



Welcome to Today's Webinar!

Effective Strategies for Assessing Bullying, Violence, and Substance Abuse

This event will start at 11:00 a.m. E.T.



Safe Supportive Learning
Engagement | Safety | Environment

Questions, Event Feedback & Contact Information



Q&A

If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.

Feedback Form

At the end of the presentation, a series of questions will appear. Please provide feedback on this event so that we can better provide the resources that you need. All answers are completely anonymous and are not visible to other participants.

For assistance during the Webinar, please contact the National Center on Safe Supportive Learning Environments at ncssle@air.org.

National Center on Safe Supportive Learning Environments



- Provides information and technical assistance to states, districts, schools, institutes of higher learning, communities, and other federal grantees programs regarding the conditions for learning.
- Goal is to improve conditions for learning in a variety of settings, K-16 through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.
- Provides training and support to the 11 SEA (state) grantees funded under the Safe and Supportive Schools Program and their participating Local Education Agencies (districts). Provides training and support to the Higher Education community.
- Additional content areas of bullying prevention, violence prevention and substance abuse prevention will be addressed.

*The content of this presentation was prepared under a contract from the U.S. Departments of Education and Health and Human Services to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Departments of Education and Health and Human Services, nor do they imply endorsement by the Departments.



Which of the following best describes your current role?

- State Education Personnel
- District or School Administrator
- Teacher or School Support Staff
- Community or Family Representative
- Student
- Researcher/Evaluator
- Other



Which of the following best describes the primary reason you chose to participate in today's session?

- You are gathering practical information and strategies you'll be teaching to, or sharing with, colleagues or subordinates.
- You are interested in gaining new information and strategies for your own professional use.
- You are interested in information and strategies for your own personal use.
- More than one of the above



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Strategies and Best Practices for Conducting Surveys to Measure Bullying, Violence, and Substance Abuse

Lina Guzman, Child Trends

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Measures of Bullying, Violence, and Substance Abuse

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S3 Grantee Perspective on Utilization of Data and Outcomes of Assessments

Hilva Chan, California Department of Education



Strategies and Best Practices For Conducting Surveys To Measure Bullying, Violence, And Substance Abuse

Lina Guzman, Ph.D., Child Trends



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Why Measure Bullying, Violence, and Substance Abuse?



Prevent and reduce bullying, violence, and substance abuse by:

- **Assessing the prevalence and other characteristics of these behaviors.**
 - Should be combined with efforts to understand how school practices and policies, as well as learning approaches may contribute to bullying, violence, and substance abuse.
- **Identifying needs of State, Local Education Agency (LEA), and/or school(s).**
- **Supporting appropriate planning at the State, LEA, or school level.**
- **Allowing State, LEA, or school to track progress toward improvement over time.**

Who Should be Surveyed?



- Possible respondents include students, family, staff (including administrators).
- Select single or multiple respondents.
- The best respondent is the person who has access to the target information.
 - **Parents and staff** may not observe student behaviors directly.
 - Different respondents can be asked the same or different questions:
 - **Students** may have best information on experiences with/prevalence of bullying, substance use, and violence.
 - **Parents** may know about more severe incidents.
 - **Staff** may know about more severe incidents, those that require school intervention, as well school policies and supports offered.
 - **Administrators** are more likely to know about school policies and school interventions.

Why Survey More Than One Respondent Group?



- **Multiple perspectives are helpful in providing the “detailed picture.”**
- **Comparing perspectives on what was reported can reveal mismatch/discrepancies and inform degree of confidence around estimates.**
- **However:**
 - Collecting multiple reports can be costly.
 - It is not always clear what to do when estimates across respondents do not match.



- **Student respondents are likely the best reporters of behaviors and experiences of bullying, violence, and substance abuse.**
 - Frequency or prevalence
 - Intensity
- **Measuring student perceptions and awareness of safety and support around bullying, violence, and substance abuse, is important. What are students' perceptions about:**
 - School policies?
 - Programs, counselors, and staff that are available to support them?
 - Their safety and environment before and after school?
- **Student voice is important in district and school decision-making.**



- **Family respondents are likely the best reporters on:**
 - Communication and messaging around bullying, violence, substance abuse.
 - Family needs.
 - Chronic or pervasive issues.
- **Surveying families can be challenging in:**
 - Achieving a representative sample of families.
 - Attaining adequate response rates is especially challenging.
 - May be especially true for sensitive topics.
- **If gathering information from both students and parents, it is important to match samples of parents and students.**
- **Consider alternative methods of obtaining family perceptions:**
 - Focus groups.
 - Informal interviews that can be conducted by phone or in-person.



- **Staff respondents are likely the best reporters on:**
 - Faculty climate around bullying, violence, substance abuse.
 - School policy.
 - Reported incidents.
 - Resolution of incidents.
 - Items that get at both policy and practice and potential mismatches may be helpful.
 - Referrals to services.
 - Service gaps/challenges.

- **Need to consider which staff to interview.**
 - A single staff person may not have all the information you seek to measure.
 - Surveying teaching staff vs. all staff, including administrators, will provide different perspectives.



- **Census vs. Sample Surveys**
- **Anonymous vs. Confidential Surveys**
- **Mode (online vs. paper)**
- **Presentation and Length**
- **FERPA (Federal Family Educational Rights and Privacy Act) and PPRA (Protection of Pupil Rights Amendment)**

Further information available at:

FERPA @ ed.gov

Telephone: 202-260-3887

www.ed.gov/fpc

Census vs. Sample Surveys



- **Census surveys collect information from every member of the population.**
- **Sample surveys collect information from a subgroup of the entire population.**
 - If the sample is representative, results can be *generalized* to the population.
 - A random sample includes respondents who were selected from the population *at random* and results in a representative sample.
 - A probability sample includes a sample in which respondents have a known probability of selection and allows for the construction of weights.



Pros

- A census ensures that everyone has a chance to be heard.
- A census provides the most accurate and unbiased description of the population, including subgroups.

Cons

- Relatively costly.
- Requires cooperation of all.



Pros

- Samples are less expensive and less burdensome because fewer respondents.
- A random sample is a type of sample survey. It reduces bias as long as follow-up and completion are adequate.

Cons

- Non-response to the survey and/or items can produce bias.
- Sample frame from which respondents are chosen must be up-to-date and complete.
- May require intensive follow-up, especially of hard-to-reach respondents.



- **How a survey is described and introduced can affect the way people respond and data quality.**
 - Attitudes toward the survey sponsor and interest in the topic are related to data quality.
 - Formatting and instructions are a critical part of the survey design and associated with data quality.
 - Order of questions and topics (begin with less sensitive, non-threatening topics).



- **Survey length can be associated with response rates and data quality.**
 - Lengthy surveys are associated with lower response rates.
 - Younger students and students with special needs may have a harder time completing longer surveys.
 - Parents and staff may have limited time and priorities.
 - Longer surveys may result in respondents skipping items (item non-response) or refusing to complete the survey (unit non-response).
 - Pretesting can help identify problems with presentation and length.
 - There may be little difference in how long it takes to complete a paper vs. an online survey with the same items in similar order.



- **Consider ADVANTAGES OF incentives**

- Piques interest; conveys thanks and importance of information collected.
- Can be cost-effective.
- If used with respondents less likely to respond, incentives can reduce response bias for those groups (e.g., experiments with national household survey have shown that incentives increase response for groups that would otherwise be underrepresented).

Survey Wording and Response Options: Helpful Hints



■ Survey Wording

- Clear and brief.
- Avoid using the word “not.”
- Include a mix of positive and negative items.
- Avoid items that are ambiguous, carry multiple meanings, or double-barreled.
- Focus on concrete, clear, and salient reference groups.
- Avoid abstract constructs (e.g., Do you have a good school climate?)

■ Response Options

- Be sure response options align with wording in stem of question.
- Keep number of response options in items to a minimum, but use enough to collect needed data.
- For Likert or other scales, start with end of scale that is least socially desirable.
- Anchor all points on Likert or other scales by labeling them (e.g., Strongly Disagree, Disagree, Agree, Strongly Agree).
- Consider whether to include middle (neutral) option in scales (e.g., Neither Disagree nor Agree).
 - Research shows that including a middle alternative does in fact increase the size of that category.



- **Mode of administration can be especially important for sensitive topics.**
- **Participants in self-administered surveys may report higher levels of sensitive behaviors.**
 - Higher rates have been found in computerized self-administered surveys than paper self-administered surveys.
 - Findings can be dissimilar based on mode of survey. For example, in one study, a difference was found in students' reports to a question about threats of harm in the past year:
 - Paper: 25.7% of students reported threats; vs.
 - Audio computer-assisted self-interviewing (Audio-CASI): **34.3%** of students reported threats.
- **Survey mode can be strongly associated with the likelihood and timing of responding.**



Pros

- Self-administered.
 - Computer-Assisted Self-Interviewing (CASI)
- Suitable for sensitive topics.
- Once programmed, low-cost administration.
- Results obtained quickly.
- Data processing reduced.
- Simple-to-use platforms.
- Less chance of respondent error.

Cons

- Low response rates (especially for emailed web-based surveys).
 - Teens may not read emails.
 - Easy to ignore.
 - Consider administering survey in a computer lab (similar to class administration of paper survey).
- Short attention spans for web-based surveys.
 - May be especially true for teens.
- Straight lining (selecting one response category for all questions on screen without reading questions).



Pros

- Self-administered.
- Suitable for sensitive topics.
- Easy to administer in classroom setting.

Cons

- Visual layout and formatting are critical.
 - Use white space generously.
 - Instruction placement (whenever possible include within question).
- Lengthy processing.
 - Data entry.
 - Data cleaning.
 - Data processing.
- Increased chance of respondent error.

Anonymous vs. Confidential Surveys



- **Good measurement depends upon respondents' confidence that their responses will not be made public or shared with people who know them or have power over them.**
 - Especially true for sensitive topics.
- **Anonymous surveys are those in which data cannot be linked to a respondent.**
 - Useful for collecting sensitive information.
 - Do not know who responded and who did not.
- **Confidential surveys are those in which steps are taken to protect the data and identity of participants.**
 - Include unique identifiers.
 - Delink/separate names and data immediately after data collection.
 - Allows merging of survey responses with other demographic or educational information.
 - Allows for tracking of who responded and who did not.
 - Method for most school-based surveys.

PPRA (Protection of Pupil Rights Amendment)



- **Active or Passive Parental Consent for Student Surveys?**
- **Student survey topics requiring family consent procedures:**
 - Political affiliations or beliefs of the student or the student's family
 - Mental and psychological problems of the student or the student's family
 - Sex behavior or attitudes
 - Illegal, anti-social, self-incriminating or demeaning behavior
 - Critical appraisals of other individuals with whom respondents have close family relationships
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
 - Religious practices, affiliations, or beliefs of the student or the student's parent
 - Income

PPRA: Student Surveys and Consent



If administration is **VOLUNTARY** and the survey contains any of the subjects above, investigators may use **PASSIVE** consent:

- **Notify parents*** about the survey, including the specific date of its administration and the types of questions included in the instrument.
- **Provide parents*** with an opportunity to inspect the survey instrument prior to its administration and to *opt out* of participation.

If administration is **REQUIRED** and contains any of the subjects above...must use **ACTIVE** consent.

- **Prior written consent of the parent*** before administering the survey.
- **If the survey is funded, in whole or in part, by the U.S. Department of Education and students are required to take it, then parents*** must provide written consent before students take the survey.

Further information can be found at: PPRA@ED.Gov or 202-260-3887.

Also check your state or district rules re: active/passive parental consent.

**Or students who have turned 18 or are emancipated minors.*

FERPA (Federal Educational Rights and Privacy Act)

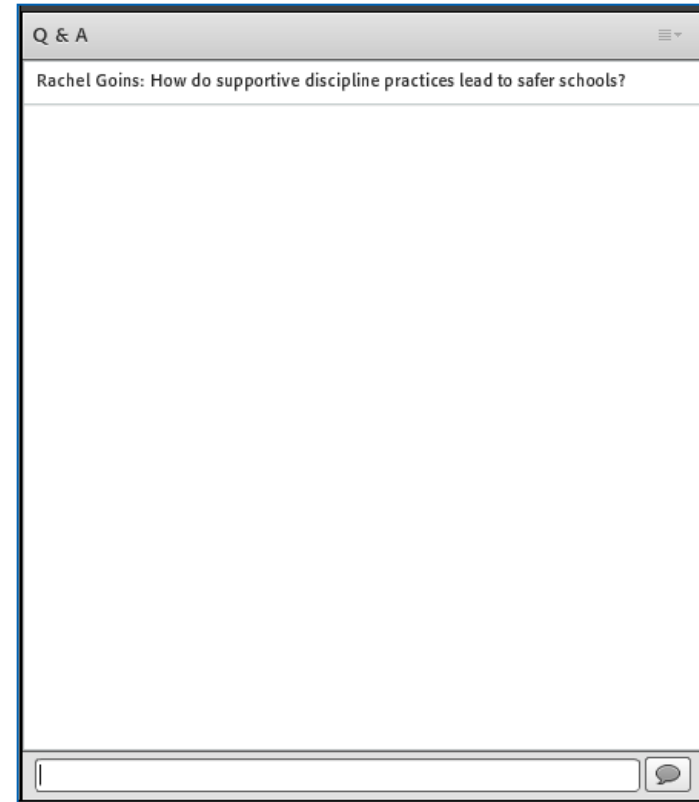


- **A Federal law that protects the privacy of student education records.**
- **Applies to all schools that receive funds under an applicable program of the U.S. Department of Education.**
- **Gives parents certain rights with respect to their children's education records. (Rights transfer to the student at age 18 or attendance at a school beyond the high school level.)**
- **Allows student-level data that has been stripped of personally identifying information to be released.**
- **Goal: No one from the school community should be able to identify a student based on survey and demographic data.**

See further information at:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Questions?



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Measuring Bullying, Violence, and Substance

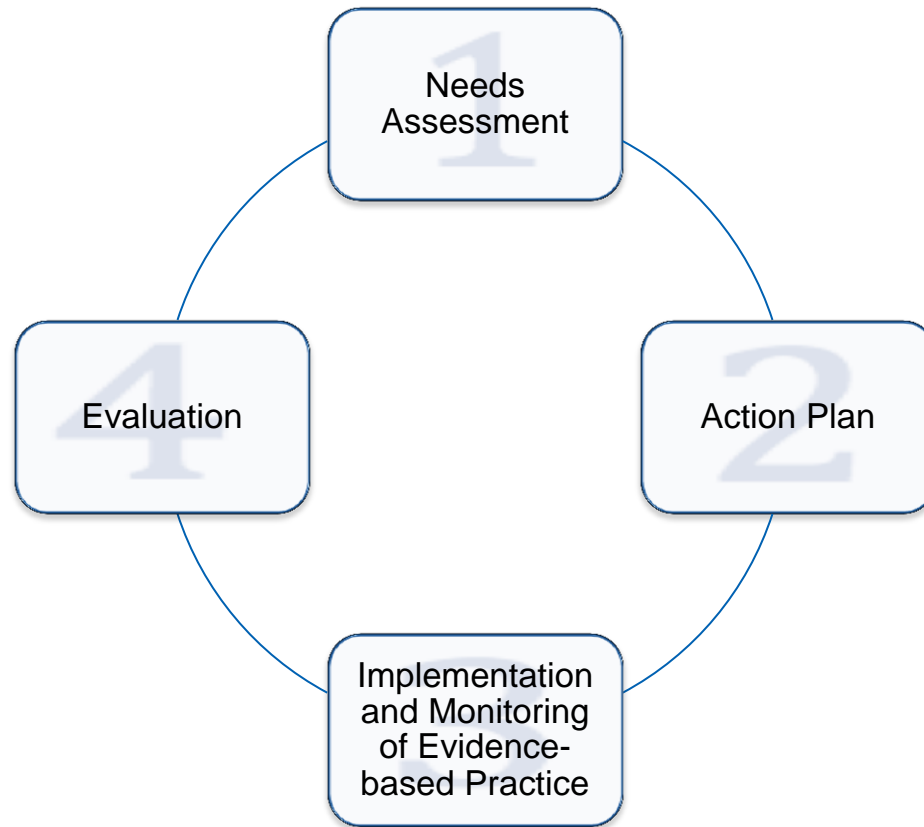
Gregory Austin, WestEd



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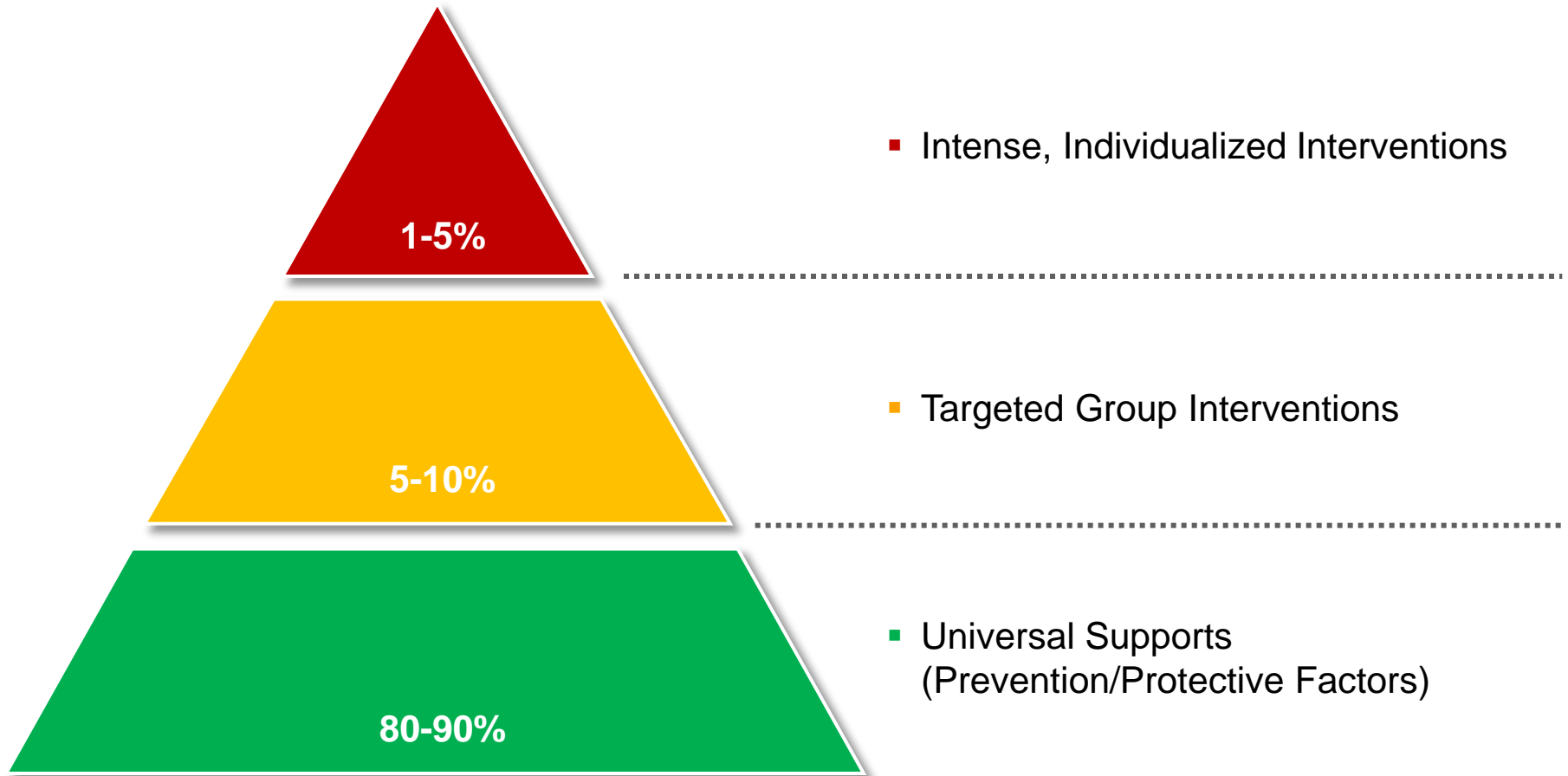


- **Plan survey as part of a process of data-driven decision making (Title IV Principles of Effectiveness*).**





- **Focus on data that is practical for guiding program decisions and development of a Multi-Tiered System of Supports.**





- **Focus on understanding health-risk behavior in general, and how the three problems are related, in order to support comprehensive, integrated prevention approaches.**
- **Pay attention to funded program reporting requirements.**
 - Government Performance and Results Act (GPRA) indicators.
 - SAMHSA National Outcome Measures (NOMs).
http://www.samhsa.gov/SAMHSA_News/volumexv_2/article10.htm
- **Identify particular local concerns with stakeholders.**
- **Comparability with other surveys.**
- **Include resources to help stakeholders understand survey results and use them to guide program improvement.**

Development Considerations: Possible Constructs to Include in Your Survey



- **Demographics — Identify vulnerable populations for intervention.**
- **Youth Behavior and Personal Experiences — scope and nature; frequency and level**
- **Behavioral Influences — attitudes, knowledge, environmental conditions and other correlates**
 - Risk Factors.
 - Protective Factors — supports and opportunities that mitigate risk.
 - Personal Strengths (social-emotional competencies).
- **School Climate and Educational Outcomes**
 - Link prevention with academic mission.
 - Determine degree to which school is itself a risk or protective factor.
 - Enhance relevance to schools.
- **Existence of, and exposure to, programs, policies, practices, & services targeting or influencing problems.**

Survey Example #1: California School Climate, Health & Learning Surveys (Cal-SCHLS)



- **Largest, oldest (since 1999) effort to provide schools/communities statewide with local data from students, staff, parents to:**
 - Identify the needs of students related to success in school, career, and life.
 - Guide programs in addressing those needs.
 - Promote student achievement, safety, positive development, health, and well-being.
 - Prevent violence, victimization, and substance use.
 - Improve school climate, teacher satisfaction and retention, and parent involvement.



- **Three linked school-based K-12 assessment tools:**
 - CA Healthy Kids Survey (CHKS, 1999): <http://chks.wested.org>
 - CA School Climate Survey for Staff (CSCS, 2004): <http://cscs.wested.org/>
 - CA School Parent Survey (CSPS, 2011): <http://cspw.wested.org/>
 - Website: <http://cal-schls.wested.org>
- **A project of California Department of Education; developed by WestEd.**
 - 2003-10 required biennially of all districts under federal Title IV (Safe and Drug Free Schools), No Child Left Behind.
 - Used in Safe and Supportive Schools (S3) projects in California, Louisiana, and West Virginia. Staff survey used in national evaluation of Safe Schools/Healthy Students program.
- **U.S. Department of Education:**
 - *Successful, Safe, and Healthy Students*
 - Included in School Climate Survey Compendium of *National Center on Safe Supportive Learning Environments (NCSSLE)*, at <http://safesupportivelearning.ed.gov/index.php?id=133>.



- **Initial focus: Alcohol, tobacco, other drug (ATOD) use; safety; health**
 - Drew on existing state substance use survey (since 1985) and the Center for Disease Control's (CDC) Youth Risk Behavior Survey (YRBS).
 - Developed with Advisory Group to identify key indicators.
- **School climate content expanded over time.**
 - Increase relevance to schools and underscore role of school risk and protective factors.
- **Goal to develop a single survey that would:**
 - Meet multiple stakeholder needs;
 - Support integrated, comprehensive prevention approach; and
 - Link education with health and prevention.

Survey Examples #2: Other K-12 Surveys



- **NCSSLE School Climate Survey Compendium:**
<http://safesupportivelearning.ed.gov/index.php?id=133>
 - Surveys and scales vetted by US Dept of Ed, including many measures of bullying, violence, and substance abuse.
 - Continually updated with additional student, family, and staff surveys and scales.

- **Surveys on SAMHSA website:** <http://samhsa.gov/data>

- **Surveys on Federal websites, e.g.,**
 - National Crime Victimization Survey (NCVS) and its School Crime Supplement (SCS): Bureau of Justice Statistics/National Center on Education Statistics (BJS/NCES)
 - Youth Risk Behavior Survey (YRBS): Centers for Disease Control (CDC)
 - National Survey on Drug Use and Health (NSDUH): SAMHSA
 - School Survey on Crime and Safety (SSOCS): NCES



- **Include indicators that enable you to determine:**
 - Level of experimentation, occasional use vs. regular, heavy use.
 - Percentage and groups are at highest risk.
 - Overall need for intervention.
- **Lifetime^a and 30-day^{a,b} use frequency**
 - Minimally: Alcohol, binge drinking (5+ drinks/row), marijuana, inhalants, prescription medications, other drugs.
 - 30-day standard definition of current use. More sensitive to monitoring change than lifetime.
 - 12-month sometimes assessed to fill gap.
- **Age of initiation^{a,b}**
 - Low reliability for older teens.



- **Use at school.** ^a
 - Indicator of both problematic use and school disengagement.
- **Consequences: Problems experienced from AOD use; dependency indicators (heavy user indicator).**
 - School attendance, homework, suspensions/expulsions. ^{a,b}
 - Drinking and driving. ^a
- **Cessation efforts.**
- **Perceived harm.** ^b
- **Friends' disapproval if respondent used.** ^b
- **Prevention (talked to parents^b; message exposure^b).**
- **Availability (perceived, offered).**

Drug Free Communities Grantee GPRA Indicators



- **Parental and friends' attitudes if you used (how wrong).**
- **Perceived harm.**
- **Current use of prescription drugs not prescribed to you.**

Adolescents: Violence and Safety



- **Generally questions school-focused and past 12 months.**
- **Perceived safety: at school^a, coming/going.^a**
- **Perpetuation/Involvement in violence.**
 - Carrying gun or other weapon (general & school).^a
 - Threaten with weapon.
 - Vandalism and theft.
 - Been in a physical fight ^a; injured.^a



- **Property damaged or stolen.^a**
- **Threatened or injured with weapon.^a**
- **Frequency bullied^a & harassed.**
- **Type of bullying:**
 - Physical: Beaten, hurt, injured; Afraid of beating etc.; Threatened.
 - Verbal: made fun of, insulted, humiliated, mean rumors, lies.
 - Cyber bullying.^a
- **Reasons (Identification of vulnerable groups):**
 - Race/ethnicity, religion, gender, sexual orientation, disability.
 - Appearance.

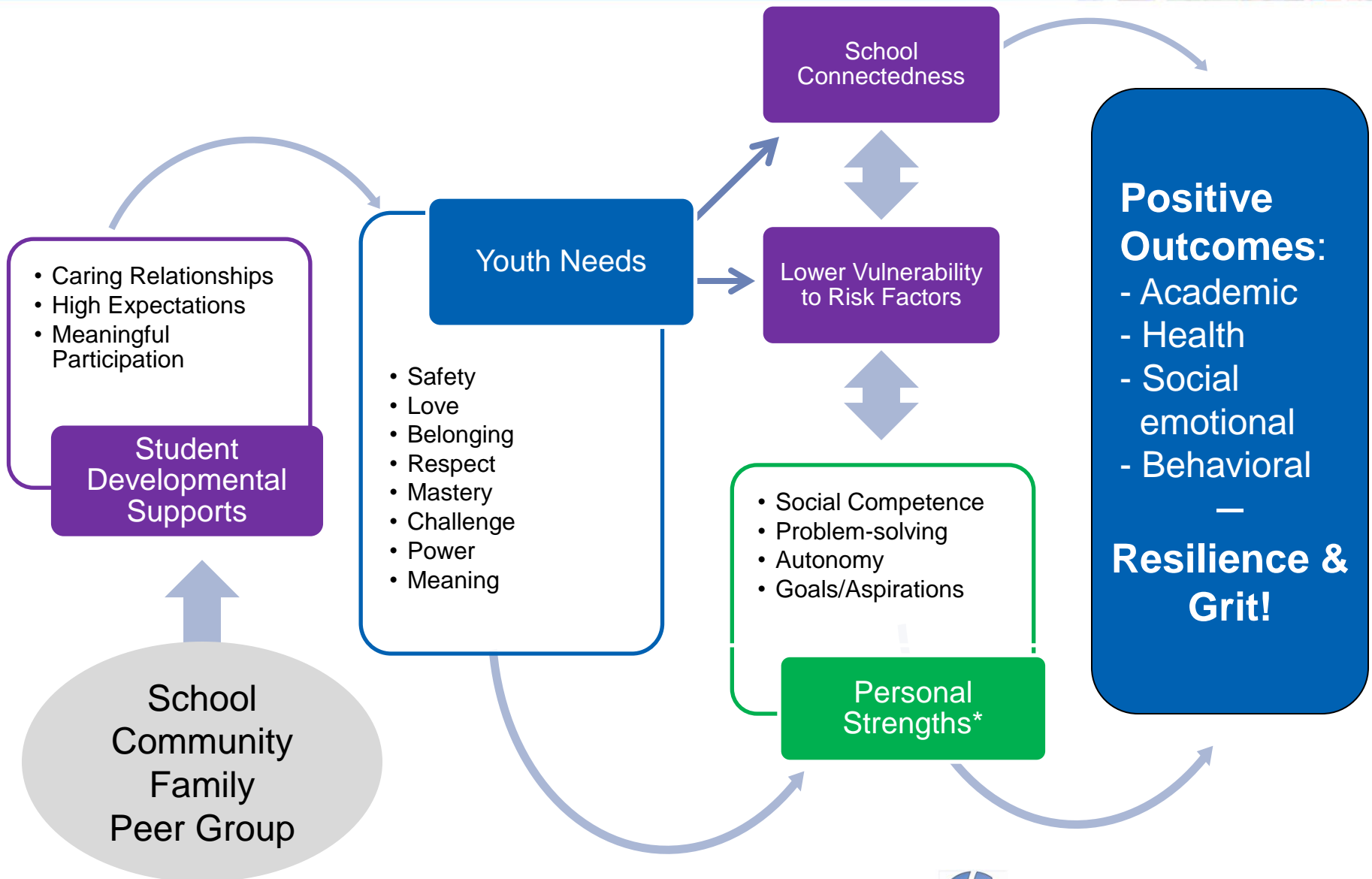


- **Relationship (dating) violence.** ^a
- **Gang membership.**
- **Chronic, incapacitating sadness.** ^a
- **Suicide ideation and attempts.** ^a



- **Interest in/efforts to reduce/quit ATOD use. ^a**
- **Presence of adult to talk to if have a personal problem (e.g., substance use, being bullied, mental health issues).**
- **Willingness to report/stop bullying (bystander behavior).**
- **Perception school would do something if reported bullying, drug use/pushing, etc.**

Protective Factors: CHKS Model





- **Prevention, health, and behavior-related programs, services, policies, and practices.**
 - Social-emotional learning, character education.
 - Conflict resolution, restorative justice, peer mediation.
 - Multi-tiered systems of support, student assistance, referral to outside services.
 - Clear communication and consistent, fair enforcement of rules/discipline.
 - Negative discipline vs. positive behavioral supports; classroom management.
- **Staff professional development and resource needs.**

How do these align with needs of youth?



- **Grades and attendance/truancy**

- Show adverse effect of problems on learning and school finances based on attendance.

- **School connectedness**

- National Longitudinal Study of Adolescent Health (ADD Health) studies show that school connectedness is protective of both school grades and attendance and health risk involvement.

Examples #3 and #4: Higher Education Surveys



Survey items on K-12 and Higher Education instruments are often consistent with each other.

- **Example #3: National College Health Assessment (NCHA)**

- American College Health Association (ACHA): <http://www.achancha.org/>

- **Example #4: Core Alcohol and Drug Survey**

- Core Institute, Southern Illinois University: <http://core.siu.edu/>



Violence Examples

Violence

- Within the last 12 months:
 - Were you in a physical fight?
 - Were you verbally threatened?

Intimate partner violence

- Within the last 12 months, have you been in an intimate (coupled/partnered) relationship that was:
 - Emotionally abusive? (e.g., called derogatory names, yelled at, ridiculed)
 - Physically abusive? (e.g., kicked, slapped, punched)

Substance Use Examples

Personal use

- Within the last 30 days, on how many days did you use...
 - Cigarettes
 - Alcohol (beer, wine, liquor)

Perceived use

- Within the last 30 days, how often do you think the typical student at your school used...

More than 5 drinks in one sitting

Behavior while drinking

Prescription drug use

(Items used with permission from National College Health Association (NCHA))



Substance Use Examples

Personal use

- Within the last year, about how often have you used...
- During the past 30 days on how many days did you have...

Perceived use

- How often do you think the average student on your campus uses...

More than 5 drinks in one sitting

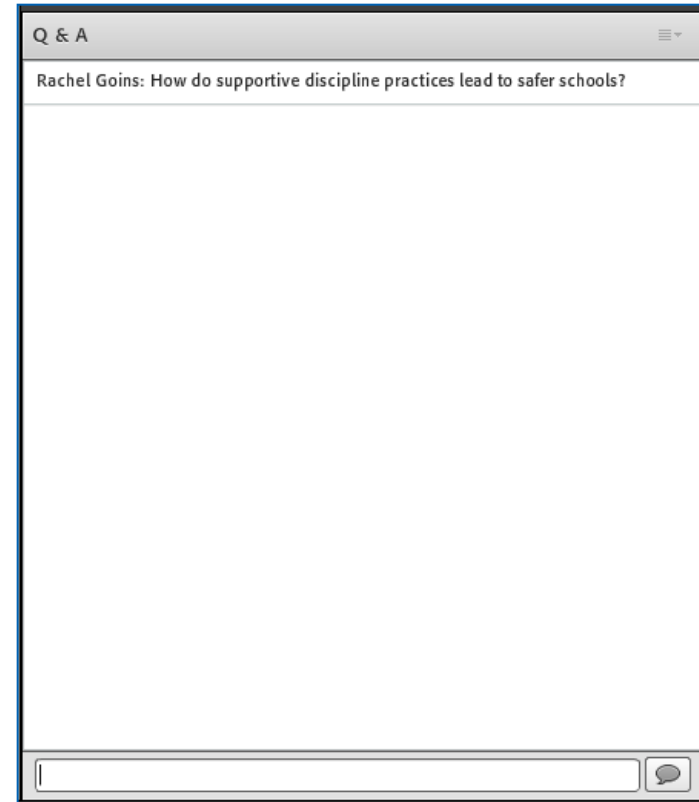
Consequences of use

- Please indicate how often you have experienced the following due to your drinking or drug use during the last year...

Context of use & Campus situation on alcohol and drugs

- Where have you used... (never used, on campus events, residence hall, frat/sorority, bar/restaurant, where you live, in a car, private parties, other)
- Does your campus have alcohol and drug policies?

Questions?



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S3 Grantee Perspective on Utilization of Data and Outcomes of Assessments

Hilva Chan, California Department of Education



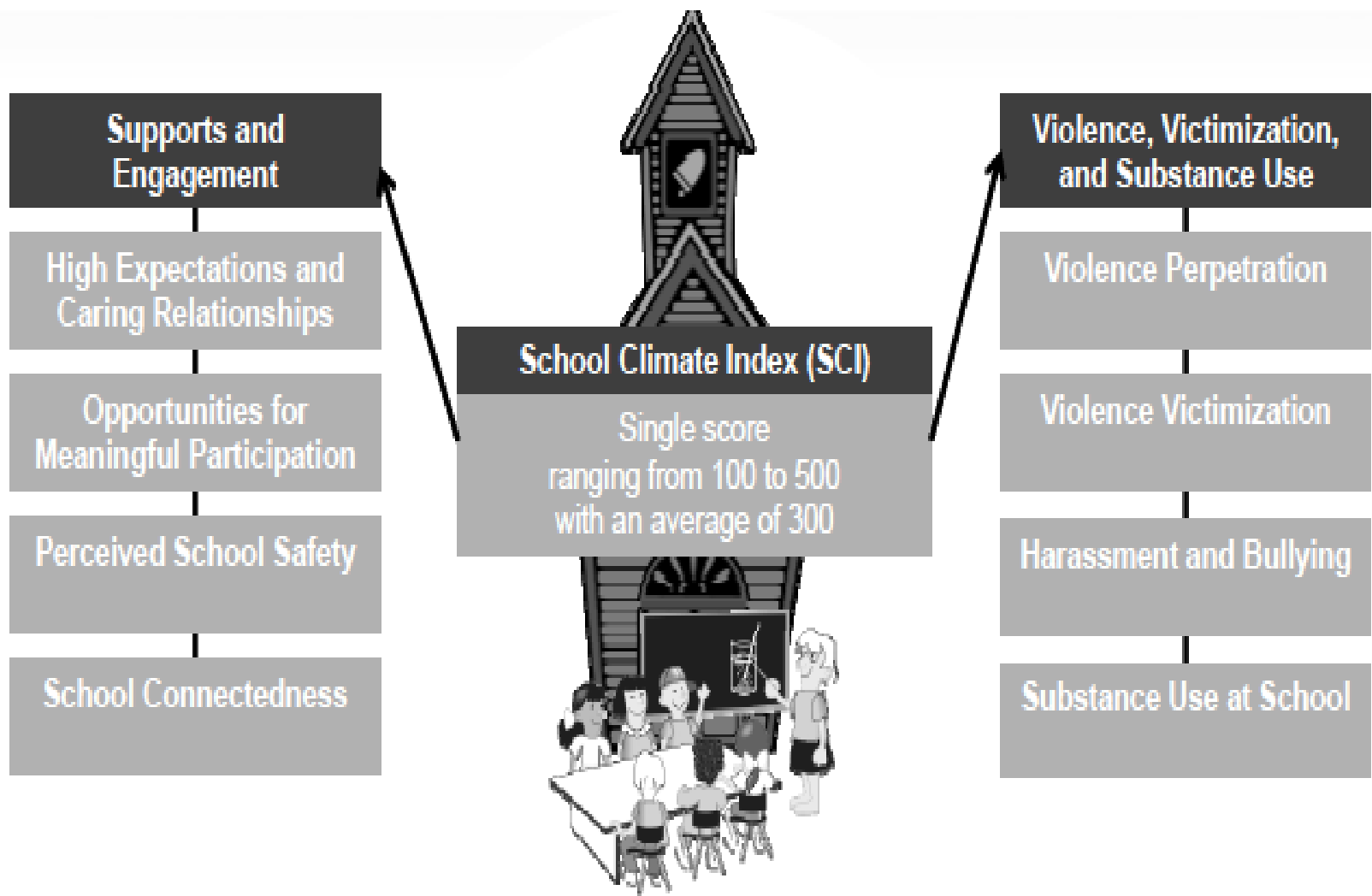
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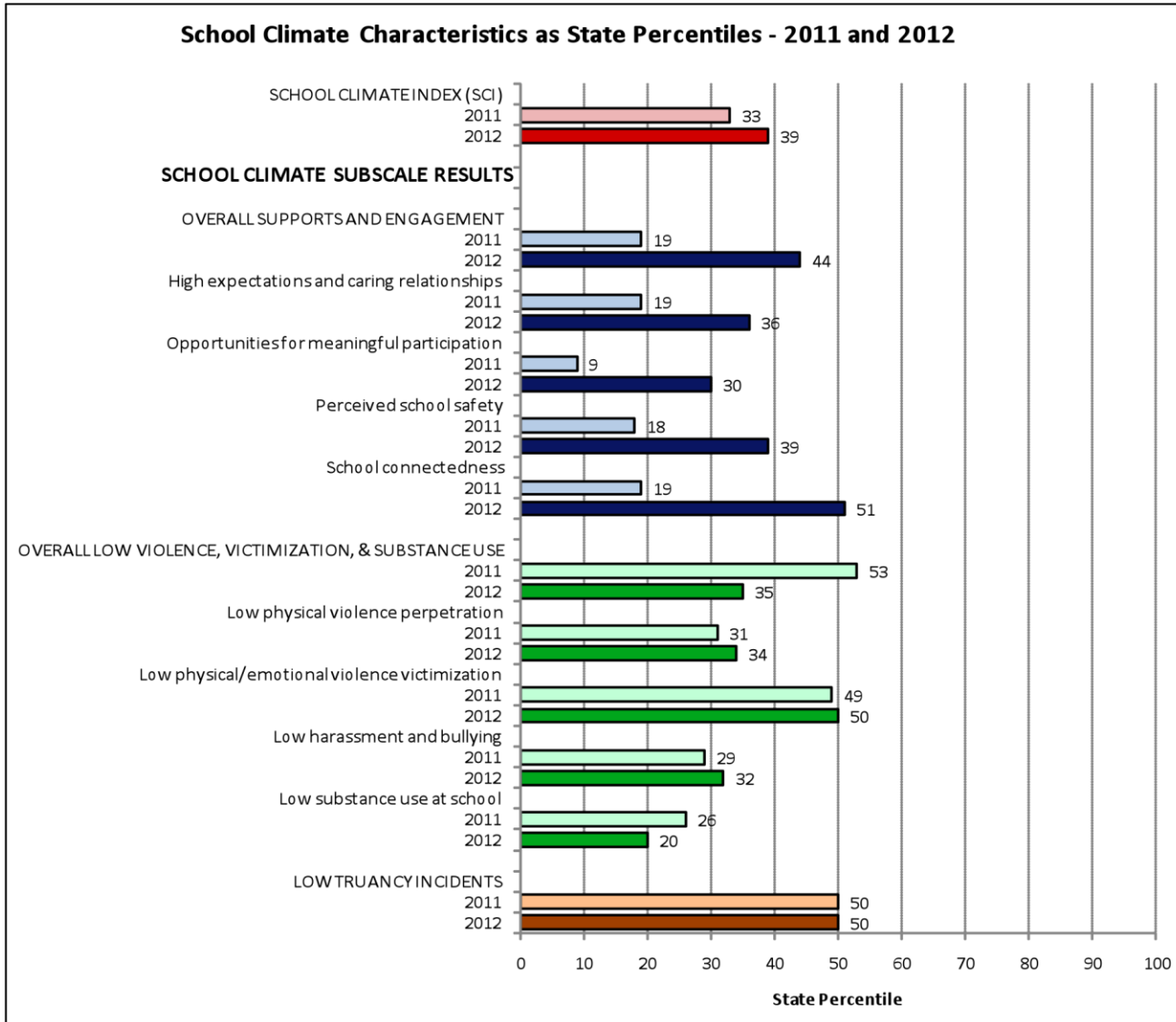
Safe and Supportive Schools Grant

- Improve school climate and safety among low performing high schools.
- Measure school climate using a school climate index (SCI).
- Each school receives a school climate report card.
- Include student survey data on school violence, bullying, and substance use.
- Schools select intervention strategies based on SCI.
- Annual survey to monitor progress.

School Climate Index Using CHKS Data



CaS3 School Climate Report Card



Data Use Training and Student Listening Circle



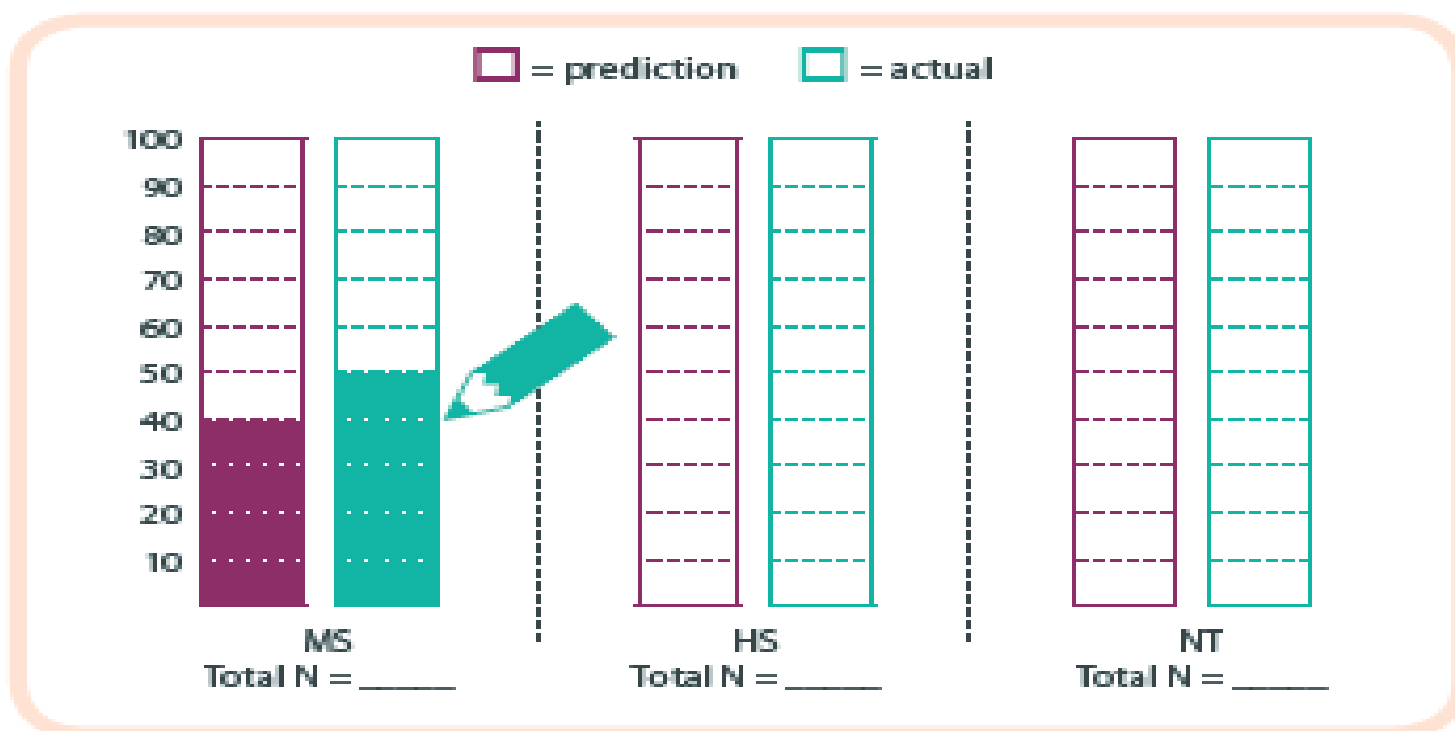
Data Use Training

- **Training promotes data use and eliminates fear.**
- **Training is provided on site for the school climate team.**
- **Compare predicted survey results to actual survey results.**
- **Compare student, staff, and parent perspectives.**
- **Year 1: Understand needs and help select evidence based strategies.**
- **Year 2: Monitor progress, adjust strategies if needed; and use data to create SMART goals to market S3 strategies and needs to school stakeholders.**

Compare Your Prediction to the Actual Data



Color in the green columns with the actual percentage.



How to Use The Data to Create an Action Plan



Action Planning Template

What do These Data Say?	What do These Data Mean?	What Are We Doing to Address these Data?	What More Can We Do to Address These Data?	What Is Our SMART Goal to Address These Data?
40% of students cannot name one adult at school who really cares about them, but 90% of adults say that all adults really care about every students	There is a disconnect between what students recognize as caring and what adults identify as caring.	Link Crew Peacekeepers Welcome Buddies Academies	Talk to students to find out what a caring adults looks like to them. Share what students say with adults.	The AP will recruit 6 to 8 students and a minimum of 12 to 16 staff members to participant in a Student Listening Circle on an early dismissal day before the end of the semester as measured by sign-in sheets on the day of the SLC.

Student Listening Circle Questions



- 1. How do you know when an adult in your school CARES about you?**
- 2. How do you know when an adult in your school BELIEVES in you?**
- 3. What makes your classes engaging or interesting to you?**
- 4. What kinds of things could you do to help others feel included and safe at school?**
- 5. If you could change or improve one thing about how bullying is handled at this school, what would it be?**
- 6. Please share your goals and dreams with us. What else do you need from the adults in your school to help you achieve your goals and dreams?**



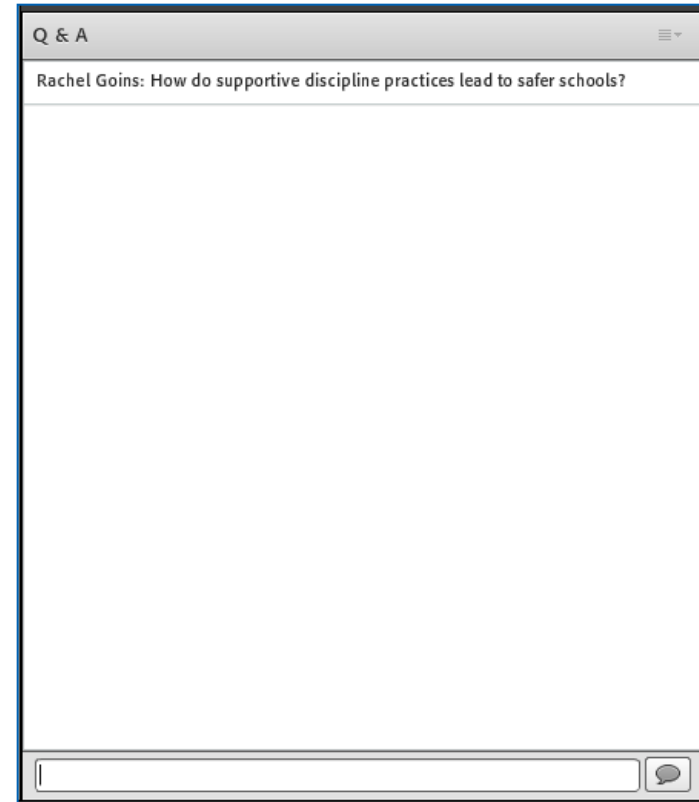
- **S3 schools: Training, training and training**
- **Non S3 schools:**
 - No reporting mandate with the end of NCLB Title IV.
 - Lost 1/3 schools statewide.
 - Promote data value and develop partnerships.
 - Meet legislative requirements – School safety plan, recent anti-bullying laws
 - Potential funding
 - Relate AOD and violence assessment to larger issues, e.g., school climate
 - Develop partnerships with state and local stakeholders

Additional CA S3 Resources



- **CA S3 Website:** <http://californias3.wested.org/>
- **CA School Climate Index and Report Card:**
<http://dq.cde.ca.gov/dataquest/CSRC/searchname.aspx>
- **Beating the Odds (BTO) Study Using SCI:**
<http://www.wested.org/cs/we/view/rs/1308>
- **Voight, A., Austin, G., & Hanson, T. (2013). A climate for academic success. San Francisco: WestEd:**
www.wested.org/schoolclimatereportsummary
- **Additional questions: Hilva Chan, California Department of Education:**
hchan@cde.ca.gov

Questions?



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Take Aways



- Survey those with access to the information you want.
- Data from a variety of perspectives provides a more complete picture.
- Carefully consider which method of survey to use (know the pros and cons of each mode)—especially when addressing sensitive topics.
- Student surveys are essential to make data-driven program decisions that address student needs.
- Include a wide range of indicators to provide the most complete picture of existing needs and potential supports.
- To best understand student realities, survey in the context of school.
- Data collection ≠ data use.
- Data use is maximized when schools understand the value of existing data and know how to effectively interpret it.
- Data use training is essential to promote data use.



■ Upcoming Webinars

Title	Date(s)
Safer Campuses and Communities: Tools for Implementing Evidence-based Interventions to Reduce Alcohol Problems	June 26/27
School Staff Walking the Talk to a Healthier School Climate	Late Summer, TBD

■ Feedback

- A series of brief questions will be presented over the next three slides for your feedback. We greatly appreciate your opinions and will use them to improve our events.



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http://californias3.wested.org/resources/schoolclimateworkbook-2ndedition_final.pdf