for any reason, <school/agency name> will identify a replacement within a reasonable amount of time.
- The <school/agency> project contact, with the support of <school/agency> administration as required, will work with <university/research institute/agency> staff to:
 - schedule assessments
 - assume responsibility for ensuring that each assessment is executed within the logistical guidelines provided by <project name>
 - act as a representative of the <project name> project in ensuring that human subjects guidelines are followed during the assessment process.

- If assessments are delayed or not completed as scheduled for any reason, <school/agency name> and the <school/agency> project contact will cooperate with <project> staff to reschedule or complete the assessments as quickly as reasonably possible.

This list of obligations has been developed to ensure that the <project name> study is scientifically valid, abides by all legal and ethical standards for research with human subjects, and can be accomplished on time and within budget. For this reason, <project name> Project Management reserves the right to withhold compensation or terminate <school/agency name>'s participation in the project in cases where <school/agency name> fails to fulfill these obligations.

IMPORTANT!

All research activities described above and associated with this project will be reviewed and approved by the <name of Institutional Review Board> for the Protection of Human Subjects in compliance with Federal Policy for the Protection of Human Subjects (45 CFR 46).

4 Contact Information

If you have questions or concerns related to the <project name> project please contact:

<Principal Investigator name>
<title>
<university/research institute/agency>
<address>
<telephone>
<fax>
<E-mail>

5 Signatures

<Principal Investigator name>, Principal Investigator	Date
<University/research institute/agency>	

<Principal/Director name>, <Principal/Director>	Date
<school/agency name>	

APPENDIX F

Research Protocols

This Appendix provides protocols for projects using the Child/Adolescent surveys, Neighborhood CheckUp, Teacher Rating of Student survey, and/or the Community Member/Parent survey. Please remember to adapt your research protocols and materials* as needed.

Appendix Contents

Child/Adolescent Study Materials

1. Consent Materials
 - a. Rationale for waiving informed consent and instead using passive parent consent
 - b. School District Letter to Parents
 - c. Opt Out Postcard
 - d. Parent Consent Letter
2. Survey Protocol
 - a. Protocol for Web-based Student Survey
 - b. Paper-based Student Survey Protocol
3. Student Assent
4. Survey measure (remember to go to the PNRC website to obtain updated [measures](#))

Neighborhood CheckUp Study Materials

5. Neighborhood CheckUp Protocol
6. Introduction Script

Teacher Rating of Student Study Materials

7. Teacher Rating of Student-Online Survey Protocol

Community/Member Parent Survey Study Materials

8. Community Member/Parent Survey-Online Survey Protocol
9. Door-to-Door Protocol for Community Member/Parent Survey

***Note:** The documents provided below are all in English. Communities will have to translate material accordingly, based on the demographics of their population.

1a. Rationale for Requesting Waiving Informed Consent and Using Passive Parent Consent

Criterion 1: The research involves no more than minimal risk to the subjects.

We request permission to use a passive consent procedure in which parents receive a passive consent letter and a postcard that they can send in if they do not want their child to participate. In addition, where possible, we will place an article in the school newsletter that describes the project.

Tigges (2003) provides a detailed analysis of the use of passive consent procedures. She quotes the federal regulations definition of minimal risk as follows: "The probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical and psychological examinations or tests." In this study, we will assess students' problem behavior, psychological traits and wellbeing, peer relations, and exposure to teasing and harassment. We believe that these psychological assessments produce less discomfort than what is "encountered in daily life." Consider, for example, an adolescent student who is experiencing harassment with some frequency (an experience that our research and that of others indicate is a common occurrence). Reporting such an experience on our assessment is less likely to be discomforting than the experience of the harassment itself. Indeed, the opportunity to report on the experience, especially in the context of the school effort to evaluate these events and do something about them, may be palliative to some extent. In addition, Tigges (2003) notes that the Society for Adolescent Medicine specifically identifies "behavioral prevention or intervention research" as having minimal risk.

Criterion 2: The alteration will not adversely affect the rights and welfare of the subjects.

Parents will receive a passive consent letter and, in addition, as the attached procedures illustrate, at the time of the assessment, students will learn of the risks and benefits of participation and learn that participation in the research is voluntary and that they can refuse to participate without penalty.

Tigges (2003) reviews evidence from studies of consent procedures involving adolescents. The evidence indicates that passive consent procedures effectively inform parents. Tigges (2003) cites the study by Ellickson and Hawes (1989), which contacted 94 of 113 parents who had received passive consent letters and had not sent in a postcard indicating that they did not want their child to participate. Of them, 96% had not responded because they had intended to allow their child to participate. Only 3% refused their children's participation when contacted by phone.

Criterion 3: The research could not practicably be carried out without the alteration.

The evidence is clear that the failure to use passive consent will invalidate research on the prevention of child and adolescent problems. There are now numerous studies showing that positive consent procedures produce a systematic and substantial bias in samples of adolescents. In essence, when parents are required to send in a postcard to allow their adolescent to participate, a substantial proportion of parents fail to reply, even though they are willing to have their adolescent participate. Ellickson and Hawes (1989) called 52 parents who did not respond to a positive consent procedure. They found that 87% of them were willing to have their children participate, but for whatever reason, had simply not returned the signed form. Other research

suggests that parents are less likely to respond if they have heavy demands on their time. For example, parents who have jobs out of home are less likely to respond.

Students whose parents do not respond to a positive consent procedure are more likely to be engaging in problem behaviors or to be at risk for doing so. Tigges (2003) cites five other studies showing that positive consent procedures lead to samples that underestimate the rates of adolescents at risk or engaging in problem behaviors, and under-represent ethnic minorities.

The rates of non-response with positive consent procedures are substantial, ranging from 40 to 70% (Tigges, 2003). Extensive follow-up and the use of incentives has increased parent response rate to 55% to as much as 100% (Tigges, 2003). However, the procedures used to achieve these results are extremely costly. Based on Tigges' (2003) review, we estimate that it would cost about \$200,000 in the first year alone to obtain adequate rates of participation among adolescents in the 36 schools we hope to work with.

The effect of the bias produced by the use of positive consent is that studies attempting to evaluate the effects of a preventive intervention will be unable to evaluate it accurately. Because large numbers of at-risk students will not be participating, we will not know if the efforts to prevent them from developing harmful problem behaviors such as drug use and antisocial behavior are effective. In essence, a policy that required positive consent in school-based prevention studies would make it impossible to conduct prevention research that, over the past 25 years, has significantly increased the ability of our society to reduce the rates of adolescent tobacco, alcohol, and other substance use, and their antisocial behavior.

CRITERION 4: Whenever appropriate, the subjects will be provided with additional pertinent information after participation.

Tigges (2003) suggests that this criterion is not applicable in the case of this study. She indicates that it applies to studies where researchers might subsequently learn that a drug being tested had harmful effects.

Ellickson, P. L., & Hawes, J. A. (1989). An assessment of active versus passive methods for obtaining parental consent. *Evaluation Review, 13*, 45-55.

Tigges, B. B. (2003). Parental consent and adolescent risk behavior research. *Journal of Nursing Scholarship, 35*, 283-289.

1b. School District Letter to Parents

[School District Letterhead]

[Date]

Dear Parents/Guardians,

As part of our effort to help [community/neighborhood] neighborhoods support the successful development of all children, we are working with [research institute]. [Research institute] would like to survey children in grades three through eight about their health-related and other behaviors. The enclosed letter describes the project in greater detail. I hope you will take a moment to review what they are proposing and agree to have your child participate.

If you do not want your child to be surveyed, please send in the postcard saying you don't want your child to participate and we will not include them in the study.

Thank you for all you do to help our schools help our children succeed.

Sincerely,

[signature]

1c. Opt Out Postcard

<p>[Insert Logo HERE]</p>	<p>To ensure that your wishes are carried out, please fill in the Information requested below, sign, and return in the provided postage paid envelope. Return this only if you DO NOT want your child to participate.</p>
<p>I DO NOT want my child to participate.</p>	
<p>_____ PRINT CHILD'S NAME</p>	<p>_____ GRADE LEVEL</p>
<p>_____ PARENTS SIGNATURE</p>	<p>_____ DATE</p>

1d. Parent Consent Letter

[School Letterhead]

PROJECT<NAME> PARENT INFORMATION SHEET

Dear Parents,

Your (3rd, 4th...) grade child is invited to participate in the *[Name of Project]Project*. The project is sponsored by the [School District]and [Research Institute], and is funded by [funding source]. It is directed by [principal investigator] at [research institute].

What is the goal of the Project? The purpose of the project is to implement student surveys that neighborhoods can use to monitor the success of programs to improve youth wellbeing. The project is part of a broader effort of the <Name of Group> to find ways to help neighborhoods improve young people's chances of success.

What does participation involve? With your permission, your child will be asked to answer questions about their eating habits, physical activity, tobacco, alcohol, and drug use, and other health related behaviors. Students will either access the survey online using a computer or take a paper version of the survey and answer the questions during school time. The survey takes about 15 minutes to complete. The answers will be sent to a secure database maintained by the [Research Institute] and your child's name will not be associated with the survey. A copy of the survey is available at <http://promiseneighborhoods.org/measures/child-and-adolescent-surveys/>.The survey at your child's school will occur during the next several weeks.

How will my family's privacy be protected? Participation in this project is voluntary. Your child may discontinue participation at any time and may choose to answer some but not all the questions. Your child will not be penalized by your school should he or she decide not to take the survey or to skip some of the questions. When children are asked to fill out the survey in the classroom, they are reminded that they have a right to choose whether they want to fill it out or not. Students will not be pressured to participate if they do not wish to do so.

Some information given to us by your child is personal, and there is always the possibility that someone who is not authorized might see it. We take the following precautions to prevent that from happening.

1. **We will not share your child's information with anyone.** We do not store answers with students' names. [School District] will keep records that link names to student study IDs in secure, password protected computers.
2. All hard copies of the data will be kept locked up and only authorized staff will have access to the information. All project staff have been trained to protect confidentiality.
3. [Research institute] personnel who monitor students have been instructed to honor student confidentiality. In particular, they have been instructed to not look at the student's computer screen or paper survey during the survey.
4. The only exception to our promise of privacy is that if we have reason to suspect: 1) abuse, neglect, or endangerment of a child or elder; 2) or that anyone is in immediate danger of seriously hurting himself/herself or someone else, we are required to report this to the appropriate authorities.

You have the right to refuse your child's participation in the survey. If you **DO NOT** want your child to participate, please **RETURN THE ENCLOSED POSTCARD INDICATING YOU DO NOT WISH YOUR CHILD TO PARTICIPATE.**

If you have questions about the research at any time, or if you have a visual or other impairment and require this material in another format, please contact [principal investigator or project contact] at [Research Institute][phone number]. If you have questions about your child's rights as a research participant, contact the Office for the Protection of Human Subjects, [Research Institute], [phone number]. This Office oversees the research to protect your rights and is not involved with this study. To contact the Office for the Protection of Human Subjects by TDD, call [TDD phone number].

We appreciate you taking the time to consider being part of the [name of project] *Project*.

Sincerely,

Principal
[Name of School]

Principal Investigator
[Research Institute]

2a. Protocol for Web-based Student Survey

STUDENT SURVEY ONLINE PROTOCOL

1. INITIAL PLANNING
 - a. Select classrooms/schools that you will be surveying
 - b. If surveying parents, determine a method to have parents whose students are surveyed complete the Community Member/Parent survey.
 - c. If surveying teachers, determine feasibility of rating all students versus rating a random sample of students

2. CONSENT PREP
 - a. Prepare parent mailing, including parent information sheet and opt out postcard. This will be done by the school or your organization.
 - i. Allow three weeks for parents to respond.
 - ii. Track incoming parent opt outs.
 - b. Verify that the survey will be administered online.
 - c. Assign each participating student an ID # (username) and password.
 - i. Password can be the same for all students.
 - d. Create class roster that highlights participating students (provide list to proctors)

3. IMPLEMENTATION PREP
 - a. Recruit, hire, and train proctors. At least four proctors are needed for every class.
 - b. Determine whether a projection monitor is available to set-up in classroom or lab to show students how to log-in, use the drop-down menu, etc.
 - c. Prepare student log-in sheets with ID # and password for each student.
 - d. Prepare survey packet:
 - i. Headphones (with appropriate adaptor if necessary)
 - ii. Log-in sheets (including an extra set, just in case),
 - iii. Class roster (with parent declines noted),
 - iv. Extra copies of the Survey Protocol for Proctors,
 - v. Copies of the online survey screen shots for Proctors,
 - vi. Feedback forms for Proctors,
 - vii. Thank you card (and check-if applicable) for teacher.
 - viii. Prepared paper copies of the survey (with ID # and piggy-back name stickers) as a last resort in the event of a major technical malfunction.

4. SET-UP
 - a. Decide whether survey will be administered in classroom or computer lab or other setting.
 - b. If using laptops, set up laptops in appropriate location; connect to internet, go to log-in screen.
 - c. If using school computers:
 - i. Obtain school's username and password to access the computers.
 - ii. Ensure the latest edition of Mozilla Firefox is installed
 - iii. Ensure that Flash Media Player is installed.
 - iv. Connect headphones to computer, turn on volume of computer.
 - v. Set up computers to website and log in screen.
 - vi. Conduct a trial run to make sure internet, audio, and volume are working.

5. **ARRIVING AT THE SCHOOL**
 - a. Arrange with proctors to meet at least 60 minutes early outside the front of the school.
 - b. Designate a lead proctor. This proctor will check in at the front office, sign in, obtain visitor badges for the other proctors, and communicate directly with the teacher.
 - c. Ask for directions to the classroom or computer lab.
 - d. Obtain contact information (name/phone extension) of school's IT person.

6. **GREET TEACHER**
 - a. Lead proctor will provide the check with thank you card.
 - b. Ask teacher to prepare quiet individual work for nonparticipating students and students who finish.
 - c. Provide teacher with names of students who are not participating.
 - d. Ask teacher to notify non-participating students of assignment they can quietly work on.
 - e. Ask teacher to stay in the room, but not participate in the survey implementations so that students feel comfortable that their teacher will not see their answers.

7. **GREET STUDENTS**
 - a. Greet each participant. Be warm, friendly, positive and appreciative!
 - b. Ensure that only students who have consented are participating.
 - c. Ask students to find a computer, sit, and wait for further instruction.

8. **INTRODUCTION TO SURVEY**
 - a. Read attached script to group.
 - b. Ask if anyone has any questions.
 - c. Call student names and pass out corresponding log-in instruction sheets.
 - i. Pass out a copy of the Student Assent to each student.
 - d. If available, use projection monitor to demonstrate log-in process.
 - e. Note on class roster any absences or student declines
 - f. Have proctors circulating to attend to student questions.
 - i. **IMPORTANT:** Proctors should avoid looking directly at student's computer screen to protect confidentiality

9. **SURVEY IMPLEMENTATION**
 - a. Keep a copy of the survey with you.
 - b. Be available to answer any questions that students may have. Do not suggest an answer or help them figure out a question. Instead, redirect the participants with statements like: "Which answer do you think best describes you?" "Try to decide which answer best describes how you feel." "What do you think it means?"

10. **SURVEY COMPLETION**
 - i. When students raise their hand to indicate they are finished with the survey, ask students to quietly wait until the others have finished.
(You may remind them of work assigned by teacher to do while waiting for other to complete the survey)

11. **WRAP UP**
 - a. Thank students for their time. Remind them that their participation was very important in designing a survey to help young people be healthy.

2b. Paper-based Student Survey Protocol

STUDENT SURVEY PAPER-PENCIL PROTOCOL

1. INITIAL PLANNING
 - a. Prepare parent mailing, including parent information sheet and opt out postcard.
 - i. Allow 3 weeks for parents to respond.
 - ii. Track incoming parent opt outs.
 - b. Decide whether survey will be administered online or paper/pencil.
 - c. Assign each participating student an ID #.
 - d. Print paper surveys with ID#s pre-printed.
 - i. If time allows, send surveys to printer to be bound and perforated.
 - e. Attach a piggy-back sticker with student name on each corresponding survey.
2. SET-UP
 - a. Before survey date decide whether survey will be administered online or paper/pencil.
 - b. Prepare survey packet:
 - i. Class roster (with IDs/names)
 - ii. Survey protocol
 - iii. Copies of Student Assent
 - iv. Surveys (separated by version and including a roster of student names for each version)
 - v. Pencils
 - vi. Feedback forms
 - vii. Sticker sheets
 - viii. Thank you card for teacher
 - c. If students are in grades 3-5, plan to read the survey aloud.
 - i. To accommodate having 2 versions of the survey, it may be helpful to split the class according to survey and have arranged for separate survey space (i.e., an additional classroom if available).
 - ii. If additional survey space is not available, ask teacher to help physically divide the classroom into two sections.
 - d. Divide and assign each proctor to a group of students.
3. GREET TEACHER
 - a. Provide the check with thank you card.
 - b. Ask teacher to prepare quiet individual work for nonparticipating students and students who finish.
 - c. Provide teacher with names of students who are not participating.
 - d. Ask teacher to notify non-participating students of assignment they can quietly work on.
 - e. Ask teacher to stay in the room, but not participate in the survey implementations so that students feel comfortable that their teacher will not see their answers.
4. GREET PARTICIPANTS
 - a. Greet each participant. Be warm, friendly, positive and appreciative!
 - b. Ensure that only students who have consent are participating.
 - c. Ask students to sit at their desk and wait for further instruction.

5. INTRODUCTION TO SURVEY
 - a. Read attached script to group.
 - b. For grades 3-5, because the survey will be read aloud and there are 2 versions:
 - a. When a second classroom is available:
 - i. The proctor calls student names who will be taking Version 1 of the survey. Ask these students to come with the proctor(s) to the other classroom.
 - ii. Students who will be taking Version 2 of the survey will remain in their current classroom.
 - b. If a second classroom is not available:
 - i. Call student names who will be taking Version 1 of the survey and have them gather together in a separate part of the classroom.
 - ii. Remaining students who will be taking Version 2 will gather together in a separate part of the classroom.
 - ii. Call student names and pass out corresponding paper surveys or ask teacher to help distribute surveys
 - a. Provide pencils.
 - b. Give each student a copy of the Student Assent.
 - c. Ask students to fill in the Date (MM/DD/YY) and start time (HH:MM).
 - d. Read Student Assent page aloud.
 - i. Instruct students who have questions about the assent to raise their hand.
 - a. The proctor will go over to the student and answer questions. If the student declines participation, the proctor will ask the teacher to provide work that the student can quietly work on.
 - e. Ask students to begin the survey.
 - i. For grades 3-5, begin reading the remaining survey information and questions.
 - f. Note on class roster any absences or student declines
 - g. Have proctors circulating to attend to student questions.
6. SURVEY IMPLEMENTATION
 - a. Keep a copy of the survey (both versions) with you.
 - b. Be available to answer any questions that students may have. Do not suggest an answer or help them figure out a question. Instead, redirect the participants with statements like: "Which answer do you think best describes you?" "Try to decide which answer best describes how you feel." "What do you think it means?"
 - c. If reading survey aloud, plan for time to answer student questions during survey before reading the next question.
 - d. Document any concerns or questions that come up on your copy of the survey.
 - e. Avoid looking directly at a student's answers in order to protect confidentiality.
7. SURVEY COMPLETION
 - i. When students raise their hand to indicate they are finished with the survey,
 - a. Make sure the End Time is filled out.
 - b. Make sure the Student Assent is completed.
 - c. Peel off the sticker with student's name from top of the survey and place on a blank sheet of paper.
 - d. Place the survey in the envelope for completed surveys.
 - e. Remind students that we will shred the piece of paper with their names on it.
 - f. Ask students to quietly wait until the others have finished. Remind them of work assigned by teacher to do while waiting.

8. WRAP UP
 - a. Thank students for their time. Remind them that their participation was very important in designing a survey to help young people be healthy.

INTRODUCTION SCRIPT

Hello! [Introduce self and proctor team].

We appreciate your help with our survey today! We are implementing this survey to find out about young peoples' health and behavior. We use this information to develop programs and services to help keep young people healthy. We will be giving this survey to some students in grades 3 through 8 in [School District].

The survey should take about 15 minutes to complete. The survey asks about different types of health-related behaviors.

Your answers are confidential- which means only your Study ID, not your name, will be associated with your answers. Your responses will be kept completely private.

If you have questions while completing the survey, please raise your hand and one of us will help you. .

When you complete the survey please raise your hand and one of us will collect your survey.

As a thank you to your class for helping us with the survey, you get [agreed upon incentive]!

Does anyone have any questions before we begin?

** Pass out surveys/web instructions sheets.

** Begin survey.

Ask students to fill in the Date (MM/DD/YY) and start time (HH:MM).

** Read Student Assent page aloud.

Note that the extra (non-attached) Student Assent is a copy for students to keep and that students should fill in the oval of on the Student Assent that is attached to the survey.

Remember, please raise your hand if you have any questions or when you have finished the survey.

3. Student Assent

STUDENT AGREEMENT TO PARTICIPATE IN STUDENT SURVEY

We are asking students in grades 3 through 8 to answer some questions about their health and their behavior. It should take about 15 minutes.

We hope you answer the questions, but **YOU DO NOT HAVE TO**. It is your choice whether or not to do it. If you do not want to fill it out at all, or you want to answer only some of the questions and skip others, that is fine. Even if you start filling it out, you can stop at any time.

We will not share your answers with anyone. Your teacher will not see them; your parents will not see them. And we never keep track of who said what.

FOR ONLINE: To protect your privacy, you will be using your Study ID to log onto the survey. In order to begin the survey, you will enter that ID number into the survey form. We will store this ID separately from your answers in the database; we use it only at the beginning to make sure that we know who did and who did not take the survey. Once you begin, your name is not linked to your answers.

If you are interested in participating, please enter your ID# into the form now and press “continue”.

FOR PAPER: To protect your privacy, your name on the top of the survey will be torn off when you turn it in. Only your Study ID will remain. You can throw away the slip of paper that has your name on it.

If you are interested in participating, please begin filling out the survey.

4. Survey measure (remember to go to the PNRC website to obtain updated [measures](#))**5. Neighborhood CheckUp Protocol**Neighborhood CheckUp
ONLINE PROTOCOL

1. INITIAL PLANNING
 - a. Meet with school representatives to explore holding a school wide event for parents (possibility of linking survey to existing well-attended school event).
 - b. Verify that the survey can be administered online in the school.
 - c. Recruit, hire, and train survey assistants. If needed and possible, hire bilingual assistants to assist with translation issues.
 - d. Inform parents about event several weeks prior to the event through notices and phone calls.
 - e. Diminish potential barriers (i.e. lack of transportation or childcare, scheduling conflicts).
 - f. Include incentives (food, raffles, gift cards, money) for attending event and completing the survey.
 - g. Prepare survey packet:
 - i. Extra copies of the Survey Protocol for Assistants
 - ii. Copies of the online survey screen shots for Assistants
 - iii. Feedback forms for Assistants
 - iv. Parent completion incentive (i.e. \$\$, gift card)
 - v. Thank you card (and check-if applicable) for school
 - vi. Prepared paper copies of the survey as a last resort in the event of a major technical malfunction
2. SET-UP
 - a. Test all school computers and connectivity at least a week prior to the event night.
 - b. On event night, set up school computers:
 - i. Set up computers to website and log in screen,
 - ii. Conduct a trial run to make sure internet is working.
3. ARRIVING AT THE SCHOOL
 - a. Arrange with assistants to meet at least 1 hour before the event,
 - b. Go over logistics and roles for the evening with assistants,
 - c. Provide assistants with materials,
 - d. Obtain contact information (name/phone extension) of school's IT person.
4. GREET PRINCIPAL
 - a. Provide the check with thank you card.
5. GREET PARENTS AND INTRODUCTION TO SURVEY
 - a. Greet each participant. Be warm, friendly, positive and appreciative!
 - b. Show parents to available computer.
 - c. At the start of the event, read attached script to parent group. If necessary, translate into appropriate languages.
 - d. Ask if parents have any questions.
 - e. Have assistants circulating to attend to parents questions.

6. SURVEY IMPLEMENTATION

- a. Keep a copy of the survey with you.
- b. Be available to answer any questions that parents may have. Do not suggest an answer or help them figure out a question. Instead, redirect the participants with statements like: “Which answer do you think best describes you?” “Try to decide which answer best describes how you feel.” “What do you think it means?”
- c. Document any concerns or questions that come up on your copy of the survey.
- d. Avoid looking directly at a parent’s answers in order to protect confidentiality.

7. WRAP UP

- a. If time allows, ask parent what they thought of the survey, ask principal and other participating personnel for feedback.
- b. Thank parents for their time. Remind them that their participation was very important in designing a survey to help young people be healthy.

6. Introduction Script

INTRODUCTION SCRIPT

for
Neighborhood CheckUp

Hello! [Introduce self].

We appreciate your help with our survey today! We are developing this survey to find out more about your neighborhood. We will use this information to develop programs and services to help keep young people healthy.

The survey should take about 20 - 30 minutes to complete. The survey asks about programs and services within the [<name of neighborhood>] neighborhood.

Your answers are anonymous and confidential. Your responses will be kept completely private.

If you have questions while completing the survey, please raise your hand and one of us will help you. There might be questions that are confusing or unclear. You might have problems with the online survey system that we are not aware of. You can really help us if you tell us about those, so please raise your hand and tell us about any problems that you see, or if something is not clear.

As a thank you to for completing the survey, you will receive [an incentive ...i.e. \$20 Walmart card].

Before you begin, I would like to show you a little bit about the survey. (Explain the computer's "Mouse" and the roller to move the survey)

[Go through first five pages of the online survey. Pieces to point out...]

1. First page
 - a. Language option
 - b. "NEXT>>" button
2. Second page
 - a. Show "<<BACK" button and explain that they can go back to change their answers
 - b. For a few questions, you will need to answer question (show what happens if you do NOT put an answer). On these questions there is an option "I do not want to answer this question"
 - c. Show how respondents can write in an answer in the "Other" box.
3. Third page
 - a. Show an example of a "slider bar" to indicate length of time residents have lived in a neighborhood.
4. Fourth page
 - a. Explain that some questions allow them to have many responses.
5. Fifth page
 - a. Show rating scale and how they should put a response for each category.
 - b. Explain that there will be several similar rating scales for different types of programs.
6. After the ratings, they will be asked to select 2 of the best things in their neighborhood and 2 things that need to be improved or developed.
7. Last part of the questionnaire asks them questions about themselves (how old, if you are male/female)

Do you have any questions before you begin?

Thank you for your help.

7. Teacher Rating of Student-Online Survey Protocol*

***Note: The protocol provided is for a study that asks teachers of students enrolled in the Child/Adolescent Study to participate in the Teacher Rating of Student Study. Adjust your protocol accordingly.**

Teacher Rating of Student Study Online Protocol

1. INITIAL PLANNING
 - a. Verify that resources are available to implement online survey.
 - b. Assign each participating teacher an ID # and password.
 - c. Decide on teacher incentive for completion of survey.
 - d. Decide whether teacher will rate all students, or a sample of students.

2. SET-UP
 - a. Decide whether survey will be administered using teachers' classroom computers, school computer lab, or teachers' personal computers.
 - b. If using school/classroom computers:
 - i. Ensure the latest edition of Mozilla Firefox is installed.
 - ii. Ensure that Flash Media Player is installed.
 - iii. Set up computers to website and log in screen.
 - iv. Conduct a trial run to make sure everything is working.
 - c. Prepare teacher log-in sheets with ID # and password for each teacher.
 - d. Provide teachers with study IDs of students they will be rating.
 - e. Prepare form giving overview/purpose of the survey, website link, survey link and thank you.
 - f. Allow (X days/ X weeks) for teacher to complete agreed upon number of assessments.

3. WRAP UP
 - a. Provide agreed upon remuneration to teachers

8. Community Member/Parent Survey-Online Survey Protocol*

***Note: The protocol provided is for a study that asks parents of students enrolled in the Child/Adolescent Study to participate in the Community Member/Parent Study. Adjust your protocol accordingly.**

Community Member/Parent Survey Study ONLINE PROTOCOL

1. INITIAL PLANNING
 - a. Decide whether resources are available to implement an online survey.
 - b. Have school designate a parent liaison/leader to help coordinate survey completion and identify and coordinate incentives.
 - c. Assign parents study IDs; assure that parents ID can be linked to student's study ID, while simultaneously protecting confidentiality.
 - i. Mail log-in/password information to parents' homes along with study rationale, and explanation of student and school incentives for completion.
2. INCENTIVES
 - a. Determine incentives available for parent liaison
 - b. Determine incentives available for each parent who participates in study
3. SET-UP
 - a. Decide whether survey will be administered in computer lab, other school setting, or parents' personal computers.
 - b. If using school computers:
 - i. Ensure the latest edition of Mozilla Firefox is installed.
 - ii. Ensure that Flash Media Player is installed.
 - iii. Set up computers to website and log in screen.
 - iv. Conduct a trial run to make sure everything is working.
4. Wrap Up
 - a. Have parental liaisons document the parental feedback and issues concerning survey.
 - b. Provide a window period for survey completion (for example, three weeks); mail incentives to participants after window period has closed.

9. Door-to-Door Protocol for Community Member/Parent Survey

***Note: This protocol is for a door-to-door survey in which adults complete the “Community” portion of the Community Member/Parent survey, and respondents with a child age 18 years and younger are provided with the “Parent” portion of the survey to complete at their leisure. If you would like to implement a different measure, revise the protocol accordingly.**

HOUSEHOLD SURVEY ADMINISTRATION PROTOCOL

1. HEALTH BUILDER CHECK-IN & SET-UP

- Determine a date, time, and place for volunteers to meet with Team Leader and pick up survey administration materials and “route” for the day.
- Survey administration material should include the following: spreadsheet of “routes”, agreed upon number of Community Member Survey Packets and Envelopes, agreed upon number of Parent Module Packets and Return Envelopes, assent form envelope (colored envelope), pencils, extra assent forms and return envelopes, and an administration report form. ***Volunteers need verify they have everything before leaving the check-in location.***
- Organizing committee should have water and snacks available for volunteers at check-in.
- Volunteers should have their cell-phone with them at all times should questions arise. Remind volunteers to mute the ringer and refrain from answering calls while interacting with participants.

2. CONTACTING PARTICIPANTS

- Volunteers will go door-to-door to each household on their route. Knock on the door (or ring the door bell) and wait for a response, repeat up to 2 times.
- If there is an answer, ask to speak to the head-of-household or an adult resident. If no adult is present, tell the person answering the door that you will come back another time and continue on. If an adult is present, volunteers will introduce themselves and describe what they are doing (see attached script) and invite the head-of-household to participate in the survey.
- It is important to document the status of each household that is reached. If,
 - Nobody answers the door, mark this household as a “NH” (NH=Not Home) on the spreadsheet and continue on to the next household.
 - A child answers the door but an adult is not home, mark this on the spreadsheet as an “ANH” (ANH=Adult Not Home)
 - If an adult is home and agrees to participate, mark “C” (C=Complete).
 - If an adult is home but does not want to participate, mark “RP” (RP=Refused Participation) on the spreadsheet.
 - If a household is not safe, or the volunteer is uncomfortable approaching it, mark as “NS” (NS = Not Safe)
 - If an address is for a vacant house or lot, mark as “V” (V = Vacant)

These directions will also be included on the spreadsheet.

- Participants “out and about” (i.e., outside but not at home) are eligible to complete the survey. ***However, volunteer must determine where they live and document this contact as described above. If their address is not listed on the assigned route, write it in at the bottom of the spreadsheet and document this contact as described above.***

3. DISTRIBUTION OF MATERIALS

- Hand out Community Member Survey Packet to **one** adult household participant (preferably the head-of-household)
- Give the participant a pencil
- DO NOT give a form to an individual who has refused participation

4. INTRODUCTION TO PARTICIPANT, ASSENT & QUESTIONNAIRE(S)

- Read attached script to the adult participant
- Offer to read, out-loud, the assent form
- In all out-loud reading, read at a slow enough pace so that the participants can follow along. They need to hear and understand the assent forms and all instructions.
- If the adult agrees to participate, direct him/her to complete the section at the bottom of the assent form (the first page of the survey packet). Please emphasize that they will need to print legibly and that this document will be kept separate from their answers.
- If the participant would like a copy of the assent form to keep, provide them with an extra copy (located in the administration materials packet).
- After the assent form is complete, separate this from the survey and **look to see if they have children under the age of 18 living at home. If yes, they should have written in the age of their youngest child. Use this information to pull and prepare the parent module that you will leave with them to complete after they have completed the Community Member Survey.** Once the needed information is obtained, put the completed assent form in the colored, Assent Form Envelope.
- Once assent has been given, the participants should complete the survey on their own. If the participant wishes to complete the survey in a private location, remain where they directed while they complete the survey. If in the same room/location, do not deliberately watch the participant complete the survey (to protect confidentiality).
- Note survey start and end time.

5. INTERACTING WITH PARTICIPANTS

- Be friendly, positive and upbeat with participants; their participation is vital to the project!

6. RESPONDING TO PARTICIPANTS' QUESTIONS

- **NEVER suggest an answer to a participant**, or help them to “figure out” a question. Instead, redirect the participant with statements like; “Which answer do you think best describes you?” “We want your opinion.” “What do you think it means?” “Try to decide which answer best describes how you feel.”
- **Re-read** the question aloud to the participant (including the answer categories). This may help the participant understand.
- If participants have questions about specific words, remember to **use only the definitions provided** (on the survey form and the definitions list). Read definitions word-for-word.
- **NEVER interpret the meaning** of a question for participants, or make up new definitions. Never make any assumptions about how they should answer a question.

7. COLLECTING MATERIALS & PROVIDING PARENT MODULE

- Each participant should insert his or her completed Community Member Survey packet into the envelope provided and seal it before returning it to the volunteer (the Health Builder).
- *Volunteers should NOT accept survey packets that have not been inserted into envelopes and sealed by the participant.* (This is to ensure confidentiality)
- Collect the sealed envelope and pencil.
- Write on the front of the sealed envelopes how long (i.e., number of minutes) it took each participant to complete the survey.
- The sealed survey packets should be returned to the Team Leader at the end of the data collection each day. ***DO NOT, under any circumstances, open an envelope that has been sealed by the participant.***
- If the participant indicated that they had a child under the age of 18 living at home when completing the assent form, pull the relevant parent module (based on the age of the **youngest** child living at home) and **write, legibly, the ID number from the Community Member Survey (on the top of the assent form) at the top of the first page of the parent module in the space provided. This MUST be done to ensure a match between both sets of the participant's responses.**
- Give the parent module and a return envelope to the participant and remind them that they will be mailed \$XX if they complete and mail back this extra survey.
- Thank the participant for their help.

8. HEALTH BUILDER REPORT SHEET

- For each day of data collection, volunteers will complete a report sheet to record homes with no answer/contact, homes with successful contact (whether or not they agreed to participate), participant refusals, completed surveys, and participant comments/questions about the survey.
- Keep the report sheet with the completed survey packets. At the end of each day, complete the report sheet and tally the surveys carefully. **MAKE SURE THE NUMBER OF SURVEYS MATCHES THE NUMBER CALCULATED ON THE REPORT SHEET.**

9. HEALTH BUILDER CHECK-OUT

- At the end of the day (1pm), volunteers shall bring administration materials (completed surveys, report sheet, extra surveys and assent forms, pencils, etc.) to the Team Leader at the agreed upon location.
- Let the Team Leader know how things went that day and if there were any unusual or adverse events. An Adverse Event Reporting Form will need to be completed should an adverse event take place.
- Once all materials have been accounted for, volunteers will be asked to sign report sheet and complete the timesheet. Timesheets/Survey counts will be processed every 2 weeks and paychecks will be mailed to the address you provide. Volunteers will be compensated \$XX per hour worked. Volunteers will receive a \$XX bonus for each day that they have 6 or more completed surveys. The Health Builder with the highest number of completed surveys at the end of the project will receive an agreed upon grand prize.

SURVEY ADMINISTRATION SCRIPT

Hi, I'm _____. I'm helping the <name of organization> to conduct a health survey. We are doing this to understand the strengths and needs of our community. The survey asks questions about our neighborhood, healthcare, and health behaviors. The information you give us will be used to help our young people and families stay safe and healthy.

We'd like to have you complete a short survey. Would you like to participate?

[IF NO, THANK THEM FOR THEIR TIME, MARK THIS ON YOUR SPREADSHEET, AND MOVE ON. IF YES, ASK THEM WHERE THEY'D FEEL MOST COMFORTABLE COMPLETING THE SURVEY]

[NEXT, GIVE THE PARTICIPANT THE COMMUNITY MEMBER SURVEY]

The first page describes the purpose of the survey. Would you like me to read it out loud?

[IF YES, READ THE ASSENT FORM; IF NO, CONTINUE ON]

Do you have any questions? Please print your name and address in capital letters at the bottom of the first page. Please print clearly. We will immediately separate that page from your survey when we receive it so, that your name will not be kept with your answers.

[ONCE COMPLETE, SEPARATE THE ASSENT FORM FROM THE SURVEY]

Do you have any questions about how to complete the survey?

When you finish your survey, please review it to make sure that you did not skip any questions that you did not mean to. Put your survey packet in the envelope and seal it shut before giving it back to me.

[WHILE THE PARTICIPANT COMPLETES THE SURVEY, USE THE INFORMATION THEY PROVIDED ON THE ASSENT FORM TO DETERMINE WHICH (IF ANY) PARENT MODULE SHOULD BE GIVEN TO THE PARTICIPANT AT THE END OF THE COMMUNITY MEMBER SURVEY. **WRITE DOWN THE COMMUNITY MEMBER SURVEY ID NUMBER ON THE FIRST PAGE OF THE PARENT MODULE IN THE SPACE PROVIDED.** ONCE THE CORRECT MODULE HAS BEEN PREPARED, PLACE THE COMPLETED ASSENT FORM IN THE ASSENT FORM ENVELOPE]

[WHEN THE PARTICIPANT IS FINISHED AND THE SEALED PACKET HAS BEEN RETURNED TO YOU...]

Do you have any questions or comments related to the survey?

In addition to some information about yourself, we'd like you to provide information about your youngest child living in your home. We will mail you \$XX cash as a thank you for your help with this extra information. Do you have children under the age of 18 living with you at home? [IF YES] How old is your youngest child?

[VERIFY THAT YOU HAVE PREPARED THE CORRECT PARENT MODULE BASED ON THE AGE OF THEIR YOUNGEST CHILD LIVING AT HOME AND GIVE IT TO THE PARTICIPANT, ALONG WITH A RETURN ENVELOPE]

Please fill this out as soon as you can, put it in the envelope, seal it, and put it in your mailbox for your mailman to pick up and return to us. When we receive it, we will mail \$XX to the address you provide within 6 weeks of receiving it. Do you have any questions about this extra survey?

[IF YES, ANSWER THEIR QUESTION(S). IF NO, CONTINUE ON.]

Thank you for your participation. The information you provide will be used for programs to help young people stay safe and healthy and we really appreciate your help.

APPENDIX G

Data Entry for Paper Surveys Using the Teleform program*

1. Teleform is the program which will design a scannable paper survey. Before the completed paper survey is scanned, items must be set in the Teleform program which will allow the data to be imported into and combined with Qualtrics survey data.
2. In the DESIGN phase of the paper survey in Teleform:
 - a. Question items and variable names are set on the form
 - b. Layout and formatting question items takes place
 - c. 3 items need to be set in the “AutoExport” task of the Teleform program
 - i. A computer file path needs to be created and the file format of .csv is chosen to save the data from surveys into a format which can be opened in MS Excel and imported into Qualtrics
 - ii. The “field order” of the question items needs to be in the same sequence as in the Qualtrics created online version of the survey.
 - iii. Fields created in Teleform which are not necessary in Qualtrics need to be disabled, and those fields which only appear in the Qualtrics survey need to be enabled
 - iv. For step by step training on this process please see www.ori.org/qtrain
 - d. Form needs to be “activated” and printed for use
3. In the POST DATA COLLECTION process of the surveys
 - a. Paper surveys should be inspected and cleaned/corrected for errors
 - b. Surveys are scanned
 - c. Teleform Verifier program checks and verifies the forms, creates the .csv file , and once verified, sends the data responses to the file
4. Preparing the .csv file to import to Qualtrics
 - a. The headings (field names/variable names) in the.csv file created by Teleform need to match the Template Qualtrics provides in the IMPORT option
 - b. Carefully transfer (from MS Excel copy/cut/paste) the RESPONSES from the teleform created .csv to this Qualtrics created template.
 - c. Follow the steps to import .csv data into Qualtrics
5. Once data is imported, Qualtrics reports can be generated for presentation/analysis

***Note:** Step by step training with video, PowerPoint slideshows and screenshots is provided at www.ori.org/qtrain for:

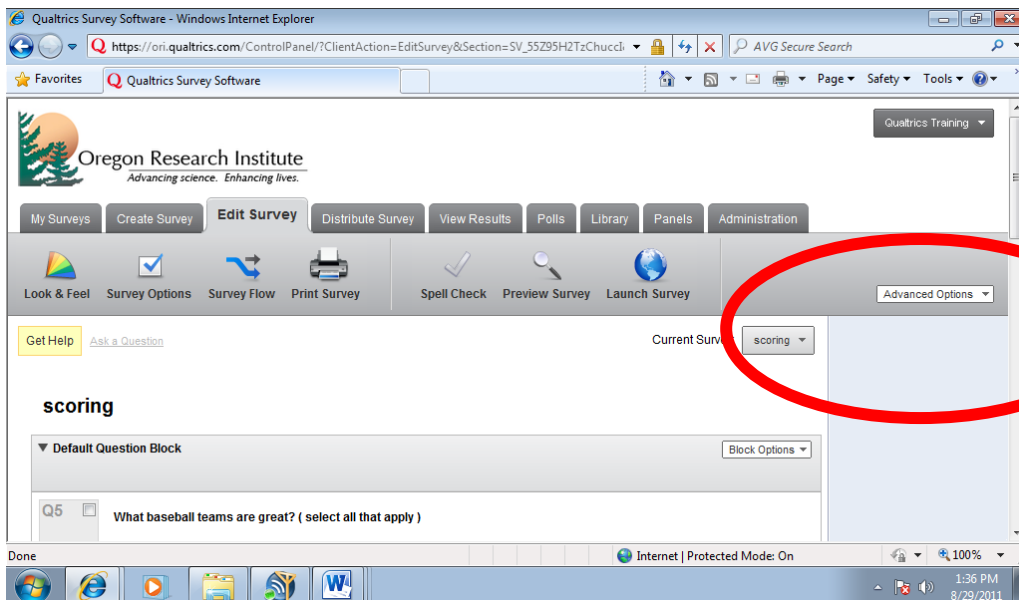
1. Qualtrics survey creation
2. Report Generation in Word, PowerPoint, Excel, etc.
3. Importing process from Teleform paper data to Qualtrics

APPENDIX H

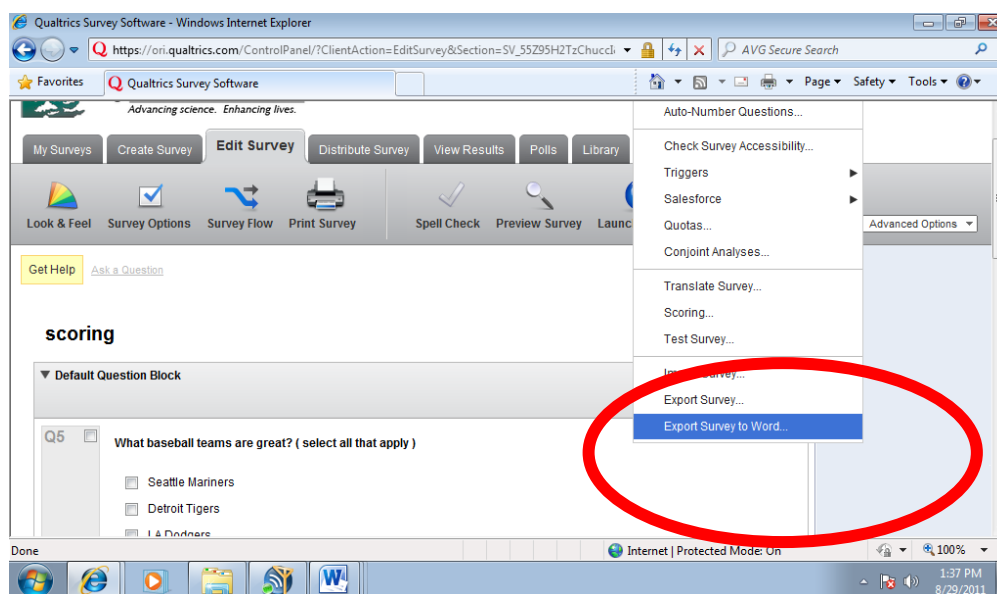
Guidelines for Manual Data Entry

Qualtrics has a feature to export any of its web-based surveys to a file format such as MS Word. Doing this would allow a paper version to be created for assessment to populations not able to take the survey by computer.

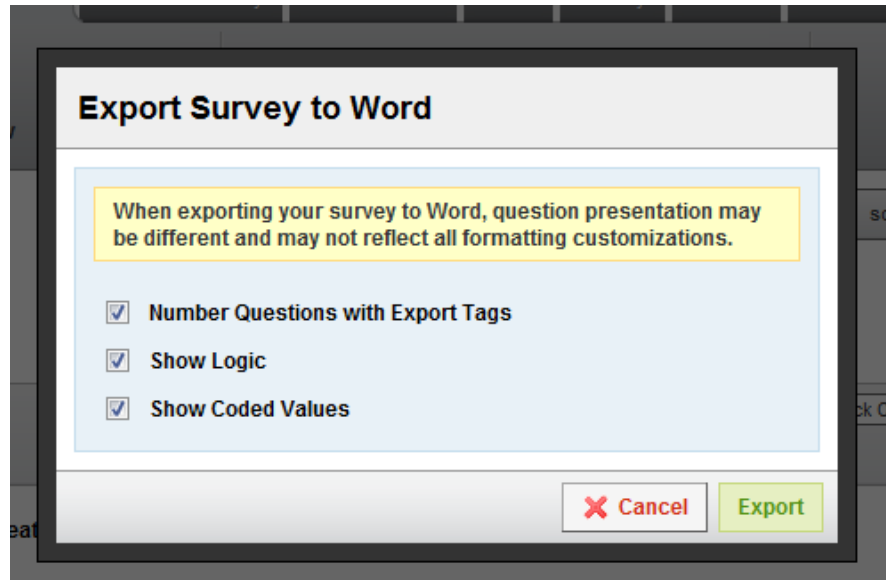
1. In Qualtrics find the survey and select the “Edit Survey” tab, and then drop down the menu from “Advanced Options” as shown below



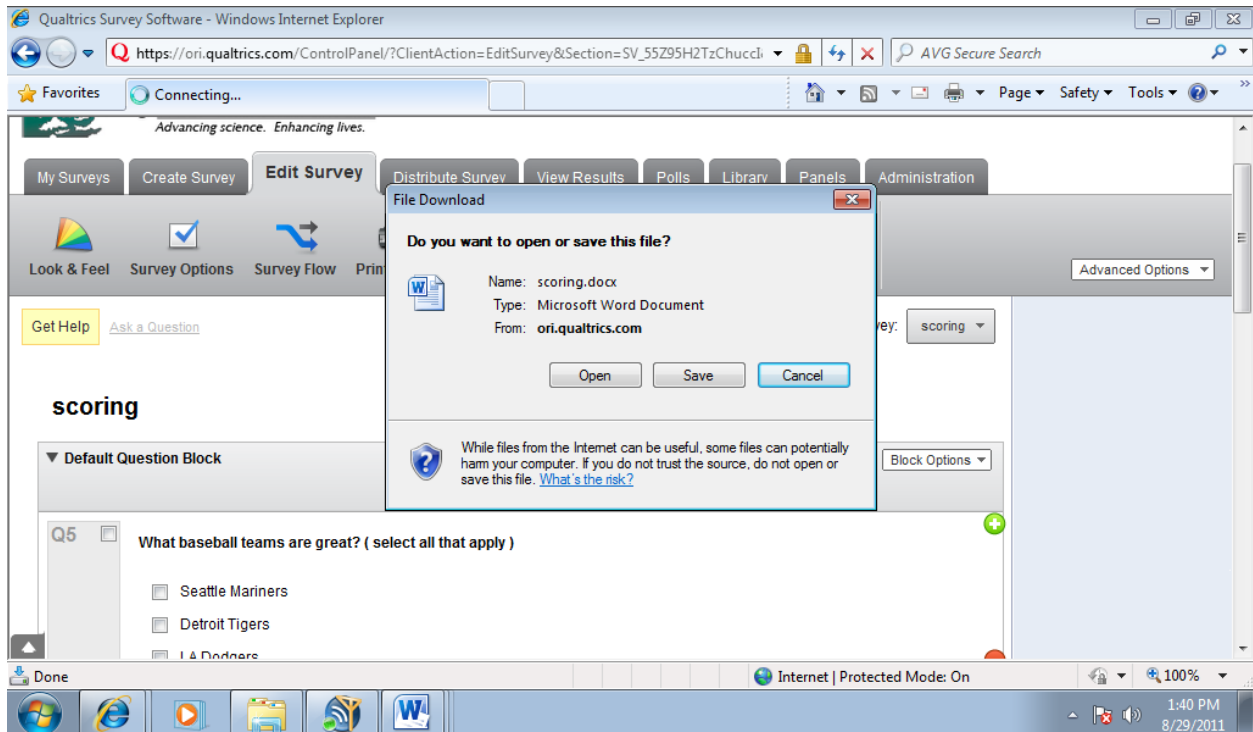
2. From Advanced Options select “Export Survey to Word...”



3. This popup will ask which options to export. Select all 3 and look at editing the exported Word document for presentation/formatting the finished paper survey for the participant



4. This will ask you to save your survey as a Word document to a file path of your computer



5. Use the formatting tools of Word to design the survey, while making certain to have items on the survey such as: participant ID numbers, marking instructions for the participant, etc.
6. Upon receipt of paper survey after assessment:
 - a. Inspect survey and make any necessary corrections to responses
 - b. Acting as a survey participant, click the online survey link and transpose (enter) the responses from the paper survey to the online Qualtrics version
 - c. Retain paper version or scan into an electronic format (recommended) such as PDF for future reference
7. Process reports from Qualtrics or download files for analysis as mentioned in Appendix G.

APPENDIX I

Data Entry in Qualtrics

It may become necessary to design a survey strategy which involves providing a survey in both Teleform paper format and web-based online Qualtrics format. In order to enable the 2 data sets to reside in Qualtrics for presentation and/or analysis, planning needs to take place. This planning will give access to survey data representing many surveys such as:

- Neighborhood CheckUp
 - CMP
 - Youth Surveys
 - Teacher Surveys
1. Begin with the design of the Qualtrics online version of the survey
 - a. Create a MASTER Qualtrics survey to contain all question items from all surveys
 - b. There will be no responses in this MASTER survey , but it will be the empty copy which all survey data will import into at the end of the assessments
 2. Create the individual Qualtrics surveys to be launched (Child/Adolescent survey, Teacher survey, etc.) making certain to match question item names/variables to match the MASTER survey

***Best practice: Use the copy feature of Qualtrics to copy question items from MASTER version to individual surveys to improve accuracy**
 3. Launch surveys and collect responses from individual surveys into the community
 4. From each survey, in the post data collection phase, download the .csv file of results
 5. Import all files into MASTER copy as mentioned in Appendix G items 4 and 5
 6. For Teleform versions of the survey follow Appendix G items 1-3
 7. Generate reports for presentation as necessary in Qualtrics

APPENDIX J

Analysis Template

As illustrated in [Table M3](#), each measure developed by the PNRC aligns with the comprehensive PNRC [model](#). When analyzing your survey results, we recommend sorting results by level of influence, domain, and sub-domain. Below, we have laid out how data from the Adolescent, Child, Community Member/Parent, and Teacher Assessment of Student surveys can be presented.*

For each item, you can follow the steps outlined below when determining how to present the data:

- Log into Qualtrics account
- Click on “View Results” icon
- Click on report you are interested in viewing
- Click on the “Initial Report” link
- Click on question number (presented in left column) you are interested in viewing
- Click “Add Table” icon (located on right of screen)
- Click “Add Graph” icon (located on right of screen)
- Review table(s) and graph(s) that are created
- Determine whether Table or Graph makes data easier to interpret
- Delete unwanted image by scrolling over image and clicking on “X” that appears on top right of image
- Complete this process for every question you are interested in, and for questions you are not interested in, go to the “Questions” column on the left of the screen, and uncheck each question accordingly
- When you are ready to create the report, go to the “Export Report” feature, and click on the icon that reflects the type of report you want generated (e.g., MS Word, MS PowerPoint, etc)

Remember: Step-by-step training with video, PowerPoint slideshows and screenshots is provided at www.ori.org/qtrain

Analysis Template

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Distal Influences	Income & Resources	Family Poverty	PNRC Community Member/Parent Survey [Items: K9-K12]	K.9: How many people aged 16 and older in your home have a full-time job (for example, one job that is 40 or more hours per week)? K.10: How many people aged 16 and older in your home have a part-time job? K.11: How many people contribute to your household’s total income? K.12: What is your household's total income for the past 12 months?

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Distal Influences	Income & Resources	Access to Health Care	PNRC Community Member/Parent Survey [Items: H8, J1-J5]	H8: When was your last visit with a medical professional? J1: Do the adults in your household have health insurance coverage? J2: Do the children in your household have health insurance coverage? During the past 12 months: J3: Have you had a dental examination at a dental clinic or office? J4: Was there any time when you needed medical, dental or vision services, or prescription drugs, but didn't get them because you couldn't afford it? J5: Was there any time when you needed mental health, substance abuse counseling/treatment, or other health-related support, but didn't get it because you couldn't afford it?
			PNRC Adolescent Survey [Items: IE1-IE4, IF1-IF3]	IE1: What kind of place do you go to most often when you are sick? IE2: Do you or your family currently have any type of health insurance that pays for at least some of your medical expenses? IE3: When was your last visit with a medical professional? IE4: In the past year (12 months) have you had a dental examination at a dental office? In your neighborhood, is there: IF1: A pharmacy or drug store? IF2: A health care clinic or doctor's office? IF3: A dental clinic or dentist's office?
Distal Influences	Social Cohesion	Prosocial Norms and Informal Social Control	PNRC Community Member/Parent Survey [Items: A3-A6, A11 – A18]	A3: People around here are willing to help their neighbors A4: People in my neighborhood generally get along with each other A5: People in my neighborhood can be trusted A6: This is a close-knit neighborhood How many people in your neighborhood: A11: Study hard and try to do well in school? A12: Work hard and try to do well in their job? A13: Lead a healthy lifestyle (eat a healthy diet and exercise)? A14: Show respect for other people? A15: Smoke cigarettes? A16: Are drunk in public? A17: Use illegal drugs? A18: Act violently

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Distal Influences	Social Cohesion	Social Connectedness, Social Capital	PNRC Community Member/Parent Survey [Items: A3-A6, A11 – A18]	A3: People around here are willing to help their neighbors A4: People in my neighborhood generally get along with each other A5: People in my neighborhood can be trusted A6: This is a close-knit neighborhood How many people in your neighborhood: A11: Study hard and try to do well in school? A12: Work hard and try to do well in their job? A13: Lead a healthy lifestyle (eat a healthy diet and exercise)? A14: Show respect for other people? A15: Smoke cigarettes? A16: Are drunk in public? A17: Use illegal drugs? A18: Act violently?
Distal Influences	Social Cohesion	Healthy Community Norms	PNRC Community Member/Parent Survey [Items: A3-A6, A11 – A18]	A3: People around here are willing to help their neighbors A4: People in my neighborhood generally get along with each other A5: People in my neighborhood can be trusted A6: This is a close-knit neighborhood How many people in your neighborhood: A11: Study hard and try to do well in school? A12: Work hard and try to do well in their job? A13: Lead a healthy lifestyle (eat a healthy diet and exercise)? A14: Show respect for other people? A15: Smoke cigarettes? A16: Are drunk in public? A17: Use illegal drugs? A18: Act violently?
Distal Influences	Social Cohesion	Social Exclusion, Discrimination	PNRC Community Member/Parent Survey [Items: A7-10]	How often do you feel the following happen in your neighborhood? A7: You are treated disrespectfully A8: People act as if they don't trust you or are afraid of you A9: You are threatened, harassed, or called names A10: You are discriminated against

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Distal Influences	Physical Environment	Decay: Abandoned buildings, substandard housing	PNRC Community Member/Parent Survey [Items: B1-B6]	How much do you agree or disagree with the following statements about your neighborhood? B1: There is a lot of trash and litter on the street B2: There is a lot of noise B3: Homes and other buildings are well-maintained B4: Street signs and lighting are maintained B5: There is concern about lead, cockroaches or other health issues in many buildings B6: The air quality is good
Distal Influences	Physical Environment	Neighborhood Design and Land Use	PNRC Community Member/Parent Survey [Items: B9-B12]	How much do you agree or disagree with the following statements about your neighborhood? B9: Local parks, sports clubs, and other facilities offer many opportunities to play and be physically active B10: It is pleasant to walk or run outside B11: I often see children and other people playing or exercising outside B12: Parks and playgrounds are well-maintained and safe
Distal Influences	Physical Environment	Access to Nutritious Foods	PNRC Community Member/Parent Survey [Items: H2-H4]	During the past month (30 days), how often did... H2: Your family have a meal together that was prepared at home? H3: You have a meal from a fast food restaurant? H4: You have low fat, skim milk in your home?
			PNRC Adolescent Survey [Items: IIC1-IIC4]	During the past 7 days, how often: IIC1: Did you eat vegetables (for example green salad, potatoes, and carrots)? IIC2: Did you eat fruits (do not include fruit juice)? IIC3: Did you drink soda or pop? (do not count diet soda or diet pop) IIC4: Did you have a meal from a fast food restaurant?
			PNRC Child Survey [Items: IIB1-IIB4]	During the past 7 days, how often: IIB1: Did you eat vegetables (for example green salad, potatoes, and carrots)? IIB2: Did you eat fruits (do not include fruit juice)? IIB3: Did you drink soda or pop? (do not count diet soda or diet pop) IIB4: Did you have a meal from a fast food restaurant?

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Distal Influences	Physical Environment	Media	PNRC Community Member/Parent Survey [Items: C13, C17, C18, K5]	C13: Is there a television in the room where your child sleeps? C17: About how many hours is the TV on each day in your home? C18: How many days per week does this child watch two or more hours of television? K5: Can you get online (for example, onto the Internet or Web) on a computer at home?
			PNRC Adolescent Survey [Items: IIF1-IIF2, IIG1-IIG2]	Can you get online (for example, onto the Internet or Web) on a computer at: IIF1: Home? IIF2: School? During the past month (30 days), how often did: IIG1: You use the Internet or Web for school work? IIG2: You use the Internet for non-school activities?
			PNRC Child Survey [Items: IID1-IID2, IIE1-IIE2]	Can you get online (for example, onto the Internet or Web) on a computer at: IID1: Home? IID2: School? During the past month (30 days), how often did: IIE1: You use the Internet or Web for school work? IIE2: You use the Internet for non-school activities?
Proximal Influences	Family Influences	Involvement in learning-related activities	PNRC Community Member/Parent Survey [Items: G41-G42]	During the past month (30 days), how often have you: G41: Helped with or checked your child's homework assignments? G42: Talked to your child about what goes on at school?
			PNRC Adolescent Survey [Items: IIG3]	IIG3: During the past month (30 days), how often did: Your parents ask if you got your homework done?
			PNRC Child Survey [Items: IIE3]	IIE3: During the past month (30 days), how often did: Your parents ask if you got your homework done?
Proximal Influences	Family Influences	Involved Monitoring	PNRC Community Member/Parent Survey [Items: C17-C18] PNRC Adolescent Survey [Items: IIG3-IIG5]	C17: About how many hours is the TV on each day in your home? C18: How many days per week does this child watch two or more hours of television? During the past month (30 days), how often did: IIG3: Your parents ask if you got your homework done? IIG4: Your parents know if you did not come home on time? IIG5: One of your parents know where you were and who you were with when not home?

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Proximal Influences	Family Influences	Involved Monitoring (continued)	PNRC Child Survey [Items: IIE3-IIE5]	During the past month (30 days), how often did: IIE3: Your parents ask if you got your homework done? IIE4: Your parents know if you did not come home on time? IIE5: One of your parents know where you were and who you were with when not home?
Proximal Influences	Family Influences	Non-Harsh Limit Setting	PNRC Community Member/Parent Survey [Items: E11-E14, G40]	How often do you: E11: Set rules or limits on the amount of sweets or snacks your child eats? E12: Ask your child to consider how others will feel if she/he misbehaves? E13: Discipline your child by reasoning, explaining or talking to your child? E14: Let your child know you are pleased and/or reward him/her when your child has done something you like or approve? G40: Set rules or limits on how your child spends time (such as when they do their homework, how late they stay up at night, or how often they spend time with friends)?
Proximal Influences	Family Influences	Reinforcing Interactions	PNRC Community Member/Parent Survey [Items: G38-G39]	About how often in the past month (30 days) have you: G38: Spent time with your child doing one of his/her favorite activities? G39: Talked with your child about things that are important to her/him?
			PNRC Adolescent Survey [Items: IIG7, IIG10]	During the past month (30 days), how often did: IIG7: Your parents talk to you about your interests and things you like to do? IIG10: Your parents notice when you did a good job and let you know it?
			PNRC Child Survey [Items: IIE7, IIE10]	During the past month (30 days), how often did: IIE7: Your parents talk to you about your interests and things you like to do? IIE10: Your parents notice when you did a good job and let you know it?
Proximal Influences	Family Influences	Positive Role Modeling	PNRC Community Member/Parent Survey [Items: G43-G44]	How many people... G43: In your neighborhood are positive influences on your child? G44: At school are positive influences on your child?

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Proximal Influences	Family Influences	Health Maintenance/ Health-Related Behavior, Hygiene	PNRC Community Member/Parent Survey [Items: C11, C12, C14, H1-H7]	C11: In the past 7 days, how often did your child eat breakfast? C12: During the last month, how would you rate your child's sleep quality overall? C14: On a usual night, how many hours of sleep does your child get? H1: During the past month (30 days), how would you rate your sleep quality overall? H2: During the past month (30 days), how often did... Your family have a meal together that was prepared at home? During the past month (30 days), how often did... H3: You have a meal from a fast food restaurant? H4: You have low fat, skim milk in your home? During the past 7 days, H5: How many times did you eat breakfast? H6: How often did you eat fruits (do not include fruit juice)? H7: How often did you eat vegetables (including green salad, potatoes, and carrots)?
			PNRC Adolescent Survey [Items: ID1-ID2, IIC1-IIC6]	During the past month (30 days): ID1: What time did you usually go to bed in the evening on weekdays (turn out the lights in order to sleep)? ID2: What time did you usually get out of bed in the morning on the weekdays? During the past 7 days, how often: IIC1: Did you eat vegetables (for example green salad, potatoes, and carrots)? IIC2: Did you eat fruits (do not include fruit juice)? IIC3: Did you drink soda or pop? (do not count diet soda or diet pop) IIC4: Did you have a meal from a fast food restaurant? IIC5: Were you physically active for at least 60 minutes at a time? (For example, walking, running, playing active sports or games, lifting weights.) IIC6: During the past 7 days, how often did you eat breakfast?

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Proximal Influences	Family Influences	Health Maintenance/ Health-Related Behavior, Hygiene (continued)	PNRC Child Survey [Items: ID1-ID2, IIB1-IIB6]	<p>During the past month (30 days):</p> <p>ID1: What time did you usually go to bed in the evening on weekdays (turn out the lights in order to sleep)?</p> <p>ID2: What time did you usually get out of bed in the morning on the weekdays?</p> <p>During the past 7 days, how often:</p> <p>IIB1: Did you eat vegetables (for example green salad, potatoes, and carrots)?</p> <p>IIB2: Did you eat fruits (do not include fruit juice)?</p> <p>IIB3: Did you drink soda or pop? (do not count diet soda or diet pop)</p> <p>IIB4: Did you have a meal from a fast food restaurant?</p> <p>IIB5: Were you physically active for at least 60 minutes at a time? (For example, walking, running, playing active sports or games, lifting weights.)</p> <p>IIB6: During the past 7 days, how often did you eat breakfast?</p>
Proximal Influences	School Influences	High-Quality Early Childhood Education	PNRC Community Member/Parent Survey [Items: C5]	C5: What type(s) of child care arrangements do you have for this child?
Proximal Influences	School Influences	Quality Education	PNRC Community Member/Parent Survey [Items: C20-C23]	<p>How important is it to you that your youngest child:</p> <p>C20: Graduates from high school?</p> <p>C21: Continues his/her education after high school?</p> <p>How likely do you think it is that your youngest child will:</p> <p>C22: Graduate from high school?</p> <p>C23: Continue his/her education after high school?</p>
			PNRC Adolescent Survey [Items: IC1-IC4]	<p>How important is it to you to:</p> <p>IC1: Graduate from high school?</p> <p>IC2: Continue your education after high school?</p> <p>How likely do you think it is for you to:</p> <p>IC3: Graduate from high school?</p> <p>IC4: Continue your education after high school?</p>

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Proximal Influences	School Influences	Positive School Climate	PNRC Adolescent Survey [Items: IIH1-IIH7]	During the past month (30 days), how often: IIH1: Did you feel safe at your school? IIH2: Was your school clean and nice looking? IIH3: Did you feel safe getting to school and back home? IIH4: Did your school have good supervision? IIH5: Did your teacher encourage you to do your best? IIH6: Did your teacher encourage you to be helpful to other students with their work? IIH7: Did your teacher explain something another way if a student did not understand it?
			PNRC Child Survey [Items: IIF1-IIF7]	During the past month (30 days), how often: IIF1: Did you feel safe at your school? IIF2: Was your school clean and nice looking? IIF3: Did you feel safe getting to school and back home? IIF4: Did your school have good supervision? IIF5: Did your teacher encourage you to do your best? IIF6: Did your teacher encourage you to be helpful to other students with their work? IIF7: Did your teacher explain something another way if a student did not understand it?
Proximal Influences	School Influences	After-School Education and Activities	PNRC Community Member/Parent Survey [Items: C5]	C5: What type(s) of child care arrangements do you have for this child?
Proximal Influences	Peer Influences	Prosocial peers, role models	PNRC Community Member/Parent Survey [Items: G43, G44]	How many people G43: In your neighborhood are positive influences on your child? G44: At school are positive influences on your child?

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Proximal Influences	Peer Influences	Exposure to alcohol, tobacco, and other drug use; violence; and crime	PNRC Adolescent Survey [Items: IID2-IID4, IIE1-IIE14]	<p>During the past month (30 days), how often:</p> <p>IID2: Did you smoke cigarettes?</p> <p>IID3: Did you have at least one drink of alcohol?</p> <p>IID4: Did you use any illegal drugs (including sniffing or using prescription drugs not prescribed for you)?</p> <p>During the past month (30 days), how often did:</p> <p>IIE1: You tease a kid at school?</p> <p>IIE2: You push, shove, or hit a kid from school?</p> <p>IIE3: You call a kid at school a bad name?</p> <p>IIE4: You say that you would hit a kid at school?</p> <p>IIE5: You leave out another kid on purpose?</p> <p>IIE6: You get in a physical fight?</p> <p>IIE7: You get into a physical fight when angry?</p> <p>IIE8: You threaten to hit or hurt another student?</p> <p>IIE9: You hit back when someone hit you first?</p> <p>IIE10: A kid from school tease you?</p> <p>IIE11: A kid from school push, shove, or hit you?</p> <p>IIE12: A kid from school call you a bad name?</p> <p>IIE13: A kid from school say they were going to hit you?</p> <p>IIE14: Other kids left you out on purpose?</p>
			PNRC Child Survey [Items: IIC1-IIC14]	<p>During the past month (30 days), how often did:</p> <p>IIC1: You tease a kid at school?</p> <p>IIC2: You push, shove, or hit a kid from school?</p> <p>IIC3: You call a kid at school a bad name?</p> <p>IIC4: You say that you would hit a kid at school?</p> <p>IIC5: You leave out another kid on purpose?</p> <p>IIC6: You get in a physical fight?</p> <p>IIC7: You get into a physical fight when angry?</p> <p>IIC8: You threaten to hit or hurt another student?</p> <p>IIC9: You hit back when someone hit you first?</p> <p>IIC10: A kid from school tease you?</p> <p>IIC11: A kid from school push, shove, or hit you?</p> <p>IIC12: A kid from school call you a bad name?</p> <p>IIC13: A kid from school say they were going to hit you?</p> <p>IIC14: Other kids left you out on purpose?</p>

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Proximal Influences	Peer Influences	Exposure to alcohol, tobacco, and other drug use; violence; and crime (continued)	PNRC Teacher Assessment of Student [Items: D1-D5]	In the past month (30 days), how often do you think this student has: D1: Smoked cigarettes? D2: Had at least one drink of alcohol? D3: Used any illegal drugs (including sniffing or using prescription drugs not prescribed for him/her)? D4: Been in a fight where he/she hit someone or someone hit him/her D5: Bullied, teased, or gossiped about other students?
Proximal Influences	Peer Influences	Social Networking Technology	PNRC Community Member/Parent Survey [Items: K5]	K5: Can you get online (for example, onto the Internet or Web) on a computer at home?
			PNRC Adolescent Survey [Items: IIF1-IIF2, IIG1-IIG2]	Can you get online (for example, onto the Internet or Web) on a computer at: IIF1: Home? IIF2: School? During the past month (30 days), how often did: IIG1: You use the Internet or Web for school work? IIG2: You use the Internet for non-school activities?
			PNRC Child Survey [Items: IID1-IID2, IIE1-IIE2]	Can you get online (for example, onto the Internet or Web) on a computer at: IID1: Home? IID2: School? During the past month (30 days), how often did: IIE1: You use the Internet or Web for school work? IIE2: You use the Internet for non-school activities?
Primary Outcomes	Cognitive Development	Language	PNRC Community Member/Parent Survey [Items: E1-E5] *Note: These items are to be answered about children age 1 to 5 years	How often does your child tell you what s/he wants or needs by: E1: Using gestures, for example, pointing, holding up his/her hands, or touching an object? E2: Making sounds that are not words (for example, words that only you or others who spend a lot of time with the child can understand) or sounds that get your attention, or sounds that tell you something? E3: Using one or two words (like "milk" or "more milk")? E4: Using sentences that have three or more words? E5: How often does your child "play" with words, making rhymes (even silly ones that aren't real words) or purposely saying words in funny ways?

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Primary Outcomes	Cognitive Development	Numeracy	PNRC Community Member/Parent Survey [Items: E6-E7] *Note: These items are to be answered about children age 1 to 5 years	How often does your child tell you what s/he wants or needs by: E6: How high can this child count with you, even if the order is a bit wrong? E7: How high can your child count, without making any mistakes?
			PNRC Community Member/Parent Survey [Items: F6-F11] *Note: These items are to be answered about children age 3 to 8 years	How often are the following true for your child? F6: Your child can look at individual numbers from 0 to 10 and name them (for instance, "three" for 3) F7: Your child can count out loud from 0 to 20 with only a couple mistakes F8: Your child can count out loud from 0 to 50 with less than three mistakes F9: Your child can do simple addition, adding two numbers that total less than 10 (for example, 2+3) F10: Your child can do simple subtraction, working with two numbers less than 10 (for example, 6 - 4) F11: Your child can add two-digit numbers (like 21+33)
Primary Outcomes	Cognitive Development	Literacy	PNRC Community Member/Parent Survey [Items: E8-E10] *Note: These items are to be answered about children age 1 to 5 years	E8: In a typical week, how often do you or any other family member read or show picture books to this child? E9: How many letters of the alphabet can this child say in the right order? E10: Can your child spell his or her own name?
			PNRC Community Member/Parent Survey [Items: F1-F5] *Note: These items are to be answered about children age 3 to 8 years	How often are the following true for your child? F1: Your child can look at individual letters and tell the letter names F2: Your child can look at individual letters and tell the letter sounds (like sss for S) F3: Your child can sound out and pronounce simple words like CAT or SMALL F4: Your child can read, out loud, short sentences and stories F5: Your child reads chapter books and seems to enjoy and understand the story being told
Primary Outcomes	Cognitive Development	Language, Numeracy, Executive Functioning	PNRC Community Member/Parent Survey [Items: G1-G3] *Note: These items are to be answered about children age 3 years and older	During the past month (30 days), how much of the time were the following statements true for your child? He or she... G1: Was able to follow instructions in school G2: Was able to set goals in school and find ways to reach them: G3: Was able to understand what was taught in school

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Primary Outcomes	Cognitive Development	Language, Numeracy, Executive Functioning (continued)	PNRC Adolescent Survey [Items: IB1-IB3]	During the past month (30 days), how much of the time were the following statements true for you? IB1: I was able to follow instructions in school IB2: I was able to set goals in school and find ways to reach them IB3: I was able to learn what I was taught in school
			PNRC Child Survey [Items: IB1-IB3]	During the past month (30 days), how much of the time were the following statements true for you? IB1: I was able to follow instructions in school IB2: I was able to set goals in school and find ways to reach them IB3: I was able to learn what I was taught
			PNRC Teacher Assessment of Student [Items: C1-C3]	During the past month (30 days), how much of the time were the following statements true for the above-mentioned student? He/she... C1: Was able to follow instructions in school C2: Was able to set goals in school and find ways to reach them C3: Was able to learn what was taught
Primary Outcomes	Social/ Emotional Competence	Prosocial Attitudes, Skills and Behaviors	PNRC Community Member/Parent Survey [Items: C15, C16]	How often: C15: Is your youngest child cooperative when he/she is asked to do something? C16: Does your youngest child play well with other children?
Primary Outcomes	Social/ Emotional Competence	Social Interaction	PNRC Community Member/Parent Survey [Items: D3-D4] *Note: These items are answered about children less than 1 year	During the past week, how often: D3: Did this child smile and laugh with an adult caregiver (for example, yourself or a nanny)? D4: Did you find it easy to comfort this child when he/she was fussing, crying, or distressed?
Primary Outcomes	Social/ Emotional Competence	Social Emotional Temperament	PNRC Community Member/Parent Survey [Items: D5-D11] *Note: These items are to be answered about children less than 1 year	During the past week, how often did this child... D5: Squirm and move his/her arms and legs around? D6: Seem distressed? D7: Act afraid of new things or people? D8: Become bothered by noise? D9: Dislike being left alone, even for a few minutes? D10: Fuss, cry, or become distressed when not able to get something he/she wants (for example, food)? D11: Focus on an object or person for a period of time?

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Primary Outcomes	Social/ Emotional Competence	Prosocial Attitudes, Skills and Behaviors - EMPATHY	PNRC Community Member/Parent Survey [Items: G4-G7] *Note: These items are to be answered about children age 3 years and older	During the past month (30 days), how much of the time were the following statements true for your child? He or she... G4: Cared about people's feelings G5: Understood how other kids felt G6: Felt happy when he/she saw another person happy G7: Was really bothered by other people's problems
			PNRC Adolescent Survey [Items: IB4-IB7]	During the past month (30 days), how much of the time were the following statements true for you? IB4: I cared about people's feelings IB5: I understood how other kids felt IB6: When I saw someone who was happy, I felt happy too IB7: Other people's problems really bothered me
			PNRC Child Survey [Items: IB4-IB7]	During the past month (30 days), how much of the time were the following statements true for you? IB4: I cared about people's feelings IB5: I understood how other kids felt IB6: When I saw someone who was happy, I felt happy too IB7: Other people's problems really bothered me
			PNRC Teacher Assessment of Student [Items: C4-C7]	During the past month (30 days), how much of the time were the following statements true for the afore-mentioned student? He or she... C4: Cared about people's feelings C5: Understood how other kids felt C6: Felt happy when he/she saw another person happy C7: Was really bothered by other people's problems
Primary Outcomes	Social/ Emotional Competence	Prosocial Attitudes, Skills and Behaviors - PROSOCIAL BEHAVIORS	PNRC Community Member/Parent Survey [Items: G8-G11] *Note: These items are to be answered about children age 3 years and older	During the past month (30 days), how much of the time were the following statements true for your child? He or she... G8: Liked to help other people G9: Did things to help make his/her neighborhood a better place G10: Did things to help make his/her school a better place (for example, was nice to other kids and helpful to teachers) G11: Respected other people

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Primary Outcomes	Social/ Emotional Competence	Prosocial Attitudes, Skills and Behaviors - PROSOCIAL BEHAVIORS (continued)	PNRC Adolescent Survey [Items:IB8-IB11]	During the past month (30 days), how much of the time were the following statements true for you? IB8: I liked to help other people IB9: I did things to help make his/her neighborhood a better place IB10: I did things to help make his/her school a better place (for example, was nice to other kids and helpful to teachers) IB11: I respected other people
			PNRC Child Survey [Items: IB8-IB11]	During the past month (30 days), how much of the time were the following statements true for you? IB8: I liked to help other people IB9: I did things to help make his/her neighborhood a better place IB10: I did things to help make his/her school a better place (for example, was nice to other kids and helpful to teachers) IB11: I respected other people
			PNRC Teacher Assessment of Student [Items: C8-C11]	During the past month (30 days), how much of the time were the following statements true for the afore-mentioned student? He or she... C8: Liked to help other people C9: Did things to help make his/her neighborhood a better place C10: Did things to help make his/her school a better place (for example, was nice to other kids and helpful to teachers) C11: Respected other people
Primary Outcomes	Social/ Emotional Competence	Prosocial Attitudes, Skills and Behaviors – OPTIMISM	PNRC Community Member/Parent Survey [Items: G12-G14] *Note: These items are answered about children age 3 years and older	During the past month (30 days), how much of the time were the following statements true for your child? He or she... G12: Felt positive about things he/she did G13 Expected things to turn out okay, despite setbacks from time to time G14: Expected to have a good day
			PNRC Adolescent Survey [Items: IB12-IB14]	During the past month (30 days), how much of the time were the following statements true for you? IB12: I felt positive about things I did IB13 I expected things to turn out okay, despite setbacks from time to time IB14: I expected to have a good day
			PNRC Child Survey [Items: IB12-IB14]	During the past month (30 days), how much of the time were the following statements true for you? IB12: I felt positive about things I did IB13 I expected things to turn out okay, despite setbacks from time to time IB14: I expected to have a good day

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Primary Outcomes	Social/ Emotional Competence	Prosocial Attitudes, Skills and Behaviors – OPTIMISM (continued)	PNRC Teacher Assessment of Student [Items: C12-C14]	During the past month (30 days), how much of the time were the following statements true for the afore-mentioned student? He or she... C12: Felt positive about things he/she did C13 Expected things to turn out okay, despite setbacks from time to time C14: Expected to have a good day
Primary Outcomes	Social/ Emotional Competence	Prosocial Attitudes, Skills and Behaviors - RESPONISBILITY	PNRC Community Member/Parent Survey [Items: G15-G17] *Note: These items are answered about children age 3 years and older	During the past month (30 days), how much of the time were the following statements true for your child? He or she... G15: Could be counted on to do things right G16: Behaved in a responsible way G17: Followed the rules even when nobody was watching
			PNRC Adolescent Survey [Items: IB15-IB17]	During the past month (30 days), how much of the time were the following statements true for you? IB15: I could be counted on to do things right IB16: I behaved in a responsible way IB17: I followed the rules even when nobody was watching
			PNRC Child Survey [Items: IB15-IB17]	During the past month (30 days), how much of the time were the following statements true for you? IB15: I could be counted on to do things right IB16: I behaved in a responsible way IB17: I followed the rules even when nobody was watching
			PNRC Teacher Assessment of Student [Items: C15-C17]	During the past month (30 days), how much of the time were the following statements true for the afore-mentioned student? He or she... C15: Could be counted on to do things right C16: Behaved in a responsible way C17: Followed the rules even when nobody was watching
Primary Outcomes	Social/ Emotional Competence	Prosocial Attitudes, Skills and Behaviors - PEER RELATIONSHIPS	PNRC Community Member/Parent Survey [Items: G18-G21] *Note: These items are to be answered about children age 3 years and older	During the past month (30 days), how much of the time were the following statements true for your child? He or she... G18: Had one or more good friends his/her own age G19: Was liked by others his/her own age G20: Got along with all of his/her friends G21: Was treated fairly by most of his/her friends

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Primary Outcomes	Social/ Emotional Competence	Prosocial Attitudes, Skills and Behaviors - PEER RELATIONSHIPS (continued)	PNRC Adolescent Survey [Items: IB18-IB21]	During the past month (30 days), how much of the time were the following statements true for you? IB18: I had one or more good friends my own age IB19: Other people my age liked me IB20: I got along with all of my friends IB21: Most of my friends treated me fairly
			PNRC Child Survey [Items: IB18-IB21]	During the past month (30 days), how much of the time were the following statements true for you? IB18: I had one or more good friends my own age IB19: Other kids my age liked me IB20: I got along with all of my friends IB21: Most of my friends treated me fairly
			PNRC Teacher Assessment of Student [Items: C18-C21]	During the past month (30 days), how much of the time were the following statements true for the afore-mentioned student? He or she... C18: Had one or more good friends his/her own age C19: Was liked by others his/her own age C20: Got along with all of his/her friends C21: Was treated fairly by most of his/her friends
Primary Outcomes	Social/ Emotional Competence	Prosocial Attitudes, Skills and Behaviors - PROBLEM SOLVING	PNRC Community Member/Parent Survey [Items: G22-G25] *Note: These items are to be answered about children age 3 years and older	During the past month (30 days), how much of the time were the following statements true for your child? He or she... G22: Could solve problems if he/she tried hard enough G23: Was good at solving problems G24: Could work problems out with his/her friends G25: If was in trouble, could think of a solution
			PNRC Adolescent Survey [Items: IB22-IB25]	During the past month (30 days), how much of the time were the following statements true for you? IB22: I could solve problems if I tried hard enough IB23: I was good at solving problems IB24: I could work problems out with my friends IB25: If I was in trouble, I could think of a solution
			PNRC Teacher Assessment of Student [Items: C22-C25]	During the past month (30 days), how much of the time were the following statements true for the afore-mentioned student? He or she... C22: Could solve problems if he/she tried hard enough C23: Was good at solving problems C24: Could work problems out with his/her friends C25: If was in trouble, could think of a solution

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Primary Outcomes	Social/ Emotional Competence	Prosocial Attitudes, Skills and Behaviors - HONESTY	PNRC Community Member/Parent Survey [Items: G26-G29] *Note: These items are to be answered about children age 3 years and older	During the past month (30 days), how much of the time were the following statements true for your child? He or she... G26: Told the truth even when it was not easy G27: Kept promises he/she made G28: Admitted his/her mistakes G29: Told the truth when he/she did something wrong
			PNRC Adolescent Survey [Items: IB26-IB29]	During the past month (30 days), how much of the time were the following statements true for you? IB26: I told the truth even when it was not easy IB27: I kept promises I made IB28: I admitted my mistakes IB29: I told the truth when I did something wrong
			PNRC Child Survey [Items: IB22-IB25]	During the past month (30 days), how much of the time were the following statements true for you? IB22: I told the truth even when it was not easy IB23: I kept promises I made IB24: I admitted my mistakes IB25: I told the truth when I did something wrong
			PNRC Teacher Assessment of Student [Items: C26-C29]	During the past month (30 days), how much of the time were the following statements true for the afore-mentioned student? He or she... C26: Told the truth even when it was not easy C27: Kept promises he/she made C28: Admitted his/her mistakes C29: Told the truth when he/she did something wrong
Primary Outcomes	Social/ Emotional Competence	Emotional Wellbeing	PNRC Community Member/Parent Survey [Items: I1-I3]	In the past month (30 days), how often did you feel... I1: Happy? I2: Interested in life? I3: Satisfied?
			PNRC Adolescent Survey [Items: IIB1-IIB3]	In the past month (30 days), how often did you feel... IIB1: Happy? IIB2: Interested in life? IIB3: Satisfied?

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Primary Outcomes	Social/ Emotional Competence	Emotional Wellbeing (continued)	PNRC Child Survey [Items: IC1-IC3]	In the past month (30 days), how often did you feel... IC1: Happy? IC2: Interested in life? IC3: Satisfied?
			PNRC Teacher Assessment of Student [Items: B1-B3]	During the past month (30 days), how often did this student appear to be... B1. Happy? B2. Interested in life? B3. Satisfied?
Primary Outcomes	Social/ Emotional Competence	Social Wellbeing	PNRC Community Member/Parent Survey [Items: I4-I7]	In the past month (30 days), how often did you feel... I4: That you had something important to contribute to society? I5: That you belonged to a community (like a social group, or your neighborhood)? I6: That people are basically good? I7: That the way our society works made sense to you?
			PNRC Adolescent Survey [Items: IIB4-IIB7]	IIB4: That you had something important to contribute to society? IIB5: That you belonged to a community (like a social group, or your neighborhood)? IIB6: That people are basically good? IIB7: That the way our society works made sense to you?
Primary Outcomes	Absence of Psychological and Behavioral Problems	Hyperactivity	PNRC Community Member/Parent Survey [Items: G30-G33] *Note: These items are to be answered about children age 3 years and older	During the past month (30 days), how often were the following statements true for your child? He or she... G30: Was restless, could not stay still for long G31: Was easily distracted G32: Found it difficult to concentrate G33: Was impatient
			PNRC Adolescent Survey [Items: IB30-IB33]	During the past month (30 days), how much of the time were the following statements true for you? IB30: I was restless, I could not stay still for long IB31: I was easily distracted IB32: I found it difficult to concentrate IB33: I was impatient

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Primary Outcomes	Absence of Psychological and Behavioral Problems	Hyperactivity (continued)	PNRC Child Survey [Items: IB26-IB29]	During the past month (30 days), how much of the time were the following statements true for you? IB26: I was restless, I could not stay still for long IB27: I was easily distracted IB28: I found it difficult to concentrate IB29: I was impatient
			PNRC Teacher Assessment of Student [Items: C30-C33]	During the past month (30 days), how often were the following statements true for the above-mentioned student? He or she... C30: Was restless, could not stay still for long C31: Was easily distracted C32: Found it difficult to concentrate C33: Was impatient
Primary Outcomes	Absence of Psychological and Behavioral Problems	Depression	PNRC Community Member/Parent Survey [Items: G34, H15] *Note: Item G34 is to be answered about children age 3 years and older	During the past month (30 days), how often were the following statements true for your child? He or she... G34: Was unhappy or depressed During the past month (30 days), how often did you feel... H15: Sad, blue, or depressed?
			PNRC Adolescent Survey [Items: IB34]	During the past month (30 days), how much of the time were the following statements true for you? IB34: I was unhappy or depressed
			PNRC Child Survey [Items: IB30]	During the past month (30 days), how much of the time were the following statements true for you? IB30: I was unhappy or depressed
			PNRC Teacher Assessment of Student [Items: C34]	During the past month (30 days), how often were the following statements true for the above-mentioned student? He or she... C34: Was unhappy or depressed
Primary Outcomes	Absence of Psychological and Behavioral Problems	Anxiety	PNRC Community Member/Parent Survey [Items: G35-G37, H16] *Note: Items G35-G37 are answered about children age 3 years and older	During the past month (30 days), how often were the following statements true for your child? He or she... G35: Was nervous in new situations, easily lost confidence G36: Had many fears, was scared of lots of things G37: Worried but didn't know why During the past month (30 days), how often did you feel... H16: Worried, tense, or anxious?

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Primary Outcomes	Absence of Psychological and Behavioral Problems	Anxiety (continued)	PNRC Adolescent Survey [Items: IB35-IB37]	During the past month (30 days), how much of the time were the following statements true for you? IB35: I was nervous in new situations, I easily lost confidence IB36: I had many fears, I was scared of lots of things IB37: I worried but I didn't know why
			PNRC Child Survey [Items: IB30-IB33]	During the past month (30 days), how much of the time were the following statements true for you? IB30: I was unhappy or depressed IB31: I was nervous in new situations, I easily lost confidence IB32: I had many fears, I was scared of lots of things IB33: I worried but I didn't know why
			PNRC Teacher Assessment of Student [Items: C35-C37]	During the past month (30 days), how often were the following statements true for the above-mentioned student? He or she... C35: Was nervous in new situations, easily lost confidence C36: Had many fears, was scared of lots of things C37: Worried but didn't know why
Primary Outcomes	Absence of Psychological and Behavioral Problems	Psychological Wellbeing	PNRC Community Member/Parent Survey [Items: I8-I12]	In the past month (30 days), how often did you feel... I8: Good at managing the responsibilities of your daily life? I9: That you had warm and trusting relationships with others? I10: That you had experiences that challenged you to grow and become a better person? I11: Confident to think or express your own ideas and opinions? I12: That your life has a sense of direction or meaning to it?
			PNRC Adolescent Survey [Items: IIB8-IIB12]	In the past month (30 days), how often did you feel... IIB8: Good at managing the responsibilities of your daily life? IIB9: That you had warm and trusting relationships with others? IIB10: That you had experiences that challenged you to grow and become a better person? IIB11: Confident to think or express your own ideas and opinions? IIB12: That your life has a sense of direction or meaning to it?
Primary Outcomes	Physical Health	Birth Age and Weight	PNRC Community Member/Parent Survey [Items: C8-C9]	C8: Was your child born before 27 weeks gestation? C9: How much did your child weigh at birth?

Level of Influence	Domain	Sub-Domain	Type of Measure [Measure Source/Item Number]	Measure(s)/ Survey Item(s)
Primary Outcomes	Physical Health	Overall Health	PNRC Community Member/Parent Survey [Items: C10]	C10: Overall, how would you rate your child's health?
Primary Outcomes	Physical Health	Gross Motor Development	PNRC Community Member/Parent Survey [Items: D13-D14]	Do you, or your doctor, have any concerns about how this child uses his/her D12: Arms or legs, such as stretching legs out when lying on his/her stomach or back, supporting whole weight on legs, or pulling himself/herself up D13: Hands or fingers to do things, such as grasping or reaching for toys or feeding himself/herself finger foods?
Primary Outcomes	Physical Health	Weight	PNRC Community Member/Parent Survey [Items: D14, H9]	D14: How does your child's doctor or health care provider classify his/her weight? H9: Has a medical professional EVER told you to lose weight?
			PNRC Adolescent Survey [Items: ID3]	ID3: Has a doctor or nurse EVER told you that you should lose weight?
			PNRC Child Survey [Items: ID3]	ID3: Has a doctor or nurse EVER told you that you should lose weight?
Primary Outcomes	Physical Health	Energy	PNRC Community Member/Parent Survey [Items: H17, H18]	During the past month (30 days), how often did you feel... H17: You did not get enough restful sleep? H18: Very healthy and full of energy
Primary Outcomes	Physical Health	Asthma	PNRC Adolescent Survey [Items: ID4-ID5]	ID4: Have you EVER been told you have asthma? ID5: In the past month (30 days), have you had asthma symptoms?
			PNRC Child Survey [Items: ID4-ID5]	ID4: Have you EVER been told you have asthma? ID5: In the past month (30 days), have you had asthma symptoms?

***Note:** Please note that we have divided each of the child and adolescent surveys into two versions. In each case, the two versions are needed to cover the entire set of domains and sub-domains of measurement. However, in order to reduce response burden, neighborhoods/evaluators could decide to administer one version to half of their sample and the other version to the other half. In the table, a “I” (Roman numeral I) preceding the item number in the “Type of Measure [Measure Source/Item Number]” column denotes survey version I, and a “II” denotes survey version II.

APPENDIX K

Sample Commands for Advanced Analysis

As you see in Appendix K, some sub-domains are captured by multiple items. For example, in the Community Member/Parent (CMP) survey, items G30 to G33 all have to do with parents' ratings of their child's hyperactive behaviors:

During the past month (30 days), how much of the time were the following statements true for your child? He or she...

G30: Was restless, could not stay still for long

G31: Was easily distracted

G32: Found it difficult to concentrate

G33: Was impatient

Response Options: 1 = None of the time; 2 = Some of the time; 3 = Most of the time; 4 = All of the time

A) You may be interested in the consistency (i.e. reliability) of this measure overall, as well as the individual items. To do this in [Stata](#) for the hyperactivity items in the CMP, enter the following command: `alpha G30 G31 G32 G33, item`

*Note: To do this for another set of items, replace G30-G33 above with the variable names of the items you are interested in examining.

B) You may also be interested in how correlated each of these items are with each other. To do this in [Stata](#) for the hyperactivity items in the CMP, enter: `pwcorr G30 G31 G32 G33, sig`

*Note: To do this for another set of items, replace G30-G33 above with the variable names of the items you are interested in examining.

C) Finally, you may be interested in creating a composite score that represents the average of all the items.

1) To do this in [Qualtrics](#) for the hyperactivity items in the CMP:

- a. Use the summary statistics provided by Qualtrics to get the average score for each item
- b. Sum the four average scores and divide by four

Note: If you had a three item measure, you would sum the three average scores and divide by three. Similarly, if you had a five item measure, you would sum the five average scores and divide by five.

2) To do this in [Stata](#) for the hyperactivity items in the CMP, enter the following commands:

```
egen hyperactive = rowmean (G30 G31 G32 G33) ← used to create the composite  
sum hyperactive ← used to get summary statistics, such as the mean/average of the composite  
fre hyperactive ← used to get a distribution of composite scores  
hist hyperactive, percent normal ← used to illustrate the distribution of composite scores
```

*Note: To do this for another set of items, replace G30-G33 above with the variable names of the items you are interested in examining. For the last three commands, replace "hyperactive" with the name you have chosen to give your composite measure.



THANK YOU FOR READING OUR MANUAL!

**PLEASE [CONTACT US](#) WITH ANY QUESTIONS YOU MAY
HAVE!**

