

The Youth Tobacco Survey

Handbook

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The Youth Tobacco Survey's Purpose and History

Purpose of the Youth Tobacco Survey

The Youth Tobacco Survey (YTS) collects data from young people in grades 6 through 12. Individual State Departments of Health plan and implement the survey with staff from the Centers for Disease Control and Prevention in the Office on Smoking and Health (CDC/OSH) supporting and assisting them with data processing, sampling, statistical analysis, quality control and data management. The YTS is intended to enhance the capacity of state agencies and organizations to design, implement, and evaluate tobacco prevention and control programs for the purposes of preventing young people from using tobacco and helping current users quit. The YTS provides insight into exposure to pro-tobacco marketing and advertising and the effectiveness of tobacco prevention and control programs and campaigns.

The YTS measures the prevalence of other tobacco products (i.e., pipe use, bidis, kreteks, and snus), knowledge and attitudes regarding tobacco use, exposure to media and advertising, information on the enforcement of minors' access regulations and laws, presence of tobacco programs in school curricula, cessation attempts and successes, and second hand smoke exposure. Thus, the data provide information on key tobacco-related intermediate and long-term indicators that measure progress toward state and national goals and objectives.^{1,2} The YTS data will make significant contributions to understanding pro-tobacco marketing, advertising and products in participating states. As a result, states that conduct the YTS will have an array of information that will allow them to design, implement, and evaluate tobacco prevention and control programs more effectively.

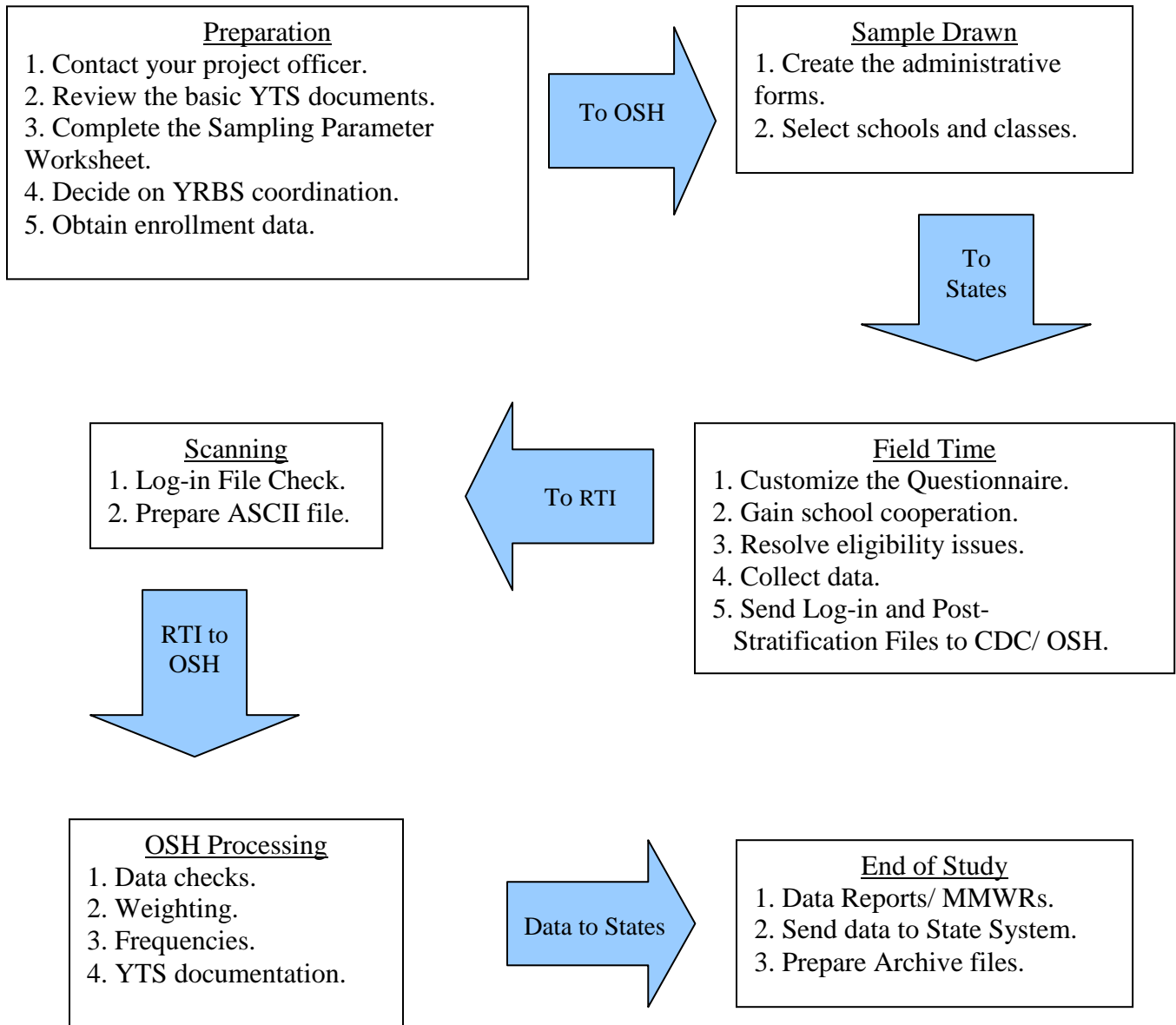
History of the Youth Tobacco Survey

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

A second YTS workshop was held in September 1999. Core questions, sampling, analysis, and data reporting procedures were reviewed. State representatives updated the core YTS questionnaire to include 63 questions and revised the set of supplemental questions. In the fall of 1999, four additional states conducted a YTS. In subsequent years the number of states conducting these surveys reached 30 in 2000, 19 in 2001, and 21 in 2002. Since 2002, between 15 and 20 states fielded a YTS during each calendar year. A number of states conducted surveys on a regular basis which has enabled the examination of trends over time in youth

tobacco use and attitudes. A total of 46 states, the District of Columbia, Puerto Rico, and the United States Virgin Islands have completed at least one YTS since 1998.

The YTS Process at a Glance



Procedures for Beginning a Youth Tobacco Survey

To receive CDC/OSH technical support, the following procedures should be followed:

1. The state should contact its assigned Program Services Branch (PSB) project officer, expressing interest in YTS support.
2. The PSB project officer informs the CDC/OSH YTS supervisor that the state has asked for YTS support. A request is not considered until the state's PSB project officer notifies the YTS supervisor via email.
3. The YTS supervisor sends an email to the state contact informing him/her who the assigned YTS technical assistant person will be. The technical assistant person serves as the official CDC/OSH point- of- contact for the state throughout the entire YTS process.
4. The assigned technical assistant person sends an introductory email to the state, along with the YTS start-up package.
5. The technical assistant person follows- up with an email to discuss the needs and wants of the state in regard to the YTS.
6. The state completes the process by filling out the Sampling Parameter Worksheet in the Start-Up Package and returning it as soon as possible to the assigned technical assistant. The worksheet should be filled out completely. The CDC/OSH technical assistant is available to answer any questions states might have about the Sampling Parameter Worksheet. It is better to seek advice early than fill out the worksheet incorrectly or leave relevant portions blank.
7. As the state fills out the Sampling Parameter Worksheet, they should also decide whether or not to coordinate with the Youth Risk Behavior Survey (YRBS). See page 58 for more information.
8. The state should next request the Enrollment File in an Excel spreadsheet from the state Department of Education. This file should contain a list of schools in the state with their most up to date enrollments for the targeted grades. *The Enrollment File usually must be customized to include only those schools and grades that conform to the criteria for the state's target population (see Appendix A).*

The Youth Tobacco Survey Sample Selection

The quality and usefulness of results from the YTS depend largely on the procedures used to select the participating schools and classes (and students).^{1,2} Since surveying each student in your state or district is not practical; a probability sample is selected from the entire target population. The results from a probability sample can be generalized to the entire student population from which the sample was drawn.

The YTS uses a two-stage sample design using PCSample, selection software specifically written for CDC youth surveys by Westat (city, state). CDC/OSH uses PCSample to select a probability sample of schools using the list of all schools in the state or region contained in the state-provided Enrollment File (see Appendix A). PCSample also provides 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 due to differences in class sizes.

Stage 1: Selection of Schools

States decide which types of schools will be included in the study. Most states confine their surveys to students in public schools, but other choices (such as the inclusion of private schools) are available and must be specified on the Sampling Parameter Worksheet. Schools that contain any or all of grades 6-8 or 9-12 are selected separately and produce a sample of “middle schools” and “high schools,” respectively, which are treated as distinct surveys. Thus, a YTS usually consists of two surveys, one for middle school students and the other for high school students. States can elect to limit their YTS to only middle schools or only high schools.

Because there are a finite number of middle and high schools chosen in your sample, the participation of selected schools is critical to the validity of your 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 compromised. Thus, it is important that every effort is made to enlist the participation of the selected schools. The technical assistant assigned to your state will be able to provide more information about the selection process and suggest ways to increase participation.

Stage 2: Selection of Classes and Students

The selection of classes and students is the most complex part of the selection process since it must be carried out by the individuals administering the surveys, either Department of Health staff or a chosen vendor. Classes are randomly selected from the participating schools using PCSample, and all students in those selected classes are eligible for participation in the survey. The number of students interviewed, in most YTS surveys, ranges between 1,500 and 5,000 but has exceeded 20,000. The table in Appendix B shows that a sample of approximately 1,500 students will yield representative estimates at a precision level of $\pm 5\%$ for any state total population enrollment size. Sample sizes are increased if the state elects to use stratification or

over-sampling for a given study. In addition, states may decide to increase sample size to improve the data quality and reliability for smokers. At the high school level, given current smoking rates, there would only be 300 smokers in a 1,500 student sample. At the middle school level, the number of smokers would be even less.

Selecting students by class is generally less disruptive to the school than selecting students randomly throughout the school. To select students, determine class eligibility for the survey. Classes should be selected systematically from a sequentially numbered list containing every eligible class in a selected school. PCSample calculates the sampling interval and specifies the classes to be chosen. **Each student within a selected school must have an equal opportunity of selection.**

Random Class Selection Procedures

Class Eligibility

1. The YTS middle school category includes the following: (1) the 6th grade in elementary schools; (2) the 7th and 8th grades in junior high schools; and (3) the standard middle schools with only grades 6-8.
2. The YTS high school category contains both the 9th grade from junior high schools as well as grades 9-12 in standard high schools.
3. In some cases a school fits both the middle school and high school definition (i.e., junior high [7-9]). If such a school is selected, for example, as part of the high school sample then only the classes that fit the high school grade definition (referred to as “in-scope” grades or “grades of interest”) are eligible for selection. In other words, if a junior high that teaches grades 7-9 was selected as part of the high school sample then only 9th grade classes would be eligible for selection.
4. While a class may be considered in-scope based upon its grade content, it could ultimately be deemed ineligible due to its *class type or student composition*. For the YTS, there are three general types of ineligible classes:
 - a. Teacher prep or planning periods, meaning it is not an instructional period and does not have enrolled students
 - b. Self-contained English as a Second Language (ESL) classes, with 50% or more ESL students
 - c. Self-contained special education classes, with 50% or more special education students
 - d. Examples of special cases:
 - i. If a junior high class selected in the *high school sample* contains a mix of 8th and 9th graders, but $\geq 50\%$ of the enrolled students are 8th graders, then the class is not eligible for selection.

- ii. If a junior high class selected in the *high school sample* contains all 9th graders, but $\geq 50\%$ of the enrolled students are from the school's ESL and/or special education program, then the class is not eligible for selection.
 - iii. If a class is deemed eligible, but has some ($< 50\%$) out-of-scope students enrolled, the YTS is to be administered to all students in the class and all answers are to be counted and sent in for scanning.
- 5. Any uncertainties with regard to class eligibility must be clarified with the selected school *before* random class selection takes place. Discuss with the YTS technical assistant if needed.
- 6. Once the criteria above have been applied, classes are eligible for selection regardless of how many students are enrolled.

Two Methods for Class Selection

Any class selection scheme in which every eligible student in the grades of interest is represented exactly one time is viable. There are two methods for class selection. If the first method below cannot be utilized, then the second method is an acceptable alternative. If you have any questions about the class selection procedures, please consult with your YTS technical assistant.

1. Select from a list of all eligible classes, including electives, which meet during 2nd period. Number the second period classes beginning with the first eligible class listed (remember to delete "Prep" and "Planning" periods and any majority special education or English as a Second Language classes before you begin numbering). If schools do not have classes that rotate by period, then obtain a list of classes. Second period is the preferred time slot from which to select classes. This is because:
 - a. It maximizes student participation rates.
 - b. Students who are late for school may be missed during 1st period.
 - c. Students may begin rotating through different lunch schedules towards the end of the morning.
 - d. Students may leave early either to attend off-campus programs or due to upper-class privileges in the afternoon.
 - e. Using one period during the school day assures that none of the students in the eligible grades will be either missed entirely or selected more than once.
2. Select from subjects that all students in the school must take during the school day such as English, Social Studies, Health, or some combination of two or more class subjects. This means that only required core classes within the identified subject(s) can be used—no electives. For example, a school might say they will not allow you to select from any one specific class period but will allow you to select from their English classes. This means eligible classes will not be contained within a single class period, but rather will take place during different time slots across the course of the day. Some students will be enrolled in more than one English class, such as a required core class and an elective.

Eligible English classes must be limited to only the *required core classes*, so that no students are selected to participate more than once.

Number of Classes to Be Selected

The number of classes selected per school cannot be specified in advance because the number depends upon the number of schools that are selected to participate, the total number of interviews desired, and the average size of the classes in each school. The number of schools selected is dependent upon the specific sample design that was agreed upon by the state and CDC/OSH. Generally speaking:

1. If the sample consists of 1,500 students and 50 high schools—the number of high schools and students selected for a typical state high school YTS—then, on average, two classes will be selected per participating school, provided the class sizes across schools are approximately equal.
2. As the number of selected schools goes below/above 50 and the total number of students remains 1,500, the average number of classes selected per school will increase/decrease. For example, if 25 high schools (half as many as the example above) are selected to participate but the total number of students remains 1,500 then, on average, four classes (twice as many as the example above) will be selected per participating school, provided the class sizes across schools are approximately equal.
3. Various circumstances may dictate a sample design that selects fewer or more schools and classes than those in either example above.
4. Variations in class sizes will affect the number of classes chosen in individual schools?, increasing the number as class size falls and decreasing the number as class size rises.

Practices to Avoid when Selecting Classes

1. Do not replace a selected class whose teacher is unwilling to conduct the survey with an unselected class whose teacher is willing.
2. Do not accept the principal's choice of classes if they are different from the randomly selected classes.
3. Be especially careful in combining subjects so that all eligible students are included. For example, in some schools half the students in the school take physical education in the first semester while the remaining students take health. Then the students reverse the courses during the second semester. Thus by combining the subjects, physical education and health, all students will be eligible for selection one time and one time only during a semester.

Response Rates: School, Student, and Overall

A major component of assessing the quality and usability of the YTS data that are collected is the overall response rate. Separate overall response rates will be calculated for middle school and high school surveys. The criteria described below apply to both.

To determine whether or not a state may receive weighted data and have its results included in CDC publications, CDC/OSH uses three criteria:

1. Legitimate probability sampling methods were used (i.e., every student has a chance of being selected).
2. Enough information is available to calculate sampling weights (i.e., probabilities of selection can be defined and computed for each sampled student).
3. The overall response rate is at least 60%. The overall response rate has two components: the school response rate and the student response rate.

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%.

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%.

The overall response rate is a function of both school and student participation. The overall response rate is the product of these two rates. Using the examples above, the overall response rate would be $0.75 \times 0.85 = 0.637$, or 63.7%.

The Meaning of Weights

1. The overall response rate of at least 60% is thought to reduce the amount of non-response

error in the data that occurs because not every school or every student is willing to participate in the survey. Because students who don't participate may differ from students who do, a high non-response rate indicate that the survey results might not accurately reflect the full population.

2. To adjust for the various other errors, middle school and/or high school data are weighted to take into account differing sample probabilities and to insure that the sample mirrors the entire population on certain attributes, primarily gender, race, and age (represented in the YTS by grade in school).
3. Unweighted data are not necessarily representative of the entire target population; rather, they represent the particular students who participated in the survey. Because of this, the uses of unweighted data are limited. CDC/OSH recognizes that surveys with response rates in the range from 40% to 59% may still yield important information about a state's tobacco control program.³ Thus, CDC/OSH allows states to decide whether or not to include data from these surveys in a state level evaluation report or final survey report provided proper weighting variables have been obtained from CDC/OSH. However, these surveys with intermediate response rates will not be included in CDC publications. Finally, CDC/OSH strongly advises against using a YTS survey with a response rate under 40% for any of the following purposes:
 - a. To present to decision makers
 - b. To evaluate progress toward goals and objectives
 - c. To make funding or programmatic decisions
 - d. In a press release or official report

Obtaining School Participation

The primary YTS Coordinator in the State Department of Health should organize the data collection activities. This may include writing a request for proposals to hire a vendor to perform these tasks.

Protocol

It is recommended that you 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 Appendix C). After obtaining a letter of support, send packets via certified mail to all principals of the selected schools containing (1) the letter signed by your state official, (2) the YTS Questionnaire, (3) a copy of the Parental Permission Form, (4) the letter from the Epidemiology branch chief of CDC/OSH, and (5) a brochure designed to encourage schools to participate. At the same time, send similar packets to the superintendent in each of the selected school districts notifying him/her that principals are being asked to participate.

After these YTS introductory packets are sent to the schools, the YTS Coordinator and/or Survey Administrators should call the principals in the assigned schools to:

1. Confirm with the principal that s/he received the packet and whether or not s/he agrees to participate.
2. Request a list of eligible classes that ensure each student has one and only one chance of selection.
3. Schedule a date and time to conduct the survey.
4. Arrange to deliver Parental Permission Forms.

1. Confirm with the principal that s/he received the packet and whether or not he/she agrees to participate. Contact the selected schools. If the principal indicates that s/he has received the packet but has not had time to read it, ask when a convenient time would be to call back. If the initial contact is made by a Survey Administrator, the YTS Coordinator should be notified if the school principal refuses the school's participation.

Should the school principal refuse to participate in the survey, please emphasize that [names of state officials] request the school's participation and tell him/her that the school's participation in the YTS is extremely important to the scientific validity of the statewide survey results. The YTS Coordinator will work to gain the participation of the school. Consult the PowerPoint file

“Encouraging Cooperation with Schools” included in the start-up package. Your YTS technical assistant may be able to suggest additional strategies.

2. Request a list of eligible classes that ensure each student has one and only one chance of selection. Once you have confirmed the school’s participation, request the class list so that you can begin your classroom sampling. When requesting the class list, be specific so the school can provide you with correct and complete information needed. If difficulties in selecting classes arise, consult your YTS technical assistant for advice.

3. Schedule a date and time to conduct the 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.

4. Deliver the Parental Permission Forms. Once the classrooms are selected and a survey date has been scheduled, deliver to the principal (or the person with whom you will be working) enough Parental Permission Forms (Appendix D) 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. Two types of parental permission are allowed—active and passive. When active parental consent is required, permission forms must be returned by all students before they can participate in the survey. If the student does not return a signed form, refusal to participate is assumed. Only a few states and school districts require active parental permission. Usually passive consent is sufficient. In this case, consent is assumed unless the student returns a signed form specifically denying permission.

Completing the Initial Forms

When the YTS school sample is drawn, one file will be produced that contains two documents for each selected school. The two documents are: 1) the School-Level Form and 2) the Classroom-Level Form. These two forms provide the school and the class identification numbers and are the primary data management forms.

The School-Level Form (Appendix E) shows the coordinating agency, the school name, the school identification number, and the sample size (region and/or specific population if relevant). CDC/OSH will provide this information. The total of eligible grades taught in the school, the grades to be surveyed in the school, and the total number of eligible classes will be filled-in by the Department of Health YTS Coordinator or by the Survey Administrator at each school. A list of random numbers to be used for class selection will be entered by CDC/OSH and will appear just above the class tracking information. The class tracking information will also be filled in by the Department of Health YTS Coordinator or by the Survey Administrator at each school. The School-Level form contains a table which is used to catalog the completion status of each selected class.

The Classroom-Level Form (Appendix F) also shows the coordinating agency, the school name, the sample, the school and the class identification number. This information will be entered by CDC/OSH. There must be a Classroom-Level Form for each class participating in a selected school. Additional copies must be made if more than one class is selected from the school. The Department of Health YTS Coordinator or the Survey Administrator at each school 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 (Appendix G) showing the school identification number (from the School-Level Form) and the class identification number (from the Classroom-Level Form) must be completed for each classroom in every school. The date the survey is administered in the class must also be entered on these forms by the Survey Administrator.

There must be one Answer Sheet/Booklet (Appendix H/I) for each student. Students should not write their name or provide any other kind of identifying information on the Answer Sheet/Booklet.

Developing the Questionnaire

A successful survey must have a well-designed questionnaire. This is a major function of the State Department of Health's YTS Coordinator. Since its inception, the YTS has provided a standard questionnaire for states to use. In 2006, the first of two questionnaire revisions aligned the items more closely with the recommendations in CDC's *Key Outcome Indicators for Evaluating Comprehensive Tobacco Control Programs*, published in May 2005. This first phase of revisions ensured that all of the key outcome indicators relevant to state programs and to CDC/OSH are measured. The document in the Start-up Package titled "Questionnaire for Administrative Use" indicates the key indicators each question measures. Although the number of items was reduced and the order of questions altered, question wording was not changed. The current standard questionnaire can be found in the document titled "Questionnaire for Classroom Use." Changes in question wording, however, will occur in the second set of revisions as the results of experimental surveys conducted in two states are analyzed. This second set of changes is expected to occur in 2011.

In the 2006 revision, 50 items were designated as core items that must be asked in every CDC/OSH-supported YTS and they must be asked in the proposed order. This is mandatory. Also included are 31 supplemental questions that states could decide whether or not to use in their questionnaire. The YTS Question Chart (Appendix J) indicates whether each question is a core question or a supplemental question. The order of the questions was also changed in 2006 so that all items (both core and supplemental items) are grouped in logical sequences (instead of being separated into core and supplemental sections). States must be careful in eliminating supplemental items because 22 of them are used in calculating preferred variables that may be important in their states. The supplemental questions needed for the calculation of preferred variables are indicated in Appendix J. Preferred variables are not directly asked on the YTS but are calculated using a combination of individual question responses. States may add their own questions, but they must be inserted in appropriate subject sequences. The state questions can also be added at the end if that is appropriate.

A questionnaire is included in the start-up package that is completely formatted for administration. All states should use this template as the basis for their questionnaire. In developing your state's version, delete supplemental questions as desired and insert questions relevant to your state's tobacco control program. Questions can be added and deleted successfully by following the procedures outlined in Appendix K. Renumbering should occur automatically. These are the only changes to this format that are allowed. Do not change the headings or convert the questionnaire to a single column. Do not change the font. By turning on the track changes function in Word and showing the comments or the reviewing pane, you will see which questions are labeled Core, Supplemental, New, or some combination of these. Be sure to turn off the show comments function and the reviewing pane before you print the questionnaire

New Features

CDC/OSH now makes available a Spanish translation of the YTS questionnaire. This questionnaire is also properly formatted and should be revised according to the same principles as the English questionnaire. New state-added items, however, will have to be translated at the state level. CDC/OSH's contractor will look over these new questions to be sure they have been translated correctly.

To improve the accuracy of the YTS data, the questionnaire is now offered as a booklet. Previously, it was offered only as a question sheet with a separate answer sheet. The booklet format allows students to record their answers on the same page where the questions occur, rather than having to shift to a separate answer sheet and then find the appropriate circles on that answer sheet. Although the older format is still available, CDC/OSH highly recommends the use of the booklet format. The layout of the booklet is identical to the questionnaire template with double columns and the same font and headings. The procedures for developing the booklet differ somewhat from the procedures appropriate for the answer sheet version. States should begin developing their state-specific questionnaire in the same way as the answer sheet format, by using the questionnaire template provided to make all modifications (i.e., add questions, delete supplemental questions). The draft should be sent for approval to the state's assigned YTS technical assistant. When the draft has been approved, it is then sent to CDC's contractor where it will be converted to a scannable booklet. CDC's contractor will send the booklet back to CDC/OSH in a PDF file. CDC/OSH will then send it to the state. If your state is still using answer sheets, the approved draft can then be printed for distribution.

It is very important that there not be any substantive or formatting changes to the booklet questionnaire after it is given to CDC's contractor. The only changes allowed at this point are for typographical errors. Once typographical errors have been corrected, an electronic copy will be emailed to the state for printing (Appendix L). Printing the booklet should not cost much more than printing the standard questionnaire, but there are certain required specifications. Booklets must be printed on size 11 x 17 paper, folded and stapled down the middle. The pages need to be printed exactly as they appear in the PDF file sent from CDC/OSH. This format will ensure proper scanning. Do not print the pages separately and then staple them together in the top left hand corner. States do have latitude in designing the cover page and the page of instructions. If the questionnaire is a booklet, the cover page and the page of instructions must be included with the first draft sent to RTI. Be sure to print enough copies of the booklet because the scanning equipment at RTI may not accept xeroxed copies. At the end of the survey, states will package and mail the booklets to RTI, but RTI pays all postage. Although there are added costs for formatting and scanning the booklets, these are borne by CDC/OSH and not by the states.

Steps for Developing the Questionnaire

Booklets

1. Modify the questionnaire template provided by YTS to suit your state's needs and interests. (See Appendix M).
2. Send the draft of your questionnaire to your YTS technical assistant for approval. If revisions need to be made, your YTS technical assistant will send the questionnaire back to you. There may be multiple rounds of revision.
3. Once approved, your YTS technical assistant will email the final draft to CDC's contractor for booklet formatting.
4. CDC/OSH's contractor will send the reformatted booklet back to CDC/OSH, who will then forward to the state for error checking only.
5. CDC/OSH's contractor will send the corrected booklet to CDC/OSH, who will then forward to the state for printing. CDC/OSH's contractor will send Header Sheets to the state contact.
6. Print enough extra copies of the booklet to cover unforeseen circumstances.
7. Decide if your state needs to administer the survey in Spanish. If you do, the same procedures must be followed for the Spanish version.

Answer Sheets

1. Modify the questionnaire template provided by YTS to suit your state's needs and interests. (See Appendix M).
2. Send the draft of your questionnaire to your YTS technical assistant for approval. If revisions need to be made, your YTS technical assistant will send the questionnaire back to you. There may be multiple rounds of revision.
3. Once approved, print ample copies of the questionnaire.
4. CDC/OSH's contractor will send the Answer Sheets and Header Sheets to the state contact.
5. Decide if your state needs to administer the survey in Spanish. If you do, the same procedures must be followed for the Spanish version.

Procedures for Writing Survey Questions

1. **Guarantee Readability.** The goal is to ensure that the survey text is written on a middle school level and does not contain words of 3 syllables or more whenever feasible. Some words such as cigarette(s), addiction, and tobacco will have to be excluded from this rule.
2. Check the spelling, grammar, and alignment of the text.
3. **Limit Answer Options.** The number of options for any given answer should be kept to 8 or fewer. Therefore, there should only be potential answer options "a-h" and no "i" option available.
4. **Avoid Skip Patterns.** The paper and pencil survey should not be formatted in a manner that allows "skip patterns" in the answer options. This helps to ensure that all students complete the survey at or at least close to the same time. Furthermore, introducing "skip patterns" may increase the likelihood of response error.
5. For each question, the instructions to the student should make clear whether one response or multiple response choices are allowed.

Administering the YTS

Survey administration includes 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 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. Selecting the dates for survey administration
5. Administering the YTS in a classroom
6. Survey materials
7. Documenting school and class participation

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. In some instances officials from other organizations such as local county health departments, Area Prevention Resource Centers and/or voluntary agencies may participate in conducting the surveys. All such representatives and officials play a crucial role in obtaining clearance from local schools, scheduling survey dates, delivering supplies, administering the surveys, and assuring the collected data are promptly returned to the Department of Health.

2. Personnel and Staffing Needs

The following personnel are needed to plan, implement, and complete a YTS:

1. DOH YTS Coordinator: The DOH 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 the state including both core, supplemental, and state-added questions. The YTS Coordinator is also responsible for making the initial contact with the selected schools and for working to secure their participation in the YTS. The YTS Coordinator produces YTS reports. The following are the specific management responsibilities of the YTS Coordinator:
 - a. identify and assign Survey Administrators for each selected school
 - b. develop a timeline for completing the fieldwork
 - c. maintain daily communication with Survey Administrators
 - d. order supplies

- e. mail materials to Survey Administrators including a copy of the “To-Do List” (Appendix N)
 - f. manage the completed survey forms
2. 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, parental permission forms, answer sheets/booklets, 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:
 - a. School administrators
 - b. School counselors
 - c. School nurses
 - d. Teacher’s aides
 - e. University students
 - f. Department of Health staff
 - g. Department of Education staff

3. Survey Administrator Training

Survey Administrators can be trained most efficiently together 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:

1. Purpose of the YTS
2. Pledges of confidentiality and anonymity
3. Obtaining parental permission
4. Scheduling survey administration
5. Presenting and administering the YTS to students
6. 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 following all 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:

1. Avoid holidays, special conference days, and standardized testing days.
2. Avoid administering the survey on the following days:
 - a. Days right before or after school holidays
 - b. Mondays and Fridays

5. Administering the YTS in a Classroom

Instructions for Survey Administrators can be found on page 23. These instructions explain the procedures to be followed prior to, during, and after survey administration. A script (Appendix O) is provided for Survey Administrators to read to the classrooms of students who are participating in the survey.

6. Survey Materials

The Survey Administrator must have the following materials:

1. Instructions for Survey Administrators and To Do List
2. Script for Survey Administrators
3. One large envelope/box, per class, for completed Answer Sheets/Booklets
4. One sharpened #2 pencil for each student
5. School and Classroom-Level Forms with appropriate identification numbers
6. A header sheet for each selected class in the school
7. A questionnaire/booklet and answer sheet for each student
8. A pre-addressed, postage-paid return envelope or box in the case of the booklet
9. Enough parental permission forms so that each child in each selected class will have one to take home.

7. Importance of Documenting School and Class Participation

For information about documenting school and class participation, see the section entitled “Fill out the Login File” on page 24.

Instructions for Survey Administrators

Activities to complete prior to entering 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 which classes you will be surveying.
2. Make sure you have all of the materials listed under #6 on page 22.

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 administered the survey. In other words, students who did not receive parental permission to take the survey are not administered the survey.
3. Do not allow students or teachers to wander around the room or to 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 responses are anonymous, and that a student's grade in the class will not be affected by whether or not s/he completes the survey.
5. Remind students not to place their name or school name on the Questionnaire or Answer Sheet/Booklet.
6. Allow enough time for students to complete the survey without feeling rushed; 30 - 40 minutes should be sufficient.
7. Make sure that only #2 pencils are used. Let the students keep the pencils after they complete the questionnaire.
8. Do not review or count the Answer Sheets/Booklets 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/Booklets, record on the Classroom-Level Form the number of participating students (the number of answer sheets/booklets that you received). Then complete a Header Sheet for each selected class. If the paper questionnaire and answer sheets are used, please collect the questionnaires to be recycled.
10. Place the completed Classroom-Level Form and Header Sheet, along with the Answer sheets/Booklets, for each class in a separate envelope or box. Then stack all of the envelopes for the school 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 to the YTS Coordinator as soon as possible after the survey has been conducted.

It is not necessary to erase extraneous marks (drawings, sentences in the margins, etc.) from either the booklets or the answer sheets.

Submitting the Data for Scanning (CDC's Contractor)

After the YTS Coordinator has received the completed School-Level Form, the Classroom-Level Form, the Header Sheet, and the Answer Sheets/Booklets from all Survey Administrators for every school, the next step is to prepare the data for sending to CDC's Contractor for scanning. 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 scanning steps include:

1. Filling out the Login File
2. Reviewing the class envelopes
3. Sending the Header Sheets and Answer Sheet/Booklet to CDC's Contractor
4. Providing a final copy of the Questionnaire

1. Fill out the Login File

The Login File is extremely important for the proper processing of your data. The Login File:

1. Provides quality control checks of the data prior to scanning
2. Is needed for calculating base sampling weights and making non-response adjustments
3. Required for response rate calculations: overall, school, and student

Fill out the Login File completely using your School-Level and Classroom-Level Forms. If a school is ineligible, note the reason on the Login File. Mark any non-responding classes with a "0" in the class participation column or leave the column blank for an ineligible school.

Remember to document the class enrollment numbers, even for selected classes that turn out to be ineligible or those that do not participate. These numbers are essential for proper processing. Document on the Login File any deviations from the sample design.

2. Review the stacks of class envelopes

When the data from each school are received from each Survey Administrator, make sure that every class envelope includes the Answer Sheet/Booklet, Header Sheet, and a completed Classroom-Level Form. The stack of class envelopes within a school should have a School-Level Form attached.

3. Send your Header Sheets and Answer Sheets for scanning

Coordinator Directions to Prepare For and Shipp Materials to CDC/OSH Contractor

The YTS Coordinator will transfer the essential information from the School and Classroom-Level Forms to the Login File. Send a copy of the Login File to your YTS technical assistant. Separate the School and Classroom-Level Forms from the Header and Answer Sheets/Booklets. Please keep the School- and Classroom-Level Forms in your files. Also, maintain other important documentation, such as the Login File and the FedEx tracking numbers for your

shipments of survey materials to CDC/OSH's contractor. Fill out a Header Sheet for each class surveyed. Please see the instructions for completing Header Sheets provided by CDC/OSH's contractor just below. Place a Header Sheet on top of the Answer Sheets/Booklets for each class surveyed. This forms a batch. **Place each batch in its own envelope so materials from different classes and schools do not mix.**

Process the Header and Answer Sheets/Booklets using the following procedures.

1. Ship middle school and high school materials in separate boxes.
2. Use FedEx. Use the pre-paid FedEx labels that were provided with your header sheets. You may use the same label for up to four boxes.
3. Use a magic marker to write the tracking number on each box and number the boxes 1 of 3, 2 of 3, etc. Label each box with your state or territory name (and district, city, or county, if appropriate) and the study name "YTS."
4. Fill out the FedEx label accordingly:
 - a. Item 1- Sender's information, including the date.
 - b. Item 5- Packaging: "Other Pkg."
 - c. Item 7- Payment: provide the total number of packages and approximate total weight.
5. Take your shipment to the nearest Fed Ex delivery or drop-off site or call FedEx for a pick-up. Your shipment will be delivered to CDC/OSH's contractor in two business days.
6. Be sure to record the 12-digit tracking number(s) for your records. You can track the shipment through www.fedex.com or by calling 1-800-463-3339.

Header Sheet Information

A header sheet must be completed for each class that participates. Please use a #2 pencil to write in the information and to fill in the circles completely.

In the Date Administered section, write the date in the blank boxes and completely fill in the matching circle below each number that you have written. Please note that the first two digits of the year have been pre-filled.

In the School ID/Class ID sections, write the school ID and the class ID in the blank boxes and fill in the matching circle below each number.

Please see APPENDIX F for an example of a correctly filled header sheet for a survey that was administered May 27, 2009 in school 245, class 36.

4. Send a final copy of the Questionnaire

A final version of the questionnaire should be sent electronically to your YTS technical assistant.

Data Processing (CDC/OSH)

The following can be e-mailed to your YTS technical assistant at CDC/OSH. Processing cannot begin until all of these forms are completed and received by CDC/OSH.

1. A copy of the completed Middle School and High School YTS Login Files.
2. A copy of the completed Post-Stratification Forms.

1. Login Files

During data processing, the Login Files are critical to several functions. In our processing system, the selection probabilities that are essential to the calculation of the weights are taken from the Login Files. The information on the participation of classes and students allows the system to calculate adjustments for nonresponse that are included in the weights. The Login Files are validated (or verified) against the actual number of Answer Sheets/Booklets that were returned to CDC's Contractor. The school-class identification numbers in the Login File are compared with the identification numbers on the Header Sheets to identify any labeling errors in the data. If there are discrepancies, such as having more booklets than the Login File specifies, the Login File is corrected by CDC's contractor and CDC/OSH. Discrepancies between the identification numbers listed in the Login File and Header Sheets are resolved by asking the state to clarify which schools and classes were surveyed. Consequently, the finalized Login File provides an accurate record of the administration of the YTS, and the revised school and class identification numbers are transferred to the basic YTS data files.

2. Post-Stratification Forms

Weighting the data requires the state to provide the percentages of students that are in each grade by a combination of race and gender. These are state-wide statistics provided by the state Department of Education. These percentages can be provided at the time the Enrollment File is sent to CDC/OSH if convenient for both the Department of Health and the Department of Education. Otherwise, the statistics can be sent later in the data collection period. Obtain these percentages from the current school year. Please submit this information separately for middle and high schools using the template we provided in the Start-Up Package (See documents GENERIC HS and Post-Stratification forms GENERIC MS in the YTS Start-Up Package.) States should provide information on all three attributes (grade, race, and gender) if available. Your results will be more accurate if the grade, race, and gender information can be included in the weights.

3. Edit Protocols

In addition to calculating the weights and checking for consistency between the Login Files and Header Sheets, the YTS processing program also makes the following changes to the data.

- a. For surveys using answer sheets that allow up to eight choices even if the questionnaire only lists two, the YTS processing program changes all out-of-range answers to missing data. This step is not necessary with the booklet.

- b. The YTS processing program calculates a final race variable as a combination of two race questions.
- c. The YTS processing program also identifies discrepancies in selected pairs of questions and changes the value of both of the discrepant items to missing data, except for the demographic variables. For example, if a student states that s/he smokes when asked one question but does not report smoking on another question in the pair, both values are coded as missing.

Data Analysis

To assist states in analyzing their data, the CDC calculates a set of variables that are constructed from multiple questions. Descriptive statistics such as frequencies and bivariate analysis such as cross tabulations adjusted by the final weight and corrected for design effects are provided for all variables. The crosstabulations are race, sex, and grade.

You will receive the following materials from CDC/OSH:

1. Frequency tables for each variable
 - a. by race, sex, and grade
2. Frequency tables for each preferred variable
 - a. by sex, grade, and race
3. dataset (in SAS format by default; available in Excel format upon request) containing the final weighted variables and all preferred variables
4. Codebook
 - a. Displays the variable names with the corresponding question and response options with frequencies
 - b. Response rate summary
5. Sample response rate summary documentation
6. “Analyzing Your YTS Data” instructions

Data analysis and processing time at CDC depends on the number of sub-state samples (if relevant), requests for special priority, and timing of receipt of all required data files.

Request for Proposal

Many states outsource data collection to a non-governmental organization, although data collection may also be conducted by the State Health Department or another state agency. States desiring such a contract for data collection will typically have to write a request for proposal (RFP). Appendix P contains sample text that identifies information that you should request from survey organizations when they submit their proposal in response to the RFP. For each evaluation criterion, the first paragraph states the level considered to be adequate performance for that criterion. The second paragraph identifies the information that the survey organization should provide for the state to determine whether the survey organization can meet the adequate performance level.

The information requested in the RFP and the evaluation criteria pertain only to activities directly related to data collection.

CDC/OSH can provide states with the following resources in regards to the RFP:

1. technical assistance to develop an RFP and review of the state's draft RFP.
2. service on states' objective review panels and/or review of responses to the RFP.

Please contact your YTS technical assistant if you require any of the above resources.

The Youth Tobacco Survey Frequently Asked Questions and Answers

Q: Why is the survey being conducted?

A: The YTS is designed to enhance the states' capacity to design, implement, and evaluate the youth component of the National Tobacco 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 second hand smoke, minors' access to tobacco products and enforcement, knowledge and attitudes, media and advertising, school curriculum, and tobacco use cessation.

Q: We have the Youth Risk Behavior Survey data on smoking. Why do we need the data provided by the YTS? Are both surveys necessary?

A: There are two major distinctions between the YTS and the YRBS:

1. The YRBS usually covers grades 9-12. The YTS covers grades 6-12. The data collected from the states to date show tobacco use exists among 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 tobacco use, exposure to mass media and advertising, cessation of tobacco use, knowledge and attitudes about tobacco, environmental tobacco exposure, school curriculum about tobacco, enforcement of tobacco control regulations, and minors' access to tobacco products. All of this information is needed for effective surveillance and evaluation of a Tobacco Control program.

For additional information on coordination, see Appendix Q.

Q: What is the sample size?

A: Statewide, approximately 3,000 students will typically be selected to participate in the YTS—1,500 middle school and 1,500 high school students.

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 a small number of classes are selected to participate.

Q: What grades are included?

A: The YTS will usually be administered to students in grades 6-12. 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 a 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 template contains 81 multiple choice questions. Only 50 of these are considered core questions that must be asked on every survey. No physical test or exam is involved.

Q: Are sensitive questions asked?

A: No. All items on the suggested YTS survey relate to student's attitudes, behaviors, and knowledge about tobacco use, intent to use, second hand smoke exposure, 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 a scannable Answer Sheet or Booklet, 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 choose not 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: Is the YTS available in Spanish?

A: Yes, the YTS questionnaire is available in Spanish. State-added questions, however, need to be translated by the state.

Appendix A: Creating the Enrollment File

Correctly setting-up the enrollment file is one of the critical components of a scientifically conducted YTS. Without accurate enrollment numbers the sample will not be drawn properly. We ask that the states follow these CDC/OSH guidelines in setting-up the spreadsheet that contains the enrollment file.

For both middle and high schools, we need the names of the schools, street addresses, enrollments of eligible students in each grade of the target population, and a total of eligible students across all relevant grades. This information should be in separate files—one for the middle school and one for the high school. If the target population includes more than one type of school (e.g. public and private), then each type of school must also be clearly designated.

Do not include non-targeted grades or ineligible classes in the enrollment statistics. For example, if the state's target population is defined as traditional public school students in grades 6-8 or 9-12, the Enrollment File should only contain enrollments for traditional public schools for these specific grades. If a school was selected for the middle school sample and had a grade range of 7-9 rather than 6-8, the enrollment size for the school would include the total number enrolled for grades 7-8 only. If the same type of school were selected for the high school sample, the appropriate enrollment size would be the number of students enrolled in grade 9 only. (Note: if a particular school has both middle and high school grades enrolled, such as a junior high with grades 7-9, then that school will appear on both the middle and high school enrollment files. Grades 7 and 8 would be represented on the middle school file, and grade 9 would be represented on the high school file.

After the Enrollment File has been adjusted and cleaned, it must be sent to the state's YTS technical assistant. In creating the Enrollment File and other processes, the Department of Health and the Department of Education must work together closely.

In the example on the following page, we call attention to the highlighted schools that have nonstandard grade ranges. The only enrollment data we need from these schools are for the target grades, in this case, grades 6-8. The targeted population is defined as students in public schools; thus no school type variable is needed. Please include only targeted grades and eligible students.

The enrollment file is a pivotal step of the survey, so please contact your CDC/OSH technical assistant if you have any questions.

Example of an Enrollment File

COUNTY	SCHOOL	ADDRESS	CITY	STATE	ZIP	6TH	7TH	8TH	TOTAL
BAKER	BAKER ELEMENTARY	Rt. 1 BOX 101A	BAKERSVILLE	GA		16	0	0	16
BAKER	BELINGTON MIDDLE SCHOOL	RR 2 BOX 343	BELINGTON	GA	26250	80	70	65	215
BAKER	PHILIPPI MIDDLE SCHOOL	Rt 3 BOX 40	PHILIPPI	GA		81	97	102	280
POLK	ADAMS MIDDLE SCHOOL	334 JOHN ADAMS DR.	ADAMS	GA		213	197	207	617
POLK	BAYSIDE MIDDLE SCHOOL	250 EAST ROAD	BAYVIEW	GA	25401	183	186	194	563
POLK	TERRY MIDDLE SCHOOL	150 JACKSON BOULEVARD	MARTINSBURG	GA	25401	301	275	287	863
POLK	W. HILLS MIDDLE SCHOOL	105 PRIDE AVENUE	HILLSIDE	GA	25413	424	380	411	1215
REAGAN	ASHTON ELEMENTARY	255 CAMPUS DRIVE	MARTINSBURG	GA	25401	208	0	0	208
REAGAN	CAPEMIDDLE SCHOOL	404 CAPEMIDDLE DR.	MADISON	GA	25130	219	189	221	629
REAGAN	MADISON MIDDLE SCHOOL	PO BOX AA	MADISON	GA	25181	0	110	126	236
REAGAN	YOUNG JUNIOR/SENIOR HIGH SCHOOL	PO BOX 100	YOUNGSTOWN	GA	25206	32	38	40	110
WILLIAMS	CAREY MIDDLE SCHOOL	100 CARTER DRIVE	CAREY	GA	26601	136	156	160	452
WILLIAMS	HUNTINGTON MIDDLE SCHOOL	1400 MAIN STREET	HUNTINGTON	GA	26037	134	141	136	411
WILLIAMS	PEACHTREE MIDDLE SCHOOL	1447 MAIN STREET	LANVIEW	GA	26070	99	116	108	323
WILLIAMS	SCARLETT MIDDLE SCHOOL	1400 CENTRAL AVE	BUTLER	GA	25504	241	253	260	754
WILLIAMS	WILLIAMS COUNTY MIDDLE SCHOOL	2901 SALTWELL RD	HUNTINGTON	GA	25705	188	135	161	484

Appendix B: Estimated Sample Sizes

CDC/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	1,901	1,655	1,362	1,091	869
3,000	2,783	2,286	1,762	1,334	1,016
4,000	3,623	2,824	2,065	1,501	1,110
5,000	4,424	3,288	2,303	1,623	1,176
6,000	5,190	3,693	2,494	1,715	1,224
7,000	5,921	4,049	2,652	1,788	1,260
8,000	6,621	4,365	2,783	1,847	1,289
9,000	7,292	4,646	2,895	1,896	1,313
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

Appendix C: Sample Letter of Support

DATE: [date]

TO: [official of school department/district]

FROM: [name] NOTE: A high ranking state 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 (YTS) 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 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 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 selected school to confirm its participation. Once confirmed, the survey team will work with the school 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]

Appendix D: School-Level Form

School-Level Sample Information Form Youth Tobacco Survey

Coordinating Agency:

School:

PCSample ID:

School participation status: PARTICIPATING REFUSING INELIGIBLE
(Circle one). If the school is ineligible, please explain:

What grades are taught in this school? _____
(Examples: K-8, 6-8)

What grades are surveyed in this school? _____

If this school refused to participate or is ineligible, you do not need to complete the rest of this form.

Obtain a list of 2nd period classes (if schools don't have classes that rotate by period then obtain a list of classes) for the grades to be surveyed. 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 2nd 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. Keep selecting classes until you reach the END of your class list. If the first number listed below is greater than the total number of eligible classes on your list, OR if you run out of numbers before you reach the end of your list of classes, contact:

6 12 19 25 31 (These numbers will differ for each school)

Appendix E: Classroom-Level Form

Classroom-Level Sample Information Form Youth Tobacco Survey

Coordinating Agency:

School:

PCSample ID:

Class ID: _____

Please provide the following information about this 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:

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

Appendix F: Sample Header Sheet

00136

DATE ADMINISTERED

Month	Day	Year
05	27	2009

SCHOOL ID

							2	4	5
--	--	--	--	--	--	--	---	---	---

CLASS ID

0	3	6
---	---	---

Appendix G: Sample Answer Sheet



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
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Appendix H: Sample YTS Booklet



Draft

START HERE

THE FIRST QUESTIONS ASK FOR SOME BACKGROUND INFORMATION ABOUT YOU.

1. **How old are you?**
 - 11 years old or younger
 - 12 years old
 - 13 years old
 - 14 years old
 - 15 years old
 - 16 years old
 - 17 years old
 - 18 years old or older
2. **What is your gender?**
 - Male
 - Female
3. **What grade are you in?**
 - 6th
 - 7th
 - 8th
 - 9th
 - 10th
 - 11th
 - 12th
 - Ungraded or other grade
4. **How do you describe yourself? (You can CHOOSE ONE ANSWER, or MORE THAN ONE)**
 - American Indian or Alaskan Native
 - Asian
 - Black or African American
 - Hispanic or Latino
 - Native Hawaiian or Other Pacific Islander
 - White

5. **Which one of these groups BEST describes you? (CHOOSE ONLY ONE ANSWER)**

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White

6. **During the last 4 weeks, about how much money did you have each week to spend any way you want to?**

- None
- Less than \$1
- \$1 to \$5
- \$6 to \$10
- \$11 to \$20
- \$21 to \$50
- More than \$50

THE NEXT GROUP OF QUESTIONS ASKS ABOUT TOBACCO USE.

Cigarette Smoking

7. **Have you ever tried cigarette smoking, even one or two puffs?**

- Yes
- No

8. **How old were you when you smoked a whole cigarette for the first time?**

- I have never smoked a whole cigarette
- 8 years old or younger
- 9 or 10 years old
- 11 or 12 years old
- 13 or 14 years old
- 15 or 16 years old
- 17 years old or older

Appendix I: YTS Question Chart 2011

Item # in questionnaire	2011 Designation	Core	Supplemental	Needed For Preferred Variables
1	Core	X		X
2	Core	X		
3	Core	X		
4	Core	X		
5	Core	X		
6	Supplemental		X	
7	Core	X		X
8	Supplemental		X	X
9	Supplemental		X	X
10	Supplemental		X	X
11	Core	X		
12	Core	X		X
13	Core	X		X
14	Core	X		X
15	Core	X		
16	Core	X		X
17	Core	X		
18	Core	X		X
19	Core	X		
20	Supplemental		X	X
21	Core	X		X
22	Core	X		X
23	Core	X		
24	Core	X		
25	Core	X		X
26	Core	X		X
27	Core	X		X
28	Core	X		X
29	Core	X		X
30	Core	X		
31	Core	X		
32	Core	X		X
33	Core	X		X
34	Core	X		X
35	Core	X		
36	Core	X		
37	Core	X		
38	Supplemental		X	
39	Core	X		
40	Supplemental		X	
41	Supplemental		X	
42	Supplemental		X	
43	Supplemental		X	
44	Core	X		
45	Supplemental		X	

Appendix I: YTS Question Chart 2011 (cont.)

Item # in questionnaire	2011 Designation	Core	Supplemental	Needed For Preferred Variables
46	Supplemental		X	X
47	Supplemental		X	
48	Supplemental		X	
49	Supplemental		X	
50	Supplemental		X	
51	Core	X		
52	Supplemental		X	
53	Supplemental		X	
54	Core	X		X
55	Supplemental		X	
56	Core	X		X
57	Core	X		X
58	Supplemental		X	
59	Core	X		
60	Core	X		X
61	Core	X		X
62	Core	X		
63	Core	X		
64	Core	X		
65	Core	X		
66	Core	X		
67	Core	X		
68	Core	X		X
69	Core	X		X
70	Supplemental		X	
71	Supplemental		X	
72	Supplemental		X	
73	Core	X		X
74	Core	X		X
75	Core	X		
76	Supplemental		X	
77	Supplemental		X	
78	Supplemental		X	X
79	Supplemental		X	X
80	Supplemental		X	
81	Supplemental		X	
		52	29	

Appendix J: How to Add Questions to and Delete Questions from the YTS Questionnaire

How to Add Questions to the Basic YTS Questionnaire:

1. Place the cursor at the end of the last response option for the previous question. Be sure the cursor is positioned before the paragraph marker.
2. Press “enter.”
3. Look on the formatting tool bar. There should be a small icon (with an arrow pointing to the left) entitled “Decrease Indent.” Click the “Decrease Indent” icon. This should insert the proper question number.
4. Return the cursor to the end of the last response.
5. Press “enter.” This will automatically insert the next alphabetical letter as a response option for the question.
6. To delete this added response option, press “delete.”
7. Highlight the paragraph marker and go to “format” then “paragraph” then “line and page breaks.”
8. Uncheck “keep with next box.” **This is a very important step and is essential to retain proper formatting.**
9. Enter the stem of the question. The formatting should already be set to “hanging .5”.
10. Press “enter.”
11. To insert the response options, look back at the formatting tool bar. There should be a small icon (with an arrow pointing to the right) entitled “Increase Indent.” Click on the “Increase Indent” icon. This should start the proper alphabetic sequence for your response options.
12. Enter the response options. The formatting should already be set to “indentation left at .5” and “hanging at .5”.
13. Move to the next added question and repeat the above steps.

How to Delete Questions from the Basic YTS Questionnaire

1. Highlight the question to be deleted.
2. Press the “delete” key. Renumbering is automatic.

If you experience any difficulties in adding or deleting questions from the questionnaire, consult with your YTS technical assistant. S/he will be happy to assist you.

Appendix K: Printing the Booklets Using Adobe

Follow these steps to create booklets with pages in the correct order and printing on the front and back of each page.

1. Go to print setup
2. Under paper, select letter size (8.5x11")
3. Select portrait landscape
4. Go to properties
5. Go to Layout/Watermark tab
6. Select booklet layout
7. Select booklet finishing to apply booklet folding or stapling
8. Select "fit to new paper size" and select Tabloid (11x17")
9. Click 'okay' twice
10. Print the booklet.

Appendix L: Youth Tobacco Survey Questionnaire Checklist

Please refer to the checklist below before submitting the final draft of your state's YTS questionnaire to your YTS technical assistant.

- _____ Place your state name on cover sheet.
Example: <Fill in STATE> Youth Tobacco Survey
- _____ Maintain the standard format of the survey provided by CDC/OSH.
- _____ Maintain the CDC's Youth Tobacco Survey core questions and answer options. (Do not make any changes to the core questions and their related answer options).
- _____ Make sure each answer option is not separated from its corresponding survey question by a page or column break.
- _____ Provide consecutive page numbers.
- _____ Ensure that all "state added" questions are placed in the appropriate, content related subcategory. For instance, a state added question related to cigar smoking should be placed under the "cigar" sub-section of the questionnaire. Unique questions that are not related to any of the subcategories should be placed at the end of the questionnaire. Please be sure when adding a state added question that it does not alter the format of surrounding questions.
- _____ Add height / weight questions if desired. They will be in the following format:

Height

How tall are you without your shoes on?

Directions: Write your height in the blank boxes on the answer sheet. Fill in the matching oval below each number on the answer sheet. For example: For a person who is 5 feet 7 inches tall the answer sheet would be filled out as follows:

Example	
Height	
Feet	Inches
5	7
3 <input type="radio"/>	0 <input type="radio"/>
4 <input type="radio"/>	1 <input type="radio"/>
5 <input checked="" type="radio"/>	2 <input type="radio"/>
6 <input type="radio"/>	3 <input type="radio"/>
7 <input type="radio"/>	4 <input type="radio"/>
	5 <input type="radio"/>
	6 <input type="radio"/>
	7 <input checked="" type="radio"/>
	8 <input type="radio"/>
	9 <input type="radio"/>
	10 <input type="radio"/>
	11 <input type="radio"/>

Record your height

Fill in the matching oval

Weight

How much do you weigh without your shoes on?

Directions: Write your weight in the blank boxes on the answer sheet. Fill in the matching oval below each number on the answer sheet. For example: For a person who weighs 152 pounds the answer sheet would be filled out as follows:

Example		
Weight		
Pounds		
1	5	2
0 <input type="radio"/>	0 <input type="radio"/>	0 <input type="radio"/>
1 <input checked="" type="radio"/>	1 <input type="radio"/>	1 <input type="radio"/>
2 <input type="radio"/>	2 <input type="radio"/>	2 <input checked="" type="radio"/>
3 <input type="radio"/>	3 <input type="radio"/>	3 <input type="radio"/>
	4 <input type="radio"/>	4 <input type="radio"/>
	5 <input checked="" type="radio"/>	5 <input type="radio"/>
	6 <input type="radio"/>	6 <input type="radio"/>
	7 <input type="radio"/>	7 <input type="radio"/>
	8 <input type="radio"/>	8 <input type="radio"/>
	9 <input type="radio"/>	9 <input type="radio"/>

Record your weight

Fill in the matching oval

Appendix M: “To- Do” List For Survey Administrators

Activities to do before you get to the classroom

- 1) Pick-up the survey administration materials (pencils, questionnaires, etc.) from your YTS Coordinator. When there is more than one Administrator for a school a Lead Administrator should be chosen. In that case, the Lead Survey Administrator is responsible for picking-up all of the materials and bringing them to the school.
- 2) 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.
- 3) Record the dates that you contacted the school and the outcome of each contact as well as the scheduled date for the survey administration.
- 4) Record the full name of the school and the name of your contact person at the school.

Contact Person:

School Name:

- 5) Work with the contact person at the school to select the classes.
- 6) Send or Send or deliver the Parental Permission Forms to the school at least two weeks in advance so that the forms can be distributed to the students in the selected classes.
- 7) Verify that all teachers of the selected classes have been notified that you are coming to administer the survey at a particular time and date.
- 8) Ask about which door to enter, where to park, and whom to ask for when you arrive.
- 9) Contact any other Survey Administrators who might be 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.

Things to do in the classroom before you administer the YTS

- 1) Arrive 45 minutes early to your assigned school (meet the other Survey Administrators at the designated location).
- 2) 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 isles during the administration).

- 3) 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 or an active permission form not granting permission.

Administering the YTS in the classroom

- 1) Pass out the Questionnaires, Answer Sheets/Booklets, and pencils.
- 2) Read the survey script (included with your survey materials).
- 3) Class Enrollment - verify with the teacher how many students are enrolled in the class and record the number on the Classroom- Level Form.

Collecting the Answer Sheets/Booklets

EITHER

- 1) Ask the students to place their Answer Sheets/Booklets 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/Booklets inside. Please do not collect them yourself.

Completing the Classroom-Level Form

- 1) On the Classroom-Level Form, record the number of Answer Sheets/Booklets that were placed in the envelope (the number who participated). Wait to count the Answer Sheets/Booklets until you leave the classroom.
- 2) Place the completed Classroom-Level Form in the envelope with the Answer Sheets/Booklets, and the Header Sheet and give the envelope to the Lead Survey Administrator if there is more than one Administrator in the school.
- 3) The Lead Survey Administrator should collect the envelopes for each class and stack them together (there should be a class envelope for each class that participated in the survey). Immediately return the completed envelopes to the YTS Coordinator at the Department of Health.

Delivering the data

If you are logistically unable to deliver the completed questionnaires to the Department of Health then:

- 1) Place the envelopes in either a large FedEx envelope or a FedEx Box. Drop the packaged completed questionnaires at a FedEx location, or

- 2) Call to schedule a FedEx pick-up at 1-800-GOFEDEX
- 3) Keep a copy of the FedEx tracking number for your records.
- 4) CONTACT the YTS Coordinator to inform them the data has been sent.

Add your YTS Coordinator CONTACT INFORMATION here:

Appendix N: Script for Survey Administrators

Distribute Questionnaires, Answer Sheets/Booklets, 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 you 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, the name of your school, or any other identifiers on the questionnaire or Answer Sheet/Booklet. Your answers are private. Results of this survey will not be reported by name, class or school. When everyone is done, you can deposit your Answer Sheet/Booklet in this large envelope/box.

Now I would like you to look at the Answer Sheet/Booklet. Use the Number 2 pencil you have been given to fill out this answer sheet/booklet. Do not use a pen or other type of pencil. For each question, there are a series of circles on the Answer Sheet/Booklet. For each of your responses, choose the answer that best fits what you know or do. Fill in the corresponding circle on the Answer Sheet/Booklet. To change an answer, erase your old answer completely, and put your revised/changed answer on the Answer Sheet/Booklet by filling in the corresponding circle for your new answer. Unless otherwise directed, only one circle should be filled for each question on the Answer Sheet/Booklet.

We have allowed the entire class period for completing the survey, which means that the survey will end at approximately (time). If you finish before that time, stay seated and do your homework or read. Once the period has ended, place your Answer Sheet/Booklet in the envelope I will provide. Additional survey materials such as the questionnaire and pencils should be left on the desk/

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

After questionnaires and answer sheets/booklets are collected, please state:

I would like to thank you all for participating in the survey. The information you have provided will be used to help us better understand the needs of students in this state..

Appendix O: Requested Information and Evaluation Criteria in Request for Proposal

Vendor Experience

The vendor should have experience conducting surveys similar to the state's Youth Tobacco Survey.

The vendor should describe experience conducting school-based or self-administered surveys similar to the YTS. The vendor should list similar completed or current (especially, government) surveys, providing a brief description of the sampling frame and design, sample management procedures, the length of time surveys were fielded, the response rate and how it was calculated, and the number of completes.

Facilities and Equipment

The vendor should have the facilities, equipment, and staff needed to complete the survey including any special equipment mentioned in the RFP.

Recruitment and Retention of Survey Administrators

The vendor should have a systematic process for selecting the staff who will recruit the sampled schools, make systematic class selections, and administer the Questionnaire. A lower turnover rate is generally better than a higher turnover rate.

The vendor should describe their recruitment process for administrators (including criteria for selection), the labor pool(s) from which they are drawn, (for example, general labor pool of a community, undergraduate or graduate social work students) and the number of administrators they currently have from each labor pool. They should provide a table describing the number of administrators hired and fired or laid off from the organization by month for the year preceding submission of the RFP. The vendor should submit a bar graph showing the total experience of currently employed administrators likely to be used in the survey. The graph(s) should show administrator experience by number and percentage in quarterly intervals up to one year (3, 4-6, 7-9, 10-12 months) and annual intervals thereafter. The vendor should include the state's minimum wage and pay rates for new administrators by experience level.

Administrator Training

Administrators should receive a minimum of three hours training. This training covers how an administrator should recruit schools, select the classes to participate, schedule the survey date for each school, and administer the Questionnaire in the classroom. Conversion of refusals at the

school level should be attempted only by designated (and, for the most part, specially trained) Refusal Conversion Administrators or the Project Manager.

The vendor should provide an outline of their training program for YTS Administrators and copies of any training materials other than those already included in the YTS Handbook. The outline should include an agenda that identifies the format of the sessions (lecture, interactive, role-playing, etc.), the topics to be covered, a schedule, and the materials provided to the administrators. The vendor should certify that they will provide a training program lasting at least three hours on YTS procedures. Finally, the vendor should identify designated Refusal Conversion Administrators at the school level and note their training and refusal conversion rates.

Administrator Monitoring

The vendor should describe its capabilities, in terms of equipment, software, and staff, for monitoring administrator performance and should provide the capability for offsite monitoring by state health department staff, including procedures and limitations. Specific procedures for checking class selection outcomes should be described.

Management Plan

A management plan specifies how the various resources (people, software, and equipment) will be used to complete the tasks and deliverables in the objectives of the RFP. It should demonstrate that the vendor has adequate resources to complete the tasks and deliverables and that the resources are organized to facilitate their completion.

The vendor should provide a plan for managing the resources needed to complete the tasks and deliverables in the statement of work. The plan should include a description of the project organization, including person-hours and percentage of time for each key individual. The specific functions of each person should be described and related to their qualifications. As part of the management plan, the vendor should include a timeline showing all tasks and deliverables specified in the RFP.

Management Staff

Survey Operations Manager

The Survey Operations Manager (SOM) has overall responsibility for data collection. S/he ensures that the appropriate number of survey administrators has been hired, that they have received appropriate training, and that the other resources needed to collect the data as planned are available. The SOM should have substantial experience with the practical aspects of data collection.

The vendor should provide a copy of the résumé of the SOM and summarize his or her training and experience.

Project Manager

The Project Manager has overall responsibility for the survey. This position is the equivalent of the YTS Coordinator position described above on page 20. S/he is the main contact with the administrators and with the state Department of Health. S/he is responsible for resolving problems in data collection, monitoring and training administrators, keeping the Login File up-to-date, mailing completed Questionnaires or Answer Sheets/Booklets to be scanned, and preparing interim and final reports. The Project Manager should have a good understanding of the entire survey research process.

The vendor should provide a copy of the résumé of the Project Manager and summarize his/her training and experience.

Completion Schedule

YTS surveys are designed to be administered across two terms. The first term can be used for recruiting schools, selecting classes, and training administrators. The second term is devoted to data collection.

The vendor must propose a time-line for completing the surveys within the two semester limit.

Confidentiality and Data Security

The vendor should identify the procedures that will be taken to maintain confidentiality of the data, including who will have access to the Questionnaires or Answer Sheets/Booklets and how the data will be protected prior to scanning. The vendor should explicitly agree to notify the state's authorized representative, immediately and in writing, in the event there is reason to suspect a breach of confidentiality.

Project Activities and Deliverables for Data Collection Vendor

Weekly Progress Reports

Starting with the initiation of the contract, the vendor will provide weekly written reports on current tasks. The reports will describe progress during the week and contain descriptions of any problems encountered. They should be sent to the state's YTS technical assistant at CDC/OSH and to the state Department of Health.

Administrator Training and Experience

The vendor will provide sufficient training on YTS procedures. The training will include hands-on practice with class selection procedures and refusal avoidance methods. A copy of the survey-specific training materials will be sent to the state health department by the vendor.

Refusals should be assigned to administrators specially trained in refusal conversion. The vendor will provide the state health department with monthly reports indicating the number of refusal conversions attempted by administrators, differentiating between those specially designated for refusal conversion and all others.

Sample Management

The vendor will receive Login Files and the sample files to they can perform a quality assurance check and make any necessary changes to the Login File.

To States: Following are the specifications for optional activities.

Advance Letters

The vendor will mail advance letters containing enclosures to be provided by the Department of Health to the principals of schools selected for the sample. Names of schools and addresses are listed in the sample file. Text for both the letter and envelopes is to be upper and lower case. Letters should be addressed to individuals to the extent possible. Postal, not metered, stamps should be used. Printing shall not wrinkle or otherwise damage the envelope. Envelopes are to be sealed. A file of addresses will be sent by CDC/OSH at the same time as the sample files. If the Sample Letter of Support (Appendix C) of the Youth Tobacco Survey Handbook is not used, the text of the letter will need to be approved by the State Health Department before it is sent out.

Incentives

States: If you are using incentives, describe them in the RFP. The incentive should be mentioned in the advance letter.

Spanish Interviews

Interviews may be administered in Spanish when needed. The state Health Department will provide a Spanish version of the questionnaire.

Appendix P: Coordinating with the Youth Risk Behavior Surveillance Survey

State health and education departments commonly use both Youth Tobacco Surveys (YTS) and Youth Risk Behavior Surveys (YRBS) to obtain meaningful health-related data. Because schools are asked to conduct many other surveys as well, data quality, organizational relationships, and efficiency can suffer when schools are asked to participate in both the YTS and the YRBS. While these problems can occur even when the YTS and the YRBS are conducted in alternate years, they can be even more serious when the surveys are conducted during the same school year. This memorandum identifies Office on Smoking and Health (CDC/OSH) policies and recommendations for coordinating the YTS with the YRBS so that the survey burden on individual schools is minimized and each survey's opportunity for success is enhanced.

1. States should conduct the YTS during the fall of odd-numbered years or the spring of even-numbered years, preferably the latter. The YRBS Handbook specifies that the YRBS should be conducted during the spring of odd-numbered years.
2. Even when the YTS and the YRBS are scheduled to be conducted during different school years, states may choose to coordinate sample selection, so that over a two-year cycle a school is asked to participate in only one of the surveys.
3. States should make every effort to conduct the YTS and the YRBS during different school years. If you conduct the YTS and the YRBS during the same school year, CDC/OSH will often provide technical assistance for the YTS only if the state Tobacco Control Program is able to coordinate sample selection with the YRBS. To receive CDC/OSH technical assistance to conduct a YTS survey that does not allow coordination during a YRBS school year, the state must show that *not* using the desired sample design or *not* conducting the YTS at that time would result in significant negative consequences for that state's Tobacco Control Program.
4. For coordination of sample selection to occur, the sample designs of the two surveys must be compatible with each other. Sample designs may be created to provide statewide estimates only or both statewide and subpopulation estimates. Subpopulations may be defined as geographic regions or by specific demographic characteristics. Estimates for subpopulations usually require oversampling; in the few cases where subpopulation estimates do not require oversampling, the sample design is the same as for statewide estimates. YTS sample designs often are created to provide both statewide and subpopulation estimates. YRBS sample designs are usually created to provide statewide estimates. To accommodate all logical possibilities, the situations that allow or do not allow coordination of samples are stated in this memorandum in general terms. The following sample design situations allow the surveys to be coordinated:

- a. The goal of both surveys is statewide estimates- only.
 - b. The goal of one survey is statewide estimates only and that of the other survey is statewide and regional—for example, district or county—estimates for every region within the state.
 - c. The goal of both surveys is statewide and regional estimates for every region within the state.
 - d. The goal of both surveys is statewide estimates and regional estimates in the same specific regions.
 - e. The goal of one survey is statewide estimates and regional estimates for specific regions within the state and that of the other survey is regional estimates only but in the same specific regions.
 - f. The goal of both surveys is regional estimates-only. Coordination will work in this situation regardless of whether the two surveys are interested in the same specific regions or different regions. (If they are not interested in same regions then coordination is not needed.)
5. The following sample design situations do not allow coordination:
- a. The goal of one survey is statewide estimates-only and the goal of the other is only regional estimates for specific regions within the state.
 - b. The goal of both surveys is statewide estimates and regional estimates in specific regions but those regions differ from each other. The surveys can still coordinate sample selection on the statewide level, but not on a regional level.
 - c. The goal of one survey is to oversample specific demographic subgroups and the goal of the other does not include oversampling for specific demographic subgroups.
 - d. The goal of both surveys is to oversample specific demographic subgroups but those subgroups differ from each other.

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.
3. Groves, Robert M. 2006. "Nonresponse Rates and Nonresponse Bias in Household Surveys," *Public Opinion Quarterly* 70 (5): 646-675.