

# Youth Tobacco Survey (YTS)

## Survey Administrator Handbook

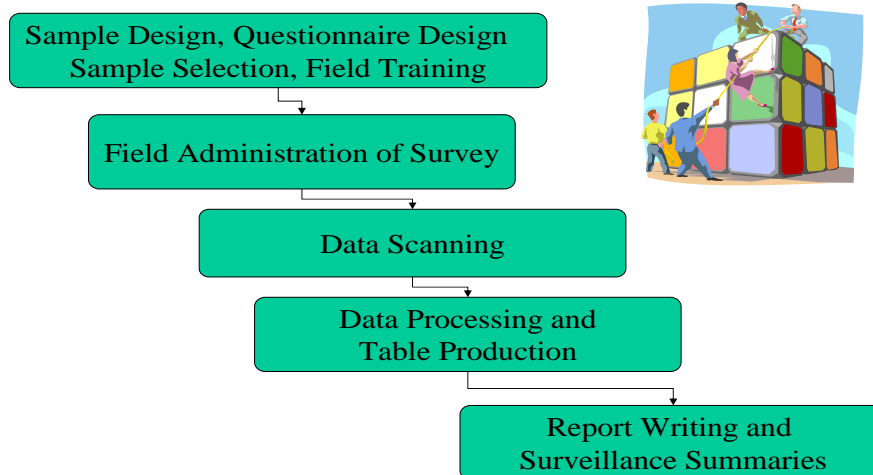
# Youth Tobacco Survey

## Administrator Handbook

	<b><u>Page</u></b>
YTS at a Glance	3
YTS Overview	6
YTS Sample Selection	8
School Participation	13
Completing the Forms	15
Administering the YTS	20
Instructions for Survey Administrators	23
Submitting the data for analysis	26
YTS Check List	28
Analyzing the Data	31
YTS Frequently Asked Questions and Answers	32
Sample Letter of Support	34
Sample Parental Permission Form	35

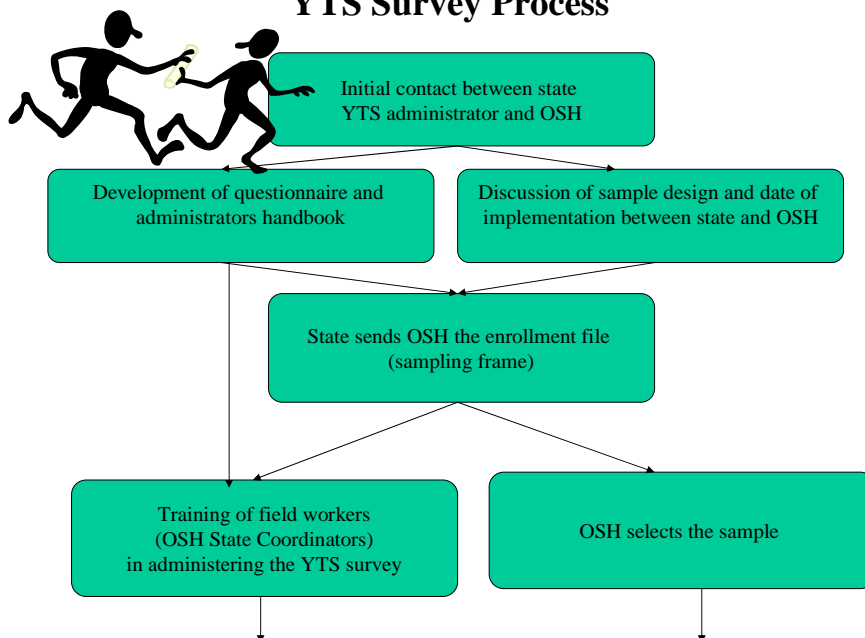
We've added some graphics to this version of the YTS handbook in order to better illustrate the steps involved in carrying out a successful YTS. The flowchart below provides a quick overview of the major milestones associated with a typical YTS.

### YTS Survey Process

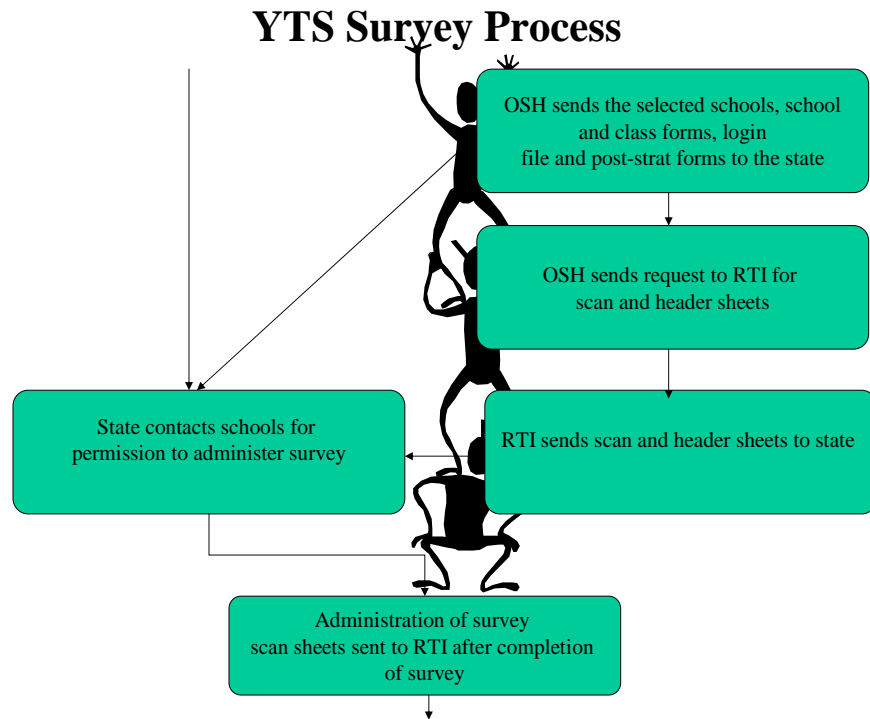


The next graphic highlights in greater detail the steps to be taken by the primary state-level YTS coordinator. Note the simultaneous occurrence of some of the steps. Templates and generic examples exist for nearly all documents / products that state administrators are to send to OSH (example – sample enrollment files, generic login forms etc)

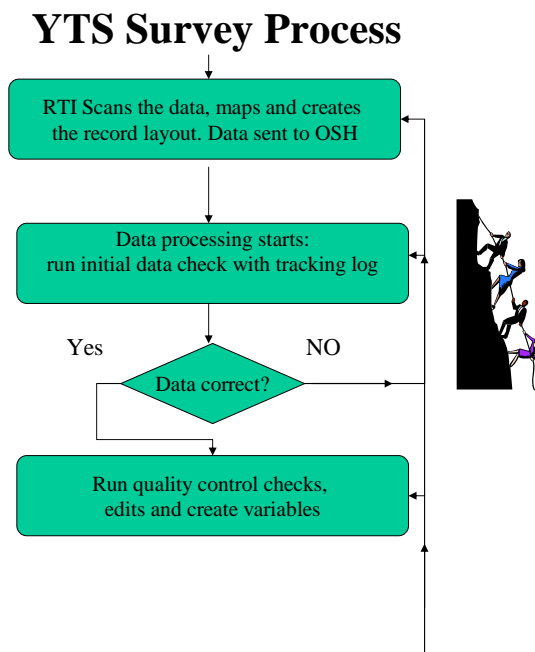
### YTS Survey Process



Again, these are the steps taken during a “typical” YTS effort. Note that the request for scantrons and answer sheets can no go out from OSH until the state’s survey instrument has been reviewed and finalized. Some questions when added to the YTS can call for the use of “customized answer sheets” so the ordering of your YTS forms from RTI is contingent upon getting a final draft of your survey instrument to OSH.

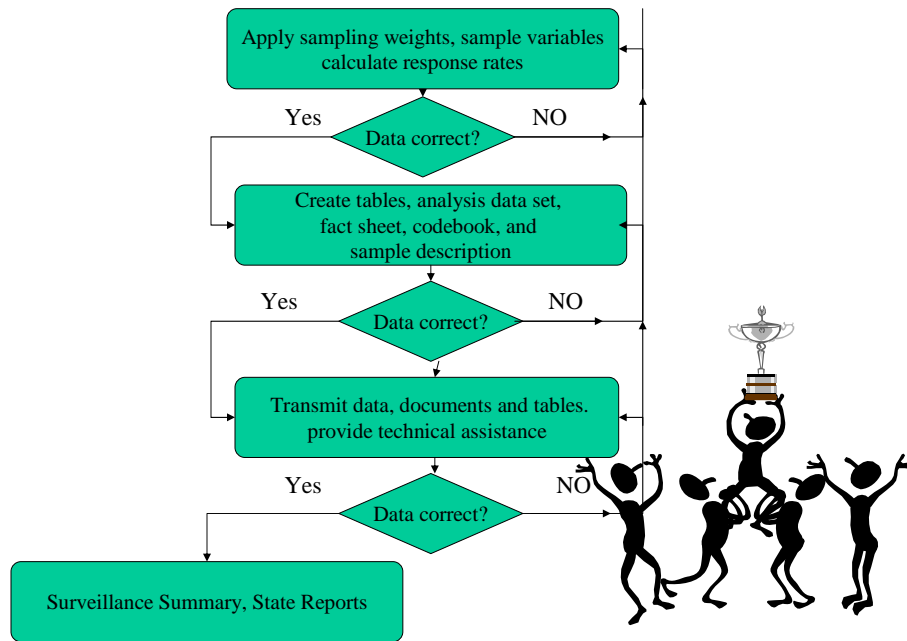


Note that the processing time for RTI & OSH will vary depending on how many other states have their data in the local “queue”



The final stages of the YTS are represented here. Note that OSH does not create data reports for the individual schools. Examples of data reports generated by other states are available upon request.

## YTS Survey Process



## YTS Overview

The Youth Tobacco Survey (YTS) is intended to enhance the capacity of agencies and organizations to design, implement, and evaluate tobacco prevention and control programs. The data currently available in states that have not yet conducted the YTS are limited to prevalence rates for cigarette, cigar, and smokeless tobacco use. Measures that are missing include prevalence of other tobacco products (i.e., pipe use, bidis, and kreteks), knowledge and attitudes regarding tobacco use, indicators of the impact of media and advertising, information on the enforcement of minors' access regulations and laws, knowledge of tobacco in school curriculum, cessation attempts and successes, and exposure to environmental tobacco smoke (ETS). By conducting the YTS, states will be able to design, implement, and evaluate tobacco prevention and control programs.

After reaching financial settlements with the tobacco industry, the states of Florida, Mississippi, and Texas conducted the first Youth Tobacco Surveys in the spring of 1998. Technical assistance was requested from the Centers for Disease Control and Prevention's (CDC) Office on Smoking and Health (OSH) to aid in the collection of baseline data with respect to youth tobacco use. In November of 1998, OSH conducted the first YTS Workshop for states to develop a core YTS questionnaire and review procedures for sampling, analysis and reporting of data. As part of the workshop, states developed a core YTS questionnaire consisting of 54 tobacco specific questions and also a set of optional questions that could be added to meet the individual surveillance and evaluation needs of each state. During the spring of 1999, nine states conducted state-specific Youth Tobacco Surveys: Arkansas, Florida, Georgia, Kansas, Mississippi, Missouri, Oklahoma, Tennessee, and Texas.

The second YTS workshop was held in September of 1999. Once again, core questions, sampling, analysis, and data reporting procedures were reviewed. States representatives updated the core YTS questionnaire to include 63 tobacco specific questions and revised the set of optional questions that could be added to meet the individual surveillance and evaluation needs of each state. Four states conducted state-specific Youth Tobacco Surveys in the fall of 1999, 22 during spring of 2000, 8 during fall of 2000, and 11 during the spring of 2001. Eight states conducted the YTS in fall 2001, and 21 states conducted the YTS in calendar year 2002. Since 2002 the YTS has witnessed steady participation from several states and archived, historical data illustrating state participation is available for each of the calendar years and individual semesters.

The YTS uses a two-stage probability sample design to select the schools and students for the YTS. Typically both middle and high schools will be asked to participate in a standard statewide effort.

During the administration of the survey, representatives from the Department of Health (and possibly officials from other organizations such as local county health departments, Area Prevention Resource Centers and/or voluntary agencies) will administer the YTS in their respective geographic locations. Everyone will play a crucial role in obtaining clearance from local schools, scheduling survey dates, delivering supplies, administering the surveys and assuring the completed Answer Sheets make it back to the Department of Health.

The YTS data will make significant contributions to understanding the influence of tobacco marketing, advertising and products on the youth of participating states.

# YTS SAMPLE SELECTION

The quality and usefulness of results from your YTS depend largely on the procedures used to select the participating schools and classes (and thus students)<sup>1, 2</sup>. Because surveying every student in your state or district is usually impossible, impractical, and unnecessary, a sample of the entire population should be selected. Samples can be selected in many ways. The results from a good sample can be generalized to the entire student population from which the sample was drawn. The results from a poor sample only refer to students who participated in the survey.

A good sample is scientifically selected and gives each eligible student a known probability of being in the sample. This is called probability sampling.

A good sample design is efficient and produces results that are more precise than those from other possible samples of the same cost. The more precise your results, the more confidence you can have in them. An efficient sample design is dependent on both sample size and the selection procedures. For a given sample size, more precise results can be obtained by conducting the survey in a larger number of schools. This is particularly true when students in the same school tend to be more similar than students in different schools. Samples that are obtained using large numbers of students in a few schools will tend to reflect the characteristics of the particular schools that are selected. Estimates from such samples will result in relatively high variability of the estimates and less precision. Samples that are obtained using small numbers of students in many schools will more accurately reflect the population. In general, estimates from these samples will be close to the values for the entire population, i.e., they will have better precision. Very large samples are usually not necessary because they require more documentation and more follow-up for only a slight increase in precision.

The YTS uses a two-stage sample design using PCSample. Although many methods of selecting a good sample of schools, classes, and students exist, a computerized selection process using this program is recommended. PCSample selects a probability sample of schools as well as instruction sheets to be used in selecting classes within each school. The number of classes to be selected within each school is generally similar, but may vary across schools.

PCSample not only makes sample selection much easier, but the program also provides an efficient tracking system and contains information that is useful during data analysis.

## **Stage 1: Selection of Schools**

Since students in grades 6 through 12 are targeted, eligible schools include junior high, middle and high schools (or any school that consists of students in grades 6-12). Schools that serve grades 6 through 8 and schools that serve grades 9-12 are selected separately to produce a sample of “middle schools” and a sample of “high schools.”

Because there are only a finite number of middle and high schools in chosen in your sample, the participation of each selected school is essential to the scientific validity of this survey. **There will be NO replacement or substitution for schools that do not agree to participate!** When schools refuse to participate, the representativeness of the sample is threatened. Thus, it is important that every effort is made to enlist the participation of the selected schools. If you would like more information or have questions about how the schools were selected, please contact the EPI branch of OSH 770-488-5355 or 770-488-5845, you could also try contacting your project officer for more details in the event you have difficulty getting through to one of those phone numbers.

## **Stage 2: Selection of Classes (and Students)**

Classes are randomly selected from the selected schools; then, **all students** in the selected classes are eligible for participation in the survey. The number of students interviewed, in most school-based surveys, ranges between 1,500 and 20,000+ students. Why the wide range in size and what factors determine the number to select? Table A shows that statistically a sample of 1,500 students will yield representative estimates at a fairly precise level ( $\pm 5\%$ ) for any population enrollment size. Sample sizes are increased based on any stratification or over-sampling required for a given study. Increasing the sample size can be easily accomplished by increasing the number of classes selected from each school. For example, a sample of 100 schools with 15,000 students would require 1 or 2 classes from each school (on average). A sample of 100 schools with 3,000 students would require 3-4 classes from each school (on average).

Selecting students by class is generally less disruptive to the school than selecting students randomly throughout the school. To survey classes of students, decide which classes will be eligible for the survey. These classes must be classes in which eligible students in the school are enrolled in one and only one time. Classes are selected from a sequentially numbered list of all classes for each school selected for the survey. **Each student must have an equal opportunity of selection.**

## **Response Rates: School, Student, and Overall**

The **school** response rate is calculated by dividing the number of participating schools by the number of selected schools. For example, if 75 out of 100 selected schools participated in the survey, the school response rate would be 75%, or .75 (75/100).

The **student** response rate is calculated by dividing the number of participating students by the number of eligible students. For example, if 1,600 out of 1,875 selected students (those students enrolled in the selected classes within participating schools) participated in the survey, the student response rate would be .85 (1600/1875).

The **overall** response rate is calculated by multiplying the school response rate by the student response rate. Using the examples above, the overall response rate would be  $.75 \times .85 = .637$ , or 63.7%.



OSH uses the same three criteria as CDC's Division of Adolescent and School Health (DASH) in determining whether a data set is to be weighted<sup>1, 2</sup>:

1. Legitimate sampling methods were used (i.e., every student has a chance for selection and probabilities of selection can be defined and computed for each sampled student)
2. There is enough information available to calculate and attach weights (i.e., probabilities of selection can be defined and computed for each sampled student)
3. The overall response rate is at least 60%

### **References**

1. CDC. 2001 Handbook for Conducting Youth Risk Behavior Surveys. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health, 2000.
2. CDC. Summary of YRBS Weighting Procedures. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health, 1996.

**Table A: Estimated Sample Sizes**

OSH works with each state to determine the target sample size depending on the level of precision required by the state and the enrollment size of the population of interest.

Eligible Student Population	Margin of Error				
	±1%	±2%	±3%	±4%	±5%
500	494	475	448	414	377
1,000	975	906	810	706	606
2,000	1901	1655	1362	1091	869
3,000	2783	2286	1762	1334	1016
4,000	3623	2824	2065	1501	1110
5,000	4424	3288	2303	1623	1176
6,000	5190	3693	2494	1715	1224
7,000	5921	4049	2652	1788	1260
8,000	6621	4365	2783	1847	1289
9,000	7292	4646	2895	1896	1313
10,000	7,935	4,899	2,992	1,936	1,332
20,000	13,153	6,488	3,518	2,144	1,427
30,000	16,845	7,275	3,737	2,223	1,462
40,000	19,596	7,745	3,857	2,265	1,480
50,000	21,725	8,059	3,933	2,291	1,491
60,000	23,421	8,279	3,985	2,309	1,498
70,000	24,804	8,445	4,023	2,321	1,504
80,000	25,953	8,575	4,052	2,331	1,508
90,000	26,924	8,678	4,075	2,339	1,511
100,000	27,754	8,762	4,094	2,345	1,513
200,000	32,226	9,164	4,179	2,373	1,525
300,000	34,055	9,306	4,209	2,382	1,529
400,000	35,050	9,379	4,223	2,387	1,531
500,000	35,675	9,423	4,232	2,390	1,532
1,000,000	36,995	9,513	4,250	2,395	1,534

# School Participation

## **Protocol**

Obtain a letter of support from the state health officer and/or from the superintendent in your state's education agency. This letter may help persuade districts and schools to participate (see sample on page 31). After obtaining a letter of support, send FedEx packets containing (1) the interagency letter signed by [Names and Titles], (2) the YTS Questionnaire, and (3) the Parental Permission Form to all principals. At the same time, send similar packets to superintendents in each of the selected school districts notifying them that principals were being asked to participate.

After the YTS training packets have been sent to the schools the YTS Coordinator and/or field staff should contact the principals in the assigned schools and do the following.

1. Confirm with the principal that they received the FedEx packet.
2. Request a list of second-period classes be faxed or mailed.
3. Schedule a date and time to conduct the survey.
4. Deliver Parental Permission Forms.

**STEP 1: Contact Sampled Schools.** If the principal indicates that he or she has received the packet but has not had time to read it, ask when a convenient time would be to call back. Follow-up with your phone call quickly as you will have several things to do once the school agrees to participate.

Should the school principal refuse to participate in the survey, please emphasize that [name or names] request their participation and tell them that their school's participation in the YTS is extremely important to the scientific validity of the statewide survey results. Notify the YTS Coordinator when you encounter a school that refuses to participate. The YTS Coordinator will then work to gain the participation of the school.

**STEP 2: Construct Class List.** Once you have confirmed the school's participation, request the class list so that you can begin your classroom sampling (see Constructing Class Lists on page 9). When requesting the class list be specific so that the school can provide you with the information necessary to accurately select the classes.

**STEP 3: Schedule Date for Survey.** Once you have identified the classrooms in a school to be surveyed, contact the principal to schedule a date to conduct the survey. You will have to be flexible to meet the school's needs in scheduling and verify that each of the selected classes will be available on the scheduled survey administration date. For example, you do not want to schedule the survey on the day that several classes will be on a field trip or away for a sporting event.

**STEP 4: Deliver Parental Permission Forms.** Once the classrooms are selected and a survey date has been scheduled, deliver to the principal (or the person you will be working with) enough

Parental Permission Forms (page 37) for each selected student. The school can distribute the forms to students in the selected classes to deliver to their parents, or they may mail them directly to the students parents. Make sure you give the school enough forms so that all parents of selected students receive a copy.

## Completing the Forms

When the YTS school sample is drawn, two forms will be produced for each selected school: 1) the **School-Level Form** and 2) the **Classroom-Level Form**. These two forms provide the School ID's and the Class ID's and are the primary data management forms.

- The **School-Level Form** (page 13) shows the Coordinating Agency (district), the school name, the school ID, and the sample size (year, state, region and/or specific population). OSH/CDC will enter this information. What grades are taught in the school and what grades will be surveyed in the school will be filled-in by the Survey Administrator as well as the total number of eligible classes. A list of random numbers which will be used for class selection will be entered by OSH/CDC and will appear just above the Class Tracking information. The Class Tracking information is to also be filled in by the Survey Administrator. This contains a table which is used to catalog the completion status of each selected class.
- The **Classroom-Level Form** (page 14) also shows the Coordinating Agency (district), the School name, the Sample, the School ID and the Class ID. This information will be entered by OSH/CDC. There must be a Classroom-Level Form for each class participating in a selected school. One copy of the Classroom-Level Form is provided. Additional copies must be made if more than one class is selected from the school. The Survey Administrator will enter the number of students who are enrolled in the class and the number of students who actually participated in the survey. All students in the selected classes are eligible for participation.
- A **Header Sheet** (page 15) must be completed for each classroom in each school showing the School ID (from the School-Level Form) and the Class ID (from the Classroom-Level Form).
- There must be one **Answer Sheet** (page 16) for each student. Students should not write their name on the Answer Sheet or provide any other kind of identifying information.

**<2000 XXXX> Youth Tobacco Survey:  
School-Level Form**

**YTS Coordinating Agency:** <XXXX Department of Health>

**School:** <XXXX HIGH SCHOOL>

**School ID:** <99> **Sample:** <High School Sample>

Refused      Ineligible

What grades are taught in this school:

What grades are to be surveyed in this school: \_

OBTAIN a list of 2<sup>nd</sup> period classes for the grades to be surveyed. (If schools do not have classes that rotate by period then obtain a list of classes.) The list of classes must be such that each student in the surveyed grades must be represented on the list ONE AND ONLY ONE TIME. Number the 2<sup>nd</sup> Period Classes on the list beginning with the first eligible class listed (remember to delete “Prep” and “Planning” periods before you begin numbering).

What is the TOTAL NUMBER of eligible classes: \_

For each number below, select the corresponding class on your list. If the first number listed below is greater than the number of total, eligible classes on your list OR if you run out of numbers before you reach the end of your list of classes, call *<name of state contact and phone number>*.

4      6      8      10      12      14      16      18      20

**Class Tracking:** for each selected class, enter the Class ID (use the # above that was used to select the class), the teacher’s name and class name.

Class ID	Teacher/Class Name	Class ID	Teacher/Class Name

**<2000 XXXX> Youth Tobacco Survey:  
Classroom-Level Form**

**YTS Coordinating Agency:** <XXXX Department of Health>

**School:** <XXXX High School>

**Sample:** <High School Sample>

**School ID:** <99>    **Class ID:**

Please provide the following information about the class:

How many students are enrolled in this class:

How many students participated in the survey:

If the class DID NOT PARTICIPATE in this survey, please explain the reason:

**NOTE: Send this form in with your Header Sheet and Answer Sheets for this class.**





# Answer Sheet - SAMPLE



63699

1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	67. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	68. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	36. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	69. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	70. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	71. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	72. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	73. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	41. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	74. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	42. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	75. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	76. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	77. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	78. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	46. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	79. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	80. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	48. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	81. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	49. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	82. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	50. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	83. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	51. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	84. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	52. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	85. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	53. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	86. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	54. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	87. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	55. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	88. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	56. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	89. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
24. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	57. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	90. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
25. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	58. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	91. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
26. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	59. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	92. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
27. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	60. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	93. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
28. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	61. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	94. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
29. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	62. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	95. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
30. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	63. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	96. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	64. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	97. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
32. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	65. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	98. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H
33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	66. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H	99. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H

# Administering the YTS

Survey administration comprises a wide variety of activities. This section focuses on successful survey administration, which depends on advanced planning, careful selection of Survey Administrators, an adequate training program, and careful documentation of all activities.

Survey administration activities will occur before, during, and after data collection. The activities may be divided into seven categories:

1. Agency collaboration and coordination
2. Personnel and staffing needs
3. Survey Administrator training
4. Documenting school and class participation
5. Selecting the dates for survey administration
6. Administering the YTS in a classroom
7. Survey materials

## **1. Agency Collaboration and Coordination**

Because the YTS is a school-based survey, a coordinated effort will be needed among a number of agencies in your state (i.e., the Department of Health, the Department of Education, and others). This coordinated effort will enhance levels of participation by schools and be especially helpful for recruiting Survey Administrators.

## **2. Personnel and Staffing Needs**

The following personnel are needed to plan, implement, and complete a YTS: a YTS Coordinator and Survey Administrators.

***YTS Coordinator:*** The YTS Coordinator is responsible for overall management of the project and functions as a liaison between other agencies or departments in the state, CDC, and other states conducting the YTS. The YTS Coordinator is responsible for coordinating the development of the final YTS questionnaire for [State Name] including both core and optional questions. The YTS Coordinator is responsible for making the initial contact with the schools selected to participate in the survey, and will work to secure their participation in the \_YTS. The YTS Coordinator will also be responsible for producing \_YTS reports.

The following are specific management responsibilities of the YTS Coordinator:

- identify and assign Survey Administrators for each selected school
- develop a time line for completing the fieldwork
- daily communication with Survey Administrators
- ordering of supplies
- mailing materials to Survey Administrators
- managing the completed survey forms

**Survey Administrators:** Survey Administrators are assigned to specific schools and are responsible for the delivery and collection of all survey documentation forms including School-Level Forms, Classroom-Level Forms, Header Sheets, Answer Sheets, and Questionnaires. If possible, the Survey Administrators should be familiar with the schools where they will be working.

Persons who may be appropriate Survey Administrators include:

- School administrators
- School counselors
- School nurses
- Teachers' aides
- University students
- Department of Health staff
- Department of Education staff

### **3. Survey Administrator Training**

Survey Administrators can be trained most efficiently at the same time in a central location in your state. The purpose of the training is to ensure that all the Survey Administrators have the same information about the YTS and follow the same survey administration procedures. The training session should be held shortly before the survey will be administered. A half-day or one-day session will be sufficient. Prepare a training agenda and all relevant materials. The agenda may include the following topics:

- Purpose of the YTS
- Confidentiality
- Scheduling survey administration
- Documenting school and class participation
- Presenting and administering the YTS to the students
- Materials needed for survey administration

Arrange the training agenda so Survey Administrators can ask questions and complete practice exercises or role-playing activities. Stress the importance of maintaining survey administration procedures and carefully completing all documentation forms.

### **4. Selecting the dates for survey administration**

The dates selected for survey administration can affect school and student response rates. Remember the following guidelines as you select your survey administration dates:

- Avoid busy school schedules that decrease attendance
- Avoid holiday, special conference days, and standardized testing days.
- Avoid administering the survey on the following days because attendance may be unusually low: 1) the days right before or after school Holidays, and 2) Monday or Friday in urban schools.

#### **5. Administering the YTS in a classroom**

Instructions for Survey Administrators can be found on page 25. These instructions explain the procedures to be followed prior to the survey administration, during survey administration, and after survey administration with detailed information for Survey Administrators. A script (page 27) is provided for Survey Administrators to read to the students who are participating in the survey.

#### **6. Survey materials**

The Survey Administrator must have the following materials:

- Instructions for Survey Administrators
- Script for Survey Administrators
- One large envelope in which class members can put their completed Answer Sheets
- A sharpened #2 pencil for each selected student
- Class Tracking Information
- School- and Classroom-Level Forms with IDs
- A Header Sheet for each selected class in each selected school
- A Questionnaire and Answer Sheet for each student
- A pre-addressed, postage-paid return envelope

# Instructions for Survey Administrators

## Activities to do before you get to the classroom

1. **Make sure that each school principal and the teachers that you are working with are aware you are coming, when you will be there and with which classes you will be working.**
2. **Make sure you have the following materials:**
  - A copy of the **Script for Survey Administrators** to be read to the students.
  - One **large envelope** in which the class members can put their completed Answer Sheets.
  - A copy of the **School-Level Form** for each school provided by the YTS Coordinator.
  - A copy of the **Classroom-Level Form** and **Header Sheet** for each class. Please note that you will need to make a copy of the **Classroom-Level Form** for each class selected.
  - Enough copies of the **Questionnaires and Answer Sheets** for all sampled students.
  - Enough sharpened **#2 pencils** for the selected students. Let the students keep the pencils after they complete the Questionnaire, if possible.
  - A **FedEx Mailer** with a pre-printed, paid-by-recipient air bill.

## Administering the survey in the classroom

1. Record on the **Classroom-Level Form** the number of students who are **enrolled** in the class.
2. Confirm with teacher that only the appropriate students are in the room.
3. Do not allow students or teachers to wander around the room or talk while others are completing the survey.

4. Read the script for survey administrators. The script emphasizes the importance of the survey, that completing the survey is voluntary, that their responses are anonymous, and that their grade in the class will not be affected by whether or not they complete the survey.
5. Remind students not to place their name or school name on the Questionnaire or Answer Sheet.
6. Allow enough time for students to complete the survey without feeling rushed. About 30 - 40 minutes should be sufficient.
7. Make sure that only #2 pencils are used.
8. Do not review or count the answer sheets in front of the students. Students must be confident that their privacy will be maintained and their participation will remain anonymous.
9. When all students have returned their **Answer Sheets**, record on the **Classroom-Level Form** the number of participating students (the # of answer sheets that are turned in). Do NOT count the answer sheets in front of the students. Then complete a **Header Sheet for each selected** class.

### **Returning the Answer Sheets**

10. Place the **Classroom-Level Form**, the **Header Sheet**, and the **Answer Sheets**, for each class in a separate envelope. Then stack all of the envelopes (one for each class) together in either a larger envelope or a box. Complete the **School-Level Form** and attach it to the top of the stack of class envelopes for that school. Return the stack of class envelopes as soon as possible after the survey has been conducted.

A FedEx mailer (or other form for traceable mailing) has been provided for each school. Call FedEx 1 (800) 463-3339 to notify them that you have pick-up. DO NOT MAIL the answer sheets using the standard U.S. Postal Service shipping because we must be able to track the whereabouts of the data.

# Script for Survey Administrators

## Distribute Questionnaires, Answer Sheets, and Pencils

Good (morning/afternoon). The [State] Department of Health is conducting this student survey. One of the many responsibilities of the [State] Department of Health is to help schools provide students with information about behaviors that increase the risk of health problems now or in the future.

I would like to thank each of you for participating. Participating in this survey is voluntary and your grade in this class will not be affected whether or not you answer the questions. However, only a limited number of students like yourselves are participating in this survey in schools all over the state. The answers you give are very important. I ask that you read each question carefully and answer it based on what you really know or do. I would like to emphasize that this is not a test of you or this school.

Throughout the entire survey process, I will maintain strict procedures to protect your privacy and allow for your anonymous participation. Please do not write your name on the questionnaire or Answer Sheet. Your answers are private. Results of this survey will never be reported by name, class, or school. When everyone is done, you can deposit your Answer Sheet in this large envelope (box).

Now I would like you to look at the Answer Sheet. Use the No. 2 pencil you have been given to fill out this Answer Sheet. Do not use a pen or some other pencil. Notice that for each question there are a series of circles on the Answer Sheet. For each question that you answer on the survey, choose just one answer that best fits what you know or do, then fill in the corresponding circle on the Answer Sheet. If you must change an answer, erase your old answer completely. With the exception of Question 4, only one circle should be filled in for each question on the Answer Sheet.

Please be sure to answer every question. When you are finished, look over your Answer Sheet to make sure that you have not skipped any items. We have allowed the entire class period for completing the survey, which means that the survey will end at approximately (a.m./p.m.). If you finish before that time, stay seated.

It is important that you answer the survey based on what you really know or do. Do not pick a response just because you think that is what someone wants you to say.

After questionnaires and answer sheets are collected

I would like to thank all of you for participating in the survey. The information you have provided will be used to develop better health education programs for students like yourselves all around the state.

## Submitting the Data for Analysis

After the YTS Coordinator has received the completed School-Level Form, the Classroom-Level Form, the Header Sheet, and the Answer Sheets from the Survey Administrators, the next step is to prepare the data for processing. Again, and it is very important, that each class is placed in a separate envelope. All of the class envelopes for a school should be stacked together with the School-level form placed on top.

The processing steps include:

- Verify that the class envelopes are complete
- Send your Header Sheets and Answer Sheets for scanning

### **Review the Stacks of Class Envelopes**

When data from the schools are received from your Survey Administrators, make sure that every class envelope includes the Answer Sheets, Header Sheet, and a completed Classroom-Level Form. The stack of class envelopes should have a School-Level form attached.

### **Send your Header Sheets and Answer Sheets for scanning**

Once the “stacks” of class envelopes have been prepared and are returned to the YTS coordinator, the coordinator will separate the School and Classroom-Level Forms from the Header and Answer Sheets. This is only done after the coordinator has transferred the necessary information from these forms into a data management file (called the YTS Tracking Log). Please keep the School and Classroom-Level Forms in your files. Process the Header and Answer Sheets per the following.

1. Header and Answer Sheet are to be sent to RTI for scanning. **Do not send your materials through the regular mail.** All materials should be sent by a traceable method (e.g. FedEx, UPS, DHL, Express Mail, or Airborne Express) to minimize the possibility of all your efforts being lost in the mail. You will receive a pre-paid label to cover the costs of shipping the completed data to CDC’s contractor. Please keep a copy of important documentation (YTS Tracking Log, tracking #'s for mailing, your School-Level and Classroom-Level forms, etc.) for your files.

For each class surveyed, place the Header Sheet on top of the Answer Sheets. Then place the Header Sheets and Answer Sheets for each class in an envelope. Each class is to be placed in a separate envelope so that they cannot intermix with the Header and Answer Sheets from another class. Please box and ship Middle School and High School data separately, along with a copy of the appropriate (e.g., middle school or high school) **YTS Tracking Log** and a copy of your **questionnaire** to:



Donn Smith  
Research Triangle Institute  
3040 Cornwallis Road  
Ragland Building, Room 123  
Research Triangle Park, NC  
27709-2194  
(919) 541-7087

2. The following is to be e-mailed or faxed to your YTS Epi contact at OSH. Analysis CANNOT begin until all of these forms are completed and received by OSH.
  - A copy of the completed Middle School and High School YTS Tracking Logs. Please e-mail these files to OSH *as soon as they are completed*;
  - A copy of the completed Post-Stratification forms.
  - A copy of your Questionnaire

# YTS CHECK LIST

**School name:** \_

**Date that you contacted the school:** \_

**Scheduled date for the survey administration:**

## Activities to do BEFORE you get to the classroom

PICK-UP the **survey administration materials** (pencils, questionnaires, etc. . . ) from your YTS Coordinator.

**CONTACT the principal** (or other designated contact person) to thank them for participating and to verify the time and date you will be administering the survey.

Other things to discuss:

1) Record the **name of the contact person** you speak with

**Contact Person:** \_

2) Notify the contact person which classes have been selected to participate.

3) **VERIFY** that all **TEACHERS** of the selected classes have been **NOTIFIED** that you are coming to administer the survey.

4) Ask about which door to enter, where to park, and whom to ask for when you arrive.

Send or deliver the parental permission forms to the school so that the forms can be distributed to the students in the selected classes.

**Contact the other survey administrators assigned to your school.** REMIND them of the **date, time, and location** of the survey. Also, advise them where to park, etc . . .

IF, any of the survey administrators assigned to your school **CANNOT** attend - **PLEASE** contact your YTS Coordinator **IMMEDIATELY!**

**School name:**

## **THINGS TO DO BEFORE YOU BEGIN THE YTS**

Arrive **45 minutes** early to your assigned school (meet the other survey administrators at the designated location).

Bring the survey administration **materials** with you to the school (**the Lead Survey Administrator is responsible for bringing the materials for the whole team**).

REQUEST that the **TEACHER please remain in the room** while you administer the survey (ask that they help maintain control of the class BUT that they not walk up and down the aisles during the administration).

CHECK with the TEACHER to see if any students have returned the form indicating that their parents DO NOT want them to participate. Do **NOT** administer the survey to any student who has returned a **passive permission form!**

## **ADMINISTERING THE YTS IN THE CLASSROOM**

- 1) pass out the questionnaires, answer sheets, and pencils
- 2) **READ** the survey script (included with your survey materials)

Class Enrollment - verify with the teacher how many students are enrolled in the class and **record the number on the CLASSROOM-LEVEL FORM**

COLLECTION of the **ANSWER SHEETS**:

EITHER **1)** ask the students to place their answer sheets in an envelope located in the front of the room, OR **2)** pass an envelope around the room and ask that all students place their answer sheets inside (DO NOT COLLECT THEM YOURSELF!).

COMPLETE the CLASSROOM-LEVEL FORM - **record on the Classroom-Level Form** the number of answer sheets that were placed in the envelope (the # participated). WAIT to COUNT the answer sheets until you leave the classroom.

**SUBMITTING the data** - place the completed **Classroom-Level Form** in the **envelope** with the **Answer Sheets**, and the **Header Sheet** and give the envelope to the LEAD SURVEY ADMINISTRATOR.

the Lead Survey Administrator should collect the envelopes for each class and IMMEDIATELY return the completed envelopes to the YTS Coordinator.

**School name:**

## **DELIVERING THE DATA**

Stack together all of the Class Envelopes (there should be a Class Envelope for each class that participated in the survey). Place the envelopes in either a larger FEDEX envelope or a FEDEX Box.

As soon as the survey is completed deliver the stack of class envelopes to your YTS Coordinator or if you are logistically unable to deliver the data then:

- 1) drop off the packaged data at a FEDEX location, or
- 2) call to schedule a FEDEX pick-up at 1-800-GO FEDEX

KEEP a copy of the FEDEX tracking number for your records.

CONTACT the YTS Coordinator to inform them the data has been sent.

**YTS Coordinator CONTACT INFORMATION added here:**

## Analyzing the Data

Your YTS results will be of great interest to many people in your state. Students, parents, school administrators, policy makers, and the general public will find the results relevant and useful. Your survey results should be of special interest to persons developing policies and programs for your tobacco prevention and control program.

**Review your data.** You will receive a package from CDC/OSH with the following materials:

- A set of detailed and summary tables for each question by sex, age, and grade
- A diskette with your data
- A description of the sample and weighting procedures plus school and student response rates

CDC/OSH will be happy to help you with any additional analysis you may want to do.

## YTS Frequently Asked Questions and Answers

**Q: Why is the survey being done?**

**A:** The Youth Tobacco Survey (YTS) is designed to enhance our states capacity to design, implement, and evaluate the youth component of our Tobacco Prevention and Control Program. The YTS will provide data that was previously not available for students in grades 6-12 with respect to: prevalence of tobacco use (cigarettes, smokeless tobacco, cigars, and pipes), exposure to environmental tobacco smoke (ETS), minors' access and enforcement, knowledge and attitudes, media and advertising, school curriculum, and tobacco use cessation.

**Q: We already have the YRBS data on smoking. Why do we also need the kind of data provided by the YTS? Is this really necessary?**

**A:** There are a number of distinctions between the YTS and the YRBS: 1) YRBS covers grades 9-12. The YTS covers grades 6-12. The data collected from the nine states that previously conducted the YTS show high levels of tobacco use for students in grades 6-8. 2) The YTS includes 64 tobacco related questions; the YRBS has only 12. The additional questions in the YTS cover prevalence, media and advertising, cessation, knowledge and attitudes, environmental tobacco use, school curriculum, enforcement and minors' access. All of this information is needed for surveillance and evaluation of a Tobacco Prevention and Control program.

**Q: What is the sample size?**

**A:** Statewide, approximately 3,000 students will be selected to participate in the Youth Tobacco Survey (YTS).

**Q: How are schools and students selected?**

**A:** The YTS is implemented utilizing a 2-stage sample design: 1) schools are selected with a probability proportional to enrollment size, 2) from each selected school 2-3 classes are selected to participate.

**Q: What grades are included?**

**A:** The YTS will be administered to students in grades 6 through 12. This includes students from schools with any combination of grades 6 -12 (K-6, 6-8, K-12, 7-9, 9-12, etc.).

**Q: How long does it take to fill out the questionnaire? Is there some sort of physical test?**

**A:** One class period is needed for administration of the self-administered questionnaire. It takes approximately 10 minutes for the survey administrator to distribute survey materials and read directions to the students. It then takes approximately 35 minutes for students to record their responses. The questionnaire contains approximately 64 multiple choice questions. No physical test or exam is involved.

**Q: Are sensitive questions asked?**

**A:** No. All questions on the survey relate to student's attitudes, behaviors, and knowledge about tobacco use, intent to use, exposure to tobacco use, and exposure to tobacco marketing/ advertising.

**Q. Is student participation anonymous? How is student privacy protected?**

**A:** Survey administration procedures are designed to protect student privacy and allow for anonymous participation. Students submit an optically scannable answer sheet, containing no personal identifiers, which is then placed in a large box or large envelope. Published reports do not include names of participating counties, cities, school districts, schools, or students.

**Q: Is this survey voluntary? What if school districts, schools, or students do not choose to participate?**

**A:** Participation in the YTS is voluntary. However, to develop accurate baseline national estimates of tobacco use and intent to use tobacco among adolescents, participation rates must be high. Selected schools and students cannot be replaced. The goal is to achieve 90 to 95 percent participation by selected schools and students.

**Q: Where can additional information be obtained?**

**A:** To obtain additional information about the YTS, contact . . .

## SAMPLE LETTER OF SUPPORT

DATE: [date]

TO: [official of school department/district]

FROM: [name] NOTE: A high ranking official would be best.  
[title]  
[health office]

SUBJECT: The [state] Youth Tobacco Survey

ACTION REQUESTED: Administration of the [state] Youth Tobacco Survey on [date]

On [date], the [name of the health office] will be coordinating administration of a Youth Tobacco Survey in [state] for youth in grades [6-8, 9-12]. Students in randomly selected schools throughout [state] will be asked to participate in this important survey. One or more schools in your district were randomly selected as part of a state-wide sample.

It is imperative that the state of [name] obtains baseline data on the knowledge, behaviors, and attitudes toward tobacco and an assessment of other influences that might make a youth susceptible to tobacco use in the future. The YTS was developed by the states with assistance from the Centers for Disease Control and Prevention. The survey information is essential for measuring the effectiveness of tobacco prevention and education programs. *This information will not be used to make comparisons between schools or school districts in [state].*

To minimize the impact on schools' instructional programs, only a small number of classes will be randomly selected in each identified school. The survey should take only 30-45 minutes to complete and anonymity will be protected. A copy of [state's] YTS questionnaire is included for your reference.

A member of the [state] Youth Tobacco Survey Team will be contacting each school to confirm their participation. Once confirmed, the survey team will work with them to schedule a time for survey administration.

Your support and endorsement of this survey will expedite this extremely important effort. If you have any questions, please feel free to contact [name, office, and telephone number].

[name]



## SAMPLE Parental Permission Form

Our school is taking part in the [YEAR] Youth Tobacco Survey sponsored by [name of state or local agency]. The survey will be conducted for students in grades [select grades 6-8/9-12]. The content of the survey includes questions related to tobacco on: prevalence (cigarettes, smokeless tobacco, cigars, and pipes); knowledge and attitudes; cessation; environmental tobacco smoke; media and advertising; minors' access; and school curriculum.

Doing this paper and pencil survey will cause little or no risk to your child. The survey has been designed to protect your child's privacy. Students will not put their names on the survey. Also, no school or student will even be mentioned by name in a report of the results. Your child will get no benefit right away from taking part in the survey. The results of this survey will, however, help your child and other children in the future. We would like all selected students to take part in the survey. But, the survey is voluntary. No action will be taken against the school, you, or your child, if your child does not take part.

Please read the section below. If you do not want your child to take part in the survey, check the box and return the form to the school no later than [date]. Please see the attached form (Survey Questions and Answers) for more facts about the survey. If your child's teacher or principal cannot answer your questions about the survey, call [name of state or local agency contact] at [phone number]. Thank you.

Child's name:                      Grade:

I have read this form and know what the survey is about.

My child may take part in this survey.

My child may **not** take part in this survey.

Parent's signature:                      Date:

Phone number: