

PY 2008-2009 CTF Evaluation Questions & Answers

Frequently Asked Questions, Commonly Asked Questions, & Specific Questions

Note: All responses pertain to Tier 1 evaluation procedures. Grantees participating in Tier 2 evaluation procedures who have questions about the Tier 2 Pre/Post Survey should contact the CTF Evaluation Team directly with any questions.

Frequently Asked Questions (Pages 5 – 9)

- 1. Question:** How do we get the PY 2008-2009 forms and the presentation from the CTF Evaluation training session?
- 2. Question:** Since we did not receive the PY 2008-2009 forms until mid-September, we collected information using the PY 2007-2008 forms up to that point. Do we need to transfer the information from the old forms to the new ones?
- 3. Question:** Can we staple the demographic forms together, or do you want us to paper clip them? What about the retrospective surveys that have two pages?
- 4. Question:** Is there someone/place a new person can contact for information about the CTF Evaluation forms and process?
- 5. Question:** Are all programs required to resubmit the target data and objectives checklists?
- 6. Question:** Are we required to fill out the Community Awareness Activities section on the PY 2008-2009 CTF Target Data Form? If so, do we also have to fill out the Master Output Report?
- 7. Question:** For the Quarterly Numbers Served, will Grantees upload the Master List and Master Output Report online? If not, what does it involve?
- 8. Question:** On the Master List(s) and Master Output Report, what do we put in the section for disclosures of child abuse/neglect? Is the information supposed to be the result of the CTF funded program only – or all the programs offered by our organization?
- 9. Question:** Who is included on the Master List as a participant? (mother, child, both?)
- 10. Question:** When is it okay to remove people from the Master List?
- 11. Question:** When a client drops out, can ID # be re-used for next new client?

12. Question: Since the Pre-K – 2nd Grade survey asks for demographic information, do we still report demographics by classroom on the Master List for classes where we use that survey?

13. Question: Do we have participants complete the demographic form if we are using the Master List for classrooms and/or large presentations?

14. Question: If participants completed the demographic form in PY 2007-2008, do they need to complete this again for PY 2008-2009?

15. Question: How do we know who should complete a demographic form for our program?

16. Question: Do we administer the retrospective survey once, and have participants fill out both sides at the same time?

17. Question: My understanding is we picked a certain number of target objectives based on our program type. Do the participants still answer all of the items on the survey?

18. Question: The retrospective surveys for this year are in pdf format. If we are one of the programs granted permission to use just our targeted items, how do we edit our survey?

19. Question: Some participants completed the retrospective survey in July to provide data for PY 2007-2008, but are finishing the program during PY 2008-2009. Do we have them complete the survey again once they actually complete the program?

20. Question: For those continuing in the program from last year, what is their starting point for the retrospective survey?

21. Question: Will there be a cut-off date for the program year to collect the retrospective survey data for participants who will be continuing in the program into the next year?

22. Question: If we use the Pre-K – 2nd Grade Pre-Post survey, do we have to give both the pre and the post, or can we just give the post?

23. Question: When will we receive individual program results for PY 2007-2008?

Commonly Asked Questions (Pages 9 – 12)

1. Question: Who should we consider to be our targeted participants?

2. Question: How do we assign ID numbers?

3. Question: If a participant began our program prior to August, 2008 and continues to participate in PY 2008-2009, how do we handle them on the Master List?

4. Question: What is the definition of special needs child?

5. Question: When working with school classrooms, what Master List should I use to document my participants since I will not have information about individuals?

6. Question: When providing large school presentations, what Master List should I use?

7. Question: What if the participant cannot answer some of the questions asked on the demographic form?

8. Question: We work with pregnant and parenting teens. Most are in school and under 18. Do we use the demographic form for adult or child?

9. Question: How do we deal with adults who cannot read when it is time for them to complete the survey?

10. Question: For the optional survey questions, how many of these questions should we add? How do we number the item(s) if only adding certain ones? How would you prefer we add them to the survey?

11. Question: If participants tend to leave our program before the last session, how do we acquire the retrospective information?

12. Question: For the Pre-K – 2nd Grade Pre-Post Survey, when are ID #'s optional?

13. Question: In age groups 3rd – 5th Grade, children in our program have difficulty completing the retrospective survey. Can we pre and post test similar to 2nd grade? If not, how do we obtain accurate data on the retrospective surveys from youth?

14. Question: Can #19 on the child-focused 6th and up retrospective survey be skipped if it does not apply?

15. Question: What do we do when it's only a one time session with a group of students at a school?

16. Question: With large school programs that take place either in the classroom or as group presentations, how many of the students are we to give the retrospective survey?

17. Question: We have experienced great difficulties in trying to administer the pre test to Pre-K children in our program. It took up most of the instruction time, and the children were not able to do it all at the same time together in a group setting. What should we do?

18. Question: Is it possible to get an electronic copy of the Preliminary End-of-Year Evaluation Report that was distributed in hard copy form at Grantee Training?

Specific Questions (Pages 12 – 15)

- 1. Question: For the forms that are in pdf format this year, how do we put our contract # on them?**
- 2. Question: How long should we keep copies of evaluation data (i.e., demographic forms, surveys, etc.) submitted to the CTF Evaluation Team?**
- 3. Question: On the instructions for Quarterly Numbers Served, please explain C (Number of PY 2008-2009 Adult/Parent participants who began by month) and D (Number of PY 2008-2009 Child/Youth participants who began by month) under the information for the General Master List.**
- 4. Question: How should we assign ID #'s when our program has multiple sites or multiple staff people?**
- 5. Question: How do we get credit for a participant who completes more than one targeted activity under the same contract (i.e., two separate curriculum sessions) as it relates to the Master List?**
- 6. Question: How can we report participants without violating confidentiality restrictions (e.g., HIPAA regulations) by providing names?**
- 7. Question: Do I list each school for each time that I enter the school and do a new session, or only the first time that I go to the school?**
- 8. Question: For our home visiting program, if the child has two parents, do both parents complete a retrospective survey?**
- 9. Question: There are many questions about anecdotal, subjective information (i.e., “My knowledge,” “My commitment,” “My ability,” “My intention”). Are there any plans to capture data regarding concrete outcomes? It would be nice to show how many non-custodial fathers began paying child support, how many at-risk families were able to decrease instances of domestic violence, and other similar information.**
- 10. Question: I realize that combined parenting programs achieved statistically significant results in all areas of the retrospective survey; however, I would like to know if all programs achieved statistically significant results in all 24 areas. If so, what is the validity of the survey?**
- 11. Question: May we use the special needs version that has the smile for yes and the frown for no with children in Pre-K – 2nd Grade?**
- 12. Question: Do we need to fill out the demographic information on the top of the Special Needs pre/post tests?**

Frequently Asked Questions

1. Question: How do we get the PY 2008-2009 forms and the presentation from the CTF Evaluation training session?

Answer: The PY 2008-2009 documents are on the CD received at Grantee Training, as well as posted online at CTF's website (www.ctf.alabama.gov/ProgReporting.htm). The powerpoint presentation is online with the forms.

2. Question: Since we did not receive the PY 2008-2009 forms until mid-September, we collected information using the PY 2007-2008 forms up to that point. Do we need to transfer the information from the old forms to the new ones?

Answer: It depends upon the form. Any demographic forms and surveys completed between August 1, 2008 and the week of CTF Grantee Training can be submitted with your 1st Quarter report as is. Following CTF Grantee Training, everyone should start using the PY 2008-2009 forms/surveys. For the Master Lists and Master Output Report, transfer the information to the new forms by copying information from one document and pasting it into the other.

3. Question: Can we staple the demographic forms together, or do you want us to paper clip them? What about the retrospective surveys that have two pages?

Answer: Staple the pages of the demographic form together in the upper left hand corner. Also, when using a retrospective survey that has multiple pages, staple the pages of each survey together in the upper left hand corner of the survey.

4. Question: Is there someone/place a new person can contact for information about the CTF Evaluation forms and process?

Answer: Yes, contact the CTF Evaluation Team directly with questions about the evaluation process. You can reach us by phone (334-353-4928 or 334-844-3299) or by email (griffmm@auburn.edu or ctfeval@auburn.edu). We also can schedule a site visit to assist you, if needed. **NOTE:** For questions specific to the evaluation of Healthy Marriage programs, please contact the ACHMI Evaluation Team by phone (334-844-8710) or email achmi_eval_team@auburn.edu.

5. Question: Are all programs required to resubmit the target data and objectives checklists?

Answer: No. You ONLY should resubmit the Target Data Form and/or Objectives Checklist(s) if your program meets one of the conditions listed on the instruction pages for these forms. The deadline for us to receive the revisions is Oct. 17, 2008. However, if you realize that you should have submitted revised information after this deadline, send it to the CTF Evaluation Team as soon as possible.

6. Question: Are we required to fill out the Community Awareness Activities section on the PY 2008-2009 CTF Target Data Form? If so, do we also have to fill out the Master Output Report?

Answer: Yes to both questions. All programs are expected to do something - at least one thing - to raise community awareness. Your anticipated activities should be indicated on your PY 2008-2009 Target Data Form. If that info was not reported, then send us your revised form. Then, the Master Output Report is used to track the community awareness activities that your program does throughout the year.

7. Question: For the Quarterly Numbers Served, will Grantees upload the Master List and Master Output Report online? If not, what does it involve?

Answer: No, the Quarterly Numbers Served information is simply based on the information from those forms. The instructions sheet notes the totals, etc. to prepare from the forms used for your program, so that you will already have that information compiled when you go the website. Once the info is prepared, visit the CTF website (around Nov. 1st for 1st Quarter) for the link to the survey where you will enter the Quarterly Numbers Served for that quarter's report. The survey will ask you questions that match up with the things listed in the instructions as being needed from each type of form. Be sure to enter this information online prior to mailing the report to AU, so that you can note the date on which you submitted the QNS online on the CTF Data Report Cover Sheet.

8. Question: On the Master List(s) and Master Output Report, what do we put in the section for disclosures of child abuse/neglect? Is the information supposed to be the result of the CTF funded program only or all the programs offered by our organization?

Answer: Put the number of child abuse/neglect cases that were disclosed through your program during that quarter. CTF is interested in information about the CTF funded program only.

9. Question: Who is included on the Master List as a participant? (mother, child, both?)

Answer: It depends on who the target recipient is for a particular CTF grant. The primary use of the Master List is to assign ID #'s for participants who complete the forms. For example, if both mother and child receive direct services and you have project objectives for both, they should both be on the Master List and complete the appropriate surveys (if the child is in Pre-K or above). If only the parent receives the direct services, then only the parent is on the Master List. The same applies is only the child receives direct services.

10. Question: When is it okay to remove people from the Master List?

Answer: The PY 2008-2009 Master List should contain all applicable information for anyone served since Aug. 1, 2008. **Do NOT include anyone from PY 2007-2008 who completed your program prior to Aug. 1, 2008.** Once someone is added to the list during PY 2008-2009, do NOT remove the person. The purpose of the list is to document participants served in the program, as well as to assign ID #'s to participants.

11. Question: When a client drops out, can ID # be re-used for next new client?

Answer: No, do not re-use ID #'s. Use a new ID # for each new client.

12. Question: Since the Pre-K – 2nd Grade survey asks for demographic information, do we still report demographics by classroom on the Master List for classes where we use that survey?

Answer: If you report demographics by classroom on the Master List, then do NOT complete demographic information on the survey. However, anyone using the General Master List, which allows ID #'s to be assigned, should have that demographic information completed on the Pre-K – 2nd Grade survey.

13. Question: Do we have participants complete the demographic form if we are using the Master List for classrooms and/or large presentations?

Answer: No. Since the School-Based Classroom/Presentations Master List has a place for demographic information to be reported, you **do not submit** demographic forms for these participants.

14. Question: If participants completed the demographic form in PY 2007-2008, do they need to complete this again for PY 2008-2009?

Answer: Yes, have participants who have continued in your program from PY 2007-2008 to PY 2008-2009 complete the demographic form this year, so that we will have that document for the new program year. Use the same ID # with the participant that was used last year.

15. Question: How do we know who should complete a demographic form for our program?

Answer: If only children/youth receive direct services, then only they should complete a demographic form, or report demographic information on the Pre-K – 2nd Pre/Post Survey. (For school-based programs, demographics are reported by classroom or presentation group on the appropriate master list.) If the parents receive direct services, then they should complete a demographic form. We only need demographic forms from the people receiving direct services. (A good way to know who is receiving direct services is based upon who is to complete a survey.)

16. Question: Do we administer the retrospective survey once, and have participants fill out both sides at the same time?

Answer: Yes, the retrospective survey is to be completed just once – at the end of the program (or the participant's last session). At that time, participants respond to the items to indicate how they would rate themselves before program participation, and, then, how they would rate themselves after program participation. See page 2 in the retrospective survey packet for details on what instructions to provide to participants when you give them the survey.

17. Question: My understanding is we picked a certain number of target objectives based on our program type. Do the participants still answer all of the items on the survey?

Answer: Yes, they should answer all of the items on your survey. **NOTE:** Only programs surveying children 5th grade and below, as well as programs granted permission by CTF and the CTF Evaluation Team due to special circumstances, are allowed to have surveys narrowed to contain only items matching targeted objectives.

18. Question: The retrospective surveys for this year are in pdf format. If we are one of the programs granted permission to use just our targeted items, how do we edit our survey?

Answer: Program staff can receive their customized PY 2008-2009 retrospective survey by emailing Melody Griffin (griffmm@auburn.edu) the following information: (1) your contract #, (2) your program type, and (3) the item #'s your program will be targeting. **Allow at least one week for your request to be processed. Requests for PY 2008-2009 should be submitted no later than Dec. 5, 2008.**

19. Question: Some participants completed the retrospective survey in July to provide data for PY 2007-2008, but are finishing the program during PY 2008-2009. Do we have them complete the survey again once they actually complete the program?

Answer: Yes, have these participants complete the retrospective survey when they actually finish the program. That survey will be part of the data for your program for PY 2008-2009.

20. Question: For those continuing in the program from last year, what is their starting point for the retrospective survey?

Answer: For participants continuing from PY 2007-2008, the reference point for “before” on retrospective surveys is still before they actually began the program.

21. Question: Will there be a cut-off date for the program year to collect the retrospective survey data for participants who will be continuing in the program into the next year?

Answer: For program participants that will not complete the program until after you submit your final data report for PY 2008-2009, please select a reasonable “post-program” time to assess impact. Have participants complete the survey in time to allow you to send the data prior to or by the deadline for the 4th Quarter Data Report for PY 2008-2009.

22. Question: If we use the Pre-K – 2nd Grade Pre-Post survey, do we have to give both the pre and the post, or can we just give the post?

Answer: You need to give both the pre AND the post in order to have useable information for your program.

23. Question: When will we receive individual program results for PY 2007-2008?

Answer: The PY 2007-2008 Individual Program Evaluation Reports will be distributed to grantees no later than April, 2009.

Commonly Asked Questions

1. Question: Who should we consider to be our targeted participants?

Answer: The targeted participants are the people who are receiving direct services that would affect change in knowledge/behavior. To determine who is receiving direct services, think about who completes the survey for your program. The data collected with the surveys assess the extent to which you are meeting your target objectives in serving your participants. If you need to revise the target data for your program based on the answer to this question, please submit an updated Target Data Form to the CTF Evaluation Team as soon as possible.

2. Question: How do we assign ID numbers?

Answer: Assign ID #'s according to what # is beside participants' names as they are listed on the Master List. If you are a new grantee, start with #1. If you are a continuing grantee, assign ID #'s for this year by starting where you left off numbering at the end of July (e.g., if last year's Master List ended with ID #128, start this year with ID #129). Use ID #'s, rather than names, on the evaluation forms that participants complete.

3. Question: If a participant began our program prior to August, 2008 and continues to participate in PY 2008-2009, how do we handle them on the Master List?

Answer: Any participants who were already in the program prior to August 1, 2008, and continued in the program past that date, should be listed on the PY 2008-2009 Master List according to what month and year they began the program. They also should keep their same ID # from PY 2007-2008.

4. Question: What is the definition of special needs child?

Answer: CTF suggests that a good screening question would reference a school determination of special needs.

5. Question: When working with school classrooms, what Master List should I use to document my participants since I will not have information about individuals?

Answer: School-Based Programs in this situation should use the Master List for School-Based Classrooms when working with individual classes. Request information from teachers whose classes are provided programs in order to complete this Master List, which has the name of the school, teacher's name, total number of students in the class, grade level(s) of students in the class, name of the class (e.g., Family Consumer Science, Health, etc.), and basic demographic information (e.g., age, race, gender) about the students.

6. Question: When providing large school presentations, what Master List should I use?

Answer: School-Based Programs should use the Master List for School-Based Large Presentations when working with multiple classes of students participating in large presentations. This list includes a place for the name of the principal, school name, total number of students, participating grades, and basic demographic information (e.g., age, race, gender) about the students.

7. Question: What if the participant cannot answer some of the questions asked on the demographic form?

Answer: Tell participants to leave a question blank if they do not know the answer. If they have difficulties completing the form, they may need assistance from someone. For children, have parents complete the demographic form on their participating child (when the child is very young and unable to complete the form) if the parent is available to do so.

8. Question: We work with pregnant and parenting teens. Most are in school and under 18. Do we use the demographic form for adult or child?

Answer: Use the adult/parent demographic form with teen parents.

9. Question: How do we deal with adults who cannot read when it is time for them to complete the survey?

Answer: Program staff should administer the survey orally, and mark the participants' responses (or assist the respondent in marking his/her own responses) to the survey items.

10. Question: For the optional survey questions, how many of these questions should we add? How do we number the item(s) if only adding certain ones? How would you prefer we add them to the survey?

Answer: Only add the optional questions that will assess optional program objectives that you will target. It is fine to re-number the items being added so that your survey items are consecutively numbered. However, be sure to leave the number that is in parentheses beside each item (i.e., (19), (20), etc.), so that we can easily identify the original number of the item when entering data from your surveys. When adding items, copy and paste the item(s) into a new document. The page with those questions should be attached to the survey unless you are using thick enough paper to permit doublesided copies.

11. Question: If participants tend to leave our program before the last session, how do we acquire the retrospective information?

Answer: It simply may not always be possible to collect retrospective data because you may not know when their "last day" is. If you know it will be their last time participating, give them the survey at the end of that session. If you are not able to anticipate their last time, you may want to experiment with sending a retrospective survey to a participant after they stop participating, and

ask for them to complete and return it. (Providing an addressed, postage-paid return envelope may increase the likelihood they will do so.) Another option would be to determine a reasonable time when you expect participants will show improvements on the retrospective survey, and administer the survey at that time to the group. Please contact the Evaluation Team if your program is in a similar situation, and we can provide recommendations specific to your program.

12. Question: For the Pre-K – 2nd Grade Pre-Post Survey, when are ID #'s optional?

Answer: ID #'s should be used to match the pre and post surveys if a program is using the General Master List, which assigns ID #'s to individual participants. ID #'s are optional for programs that utilize the Master List for School-Based Classrooms or the Master List for School-Based Large Presentations. Whenever it is possible to use ID #'s, we prefer that you do use them. The evaluation information for your program is stronger if we can match the pre and the post for each participant. It will allow us to more clearly demonstrate how participants were impacted by the program.

13. Question: In age groups 3rd – 5th Grade, children in our program have difficulty completing the retrospective survey. Can we pre and post test similar to 2nd grade? If not, how do we obtain accurate data on the retrospective surveys from youth?

Answer: No, children in 3rd-5th grades should complete the retrospective survey. Feedback to us has indicated that children grades 3 and above understand the retrospective pre/post survey once it is explained to them and a “practice” question is done together. For behavioral reports, create some visual or concrete picture in guiding them to remember “before the program” (i.e., “Think back to your first week/month of school...,” “Think back to this summer and the things you were doing...”). For knowledge questions, it may be best to be explicit that the question is trying to assess whether they learned something during this program and how to use the numbers to show this. “If you think you know a lot more now about...then you might want to show a 2 or 3 point difference – like a 1 or 2 for before and a 4 for after. If you know a little more now, you might want to mark a 1 point difference – like a 2 for before and a 3 for after.” You may have a special situation if you see that children in this age group are not comprehending the survey. Please contact the Evaluation Team for assistance.

14. Question: Can #19 on the child-focused 6th and up retrospective survey be skipped if it does not apply?

Answer: Yes, since that item deals with commitment to attending meetings with probation officers, it is fine to instruct participants to write N/A beside that item only.

15. Question: What do we do when it's only a one time session with a group of students at a school?

Answer: If you are serving 3rd – 12th Grade, then have participants complete the retrospective survey at the end of that session. If you are serving 2nd Grade and below, please contact the Evaluation Team directly to discuss what to do.

16. Question: With large school programs that take place either in the classroom or as group presentations, how many of the students are we to give the retrospective survey?

Answer: There are a few Grantees that serve very large numbers of students. Please contact the Evaluation Team directly, and we will work out a plan for you.

17. Question: We have experienced great difficulties in trying to administer the pre test to Pre-K children in our program. It took up most of the instruction time, and the children were not able to do it all at the same time together in a group setting. What should we do?

Answer: If your program serves Pre-K and older, you can eliminate the use of the survey with Pre-K, and simply gather demographic information for these students. Programs serving only Pre-K should contact the Evaluation Team directly if you encounter problems administering the survey, so that we may discuss how best to document that you are reaching your project objectives.

18. Question: Is it possible to get an electronic copy of the Preliminary End-of-Year Evaluation Report that was distributed in hard copy form at Grantee Training?

Answer: Yes, you can access an electronic copy of that report on CTF's website at <http://www.ctf.alabama.gov/CTF%20Eval.htm>. Click on the link for 'PY 2007-2008 Preliminary End-of-Year Report.'

Specific Questions

1. Question: For the forms that are in pdf format this year, how do we put our contract # on them?

Answer: In order to add the contract # to forms in pdf format, print a copy of the form, and then type or hand write the contract # on that copy BEFORE making copies for participants.

2. Question: How long should we keep copies of evaluation data (i.e., demographic forms, surveys, etc.) submitted to the CTF Evaluation Team?

Answer: You should maintain copies of the data at least until after you have received your Individual Program Evaluation Report that contains your program's results related to the specific data. For example, everyone has already received the PY 2006-2007 Individual Program Evaluation Reports, so it would be fine to dispose of data from PY 2006-2007. Do NOT dispose of data from PY 2007-2008 until after you verify that you do not have questions about your PY 2007-2008 Individual Program Evaluation Report.

3. Question: On the instructions for Quarterly Numbers Served, please explain C (Number of PY 2008-2009 Adult/Parent participants who began by month) and D (Number of PY 2008-2009 Child/Youth participants who began by month) under the information for the General Master List.

Answer: ‘Who began by month’ refers to the participants who started your program each month in a given quarter. For 1st Quarter, ‘who began by month’ specifically refers to the number of participants who began prior to August and are still in the program, who began in August, who began in September, and who began in October. For C, you would compute the total number of adult/parent participants who began your program for each month in that quarter. For D, you would compute the total number of child/youth participants who began each month in that quarter. When you submit the information online, the survey questions will prompt you to enter the totals. For example, one question will ask, “How many adult/parent participants began your program in August?”

4. Question: How should we assign ID #'s when our program has multiple sites or multiple staff people?

Answer: If your program has multiple sites (or multiple staff members) that would make it difficult to coordinate the assignment of ID #'s, then you could keep multiple Master Lists. Add in a column beside the ID # column (in the Excel sheet), and use this column to indicate a sub-code (e.g., one site would be designated as site A, the next site B, and so on). *A separate sub-code would be used on each sheet for that entire sheet* to distinguish those participants as being from a particular site/staff person. **(NOTE: When using sub-codes, you will need to include the sub-code with the ID# on participants’ forms/surveys, so that we can know which forms go together.)** Please remember that, when you have multiple versions of one type of Master List, we ask that you combine the lists into 1 Master List for the data report by copying and pasting everything into a single Excel document. Be sure to include the subcode column when combining lists, so that you do not accidentally put people as having the same ID # (i.e., site A and site B both could have ID # 24).

5. Question: How do we get credit for a participant who completes more than one targeted activity under the same contract (i.e., two separate curriculum sessions) as it relates to the Master List?

Answer: Participants who attend distinct programs involving different curricula within the same CTF contract may be assigned an ID # for each program, so that they are counted as participants of each program. Each time an additional ID # is assigned the participant should be listed on the Master List, with a note indicating that the person participated in multiple programs. Also, for each ID # assigned, the participant should complete a demographic form and retrospective survey for the program in which they are participating. It is important for participants to complete the survey specifically with respect to the particular program they are completing, especially if they have been participating in multiple programs during the same period of time. Contact the CTF Evaluation Team if you have any questions about these procedures.

6. Question: How can we report participants without violating confidentiality restrictions (e.g., HIPAA regulations) by providing names?

Answer: General Counsel to CTF confirms that CTF can request names of program participants sponsored through CTF funding. Participants are providing information on their program participation and are not providing information that would be contained in a health record (i.e., information protected by HIPAA). If you feel you have a special situation, CTF requests that you submit in writing through your Field Director a detailed description and rationale for your nonrelease of names and a ruling on this by the Attorney General's office will be forthcoming.

7. Question: Do I list each school for each time that I enter the school and do a new session, or only the first time that I go to the school?

Answer: The answer to your question depends upon the School-Based Master List that you are using. When using the list for School-Based Classrooms, the focus is on the classroom served. You may serve multiple classrooms within a single school. When using the list for School-Based Presentations, the focus is on the group served. You may serve multiple groups within a single school. Only list a particular class/group of students one time – when they begin the program.

8. Question: For our home visiting program, if the child has two parents, do both parents complete a retrospective survey?

Answer: Yes, if both parents of the child participate in the program, then both parents should complete the survey. An individual ID # should be assigned to each parent who participates, and that ID # would be used on the survey that each parent completes.

9. Question: There are many questions about anecdotal, subjective information (i.e., “My knowledge,” “My commitment,” “My ability,” “My intention”). Are there any plans to capture data regarding concrete outcomes? It would be nice to show how many non-custodial fathers began paying child support, how many at-risk families were able to decrease instances of domestic violence, and other similar information.

Answer: The methods we use are valid quantitative survey methods. In social science surveys, research participants are reporting on their perceptions of their thinking and behaviors. For large samples, this is the only viable method for capturing this information. For smaller samples, observational methods can be used either in a lab setting or the home environment. Your question concerns the documentation of objective data contained in government agency reports (i.e., payment of child support; reports of domestic violence). This would require agencies to release to us information on all CTF-funded program participants from a centralized system. To date, information is not maintained in a centralized system for the State, and, more relevant to our study, this information is considered confidential and cannot be released without the person's permission.

10. Question: I realize that combined parenting programs achieved statistically significant results in all areas of the retrospective survey; however, I would like to know if all programs achieved statistically significant results in all 24 areas. If so, what is the validity of the survey?

Answer: The finding of statistically significant results for individual programs in any given program type depends upon: (1) what information is presented to participants, (2) how the participants were impacted by the information they received, and (3) the number of participants who completed the survey. If all parenting programs showed significant results in all 24 areas, it could certainly indicate that all programs are meeting their goals, rather than indicate that the survey is not valid. However, it is not the case that all programs showed significant change in all areas. For the 58 parenting programs funded in PY 2006-2007, 30 of them had statistically significant improvement in all 24 areas, and 10 programs showed improvement in at least 20 areas. The remaining programs showed improvement in fewer than 20 areas.

11. Question: May we use the special needs version that has the smile for yes and the frown for no with children in Pre-K – 2nd Grade?

Answer: No, you should use the survey designed for that age group, unless they actually have special needs. The Special Needs survey was designed to permit surveying youth whose mental difficulties necessitate yes/no responses, and we need to limit use of this survey to the intended population, so that the results from data analyses will be clearly for that population.

12. Question: Do we need to fill out the demographic information on the top of the Special Needs pre/post tests?

Answer: Yes, complete the demographic information on the Special Needs pre/post survey.