# ***CPI Questions & Answers***

This document contains questions that pertain to using the CPI Tools, step-by-step instructions and requirements for completing each tool. These questions were raised by TPP and TSO agencies during the 2007-08 CPI Support Calls and the June CPI Orientation Training calls. The questions and answers are organized by tool. For additional information refer to the most up-to-date CPI Tool Kit at www.etr.org/ofp or contact your Evaluation Liaison for additional support in completing your CPI Evaluation Requirement.

## General CPI Questions (TPP and TSO Agencies)

**Q**: Can we use a tool that has been used in the past by our agency?

**A**: Yes. However, you will need to discuss this with your Evaluation Liaison and Program Consultant and have them approve your tool selection. We encourage you to think broadly across your workplans and objectives and to explore areas that have not been assessed previously. Your Evaluation Liaison can assist you with determining which CPI tool will meet your needs.

**Q:** Where can I find the most up-to-date CPI Tool Kit and CPI feedback forms?

**A:** All of the TPP and TSO CPI Tool Kit documents are available on the OFP section of the ETR website: http://www.etr.org/ofp/cpiandStateEval/index.htm. A link to the CPI Feedback Form will be sent out to agencies and posted on the ETR website sometime in early spring 2008.

**Q:** How can I get electronic Word versions of the tools so I can complete them electronically?

**A:** You can request electronic Word versions of the appendices from your Evaluation Liaison.

**Q:** In our CPI summary, should we focus only on the positive findings from our CPI data?

**A:** You should include both areas of strength and areas where you would like to improve the implementation practices/services of your program. This gives you the opportunity to recognize what you are doing well and to identify areas where you would like to focus improvements. The CPI process is an opportunity for growth and you are encouraged to reflect upon both what is working well and areas for improvement in your CPI summary.

## Curriculum Review Tool (TPP Agencies only)

**Q:** On Part A, when you fill out the minutes spent on each topic, do the numbers of minutes have to add up to exactly the number of minutes in the lesson? What if we cover more than one topic at the same time?

**A:** No. The number of minutes does not need to add up precisely to the number of minutes in a session. When completing the amount of time spent on each topic, it is important to reflect on what areas are the most important in each lesson. Typically, you would spend the largest amount of time in these areas. However, you may cover multiple topics during one activity or session. The number of minutes should be more of a reflection of how you prioritize what is covered in the lesson. For example, if you spend 10 minutes in one group activity discussing both peer norms and refusal skills, you could put 10 minutes for both topics. The purpose of recording the number of minutes is really to allow you to get a general picture of what content areas and risk/protective factors you are addressing and how much emphasis each area receives. If you have a curriculum that heavily focuses on one particular content area or risk/protective factor then you may want to work as a team to decide if you want to broaden the focus. The precision is less important than the overall picture.

**Q:** For curriculum review, how many times do I need to observe a lesson?

**A:** For the Curriculum Review Tool you are not observing any lessons. Rather you review the lessons in your curriculum and complete Parts A-C of the tool. For the Implementation Tool, you have the choice to observe lessons to collect the information.

**Q:** I am looking for guidance and sample information for the Curriculum Review Tool.

**A:** Along with the step-by-step instructions there are sample completed tools and sample summaries provided in the CPI Tool Kit.

## Implementation Tool (TPP and TSO Agencies)

**Q:** Do we have to observe the whole curriculum or series of presentations two times?

**A:** Yes. If you do a series of lessons or presentations, you will need to observe the whole series two full times. This gives you a better sense of what happens during the lessons or presentations and helps you rule out issues that may be specific to a particular class or implementation cycle. ***TSO agencies***: If you do a series of presentations instead of one-shot presentations then you would want to observe the complete series two full times even if it exceeds the 4 presentation minimum requirement.

**Q:** If we are a TPP agency can we do our Implementation Tool on an informational presentation?

**A:** Yes. For CPI purposes, you would collect data on at least 4 informational presentations for each health educator that conducts them. Make one copy of the Implementation Tool (*informational presentation version ~ **new***) for each informational session to be assessed. [Note- you can get this version from your

Evaluation Liaison or in the CPI Tool Kit.] If your informational presentation includes two or more sessions, copy one form for each session. Similar to the implementation tool for multi-session interventions, use your presentation outline to prepare each form with a list of activities for each session.

**Q:** Regarding the requirement to complete two full cycles for this tool, would we complete all of the forms for one site, and then repeat the same process for another site?

**A:** Yes, or you could repeat the same process for a different educator or later implementation cycle at the same site.

**Q:** Can we repeat this tool this year if we used it last year, but to explore a different program objective?

**A:** Probably. You should discuss this with your Evaluation Liaison and Program Consultant; there are many cases where this would be acceptable.

**Q**: Can the Implementation Tool be used with any TPP Program strategy?

**A:** Yes, it can be used with any TPP program strategy (in your OFP approved workplan) that uses a multi-session curricula or brief presentation that follows a pre-defined curricula or outline of activities/lessons/topics/information. You are encouraged to look broadly across your workplan.

**Q**: Would two different class periods at the same site count as two implementation cycles?

**A:** Yes, they would, but the data may not be as rich if you are observing the same educator at the same site with a similar population in each class. It could be a better use of resources to observe two classes or cycles that differ in terms of the population, site, and/or educator.

**Q:** Can we add our own questions to the Implementation Tool?

**A:** Yes. The tool can be adapted to meet the needs of your agency. Request the word version of the tool from your Evaluation Liaison if you do not have it already. You can add additional questions that your agency would like to explore relevant to your program. If you are making several changes to the tool, check-in with your Evaluation Liaison to be sure that the intent of the tool is maintained.

**Q:** Does the same observer have to complete the tool for each lesson? Can different observers complete the tool?

**A:** Yes. However, it is ideal to have the same observer complete the tool for each lesson. If you are not able to do this then you would want to be certain that both observers have discussed the purpose of completing this tool and understand how they will be using their findings. At a minimum the second observer should have the same level of understanding of the curriculum.

**Q:** Should I be looking at the revised curriculum that we are using – or the original curriculum that our program is based on?

**A:** If you are using a revised curriculum then look at the revised version. It may also be helpful to go back and look at the original version and revisit why adaptations were made and assess if these adaptations are still working or if additional changes could be made.

## TSO Specific Implementation Tool Questions:

**Q:** Should the two cycles of 3 classes be done in the same environment (e.g., different high school classes) or presentation cycles at a high school and a court ordered student environment?

**A:** The CPI requirement for the TSO Implementation Tool is to evaluate at least 4 of her/his presentations (or have someone fill out the forms during at least 4 of his/her presentations), keeping one variable constant so as to allow for comparisons. For example, evaluate the same type of presentation (same set of subjects) [constant] with different age groups [varies].

**Q:** What do you mean by activities?

**A:** To complete the Implementation Tool you will make one copy of the Implementation Tool for each informational presentation or outreach session to be assessed. If your informational presentation includes 2 or more different sessions, copy one form for each session. It is ideal to customize the form before copying it by filling out the information that is specific to your site (e.g., list of activities for informational presentations or list of topics/issues to be discussed for outreach sessions in Question 1 on the tools). You are encouraged to customize the tool to meet the needs of your informational or outreach session so that it reflects what you do. So if you do not conduct activities, then replace it with the content or topic that is addressed during your informational presentations or outreach sessions.

**Q:** On page 2-6 at the top, what do you mean by 2 staff members selected or 1 staff member selected?

**A:** This is referring to the step where you will be tallying or summarizing the responses from all the staff that completed the tool. If more than 1 staff member completed the tool for the same presentation, then you would tally up the responses across all of them. If the same staff member completed the tool for 4 sessions, then you would tally up the responses.

## Participant/Client Satisfaction (TPP and TSO)

**Q:** Can we administer the survey to students at different sites to reach our 50 survey minimum?

**A:** Yes. You can collect data from several sites using the same intervention to reach this number. Be certain that the students at these sites have not participated in your intervention at a previous site.

**Q:** If you ask questions about instructor rating, how can you avoid getting more information than you were asking for?

**A:** When developing questions about the quality of the instructor be sure to avoid open-ended questions. Create questions that ask about specific instructor qualities. For TPP agencies, refer to Appendix 4A page 4A-9 for examples of questions that address instructor qualities. For TSO agencies, refer to Appendix 3A page 3A-8 for questions that address presenter/outreach worker qualities.

**Q:** Where can the Item Bank for the Participant Satisfaction Tool be found?

**A:** The Item Bank for the Participant/Client Satisfaction Tool can be found in Appendix 4A of the TPP Tool Kit and in Appendix 3A of the TSO Tool Kit. These appendices can also be downloaded from the ETR-OFP website at www. etr.org/ofp. Click on the left side-bar heading "CPI and Statewide Evaluation," then click on the appropriate Tool Kit (either TPP or TSO) and select the appendix from the appropriate section (Section 4 for TPP; Section 3 for TSO). If you would like word versions of these Item Banks you can contact your Evaluation Liaison.

**Q:** What length should my participant satisfaction survey be?

**A:** There is no set length for your satisfaction survey. It can be as short or long as you feel is appropriate for your setting and population. For CPI purposes, we recommend that your survey include 12-15 items. Be sure to pick items that would give you new insights or information that could help you strengthen your curriculum/information presentations or services provided. Work with your Evaluation Liaison to find or create additional questions that you do not find in the Item Bank.

**Q:** Can we change the wording of questions in the Item Bank? Can we change a five point likert scale question to a "yes or no" question?

**A:** Yes. You can change the wording of questions contained in the Item Bank to better match the populations you are working with.

**Q:** Is there a possibility of viewing other agencies Participant Satisfaction CPI Tools?

**A:** At this time, we do not have a process for collecting CPI tools for preview. We do provide sample surveys and sample summaries. Talk to your Evaluation Liaison to see if they can coordinate sharing sample CPI tools from within your region. This may also be an item to discuss and share during a regional meeting. We can explore with other Evaluation Liaisons a format/procedure for collecting and sharing more sample CPI tools in the future.

**Q:** Can participants leave some of the questions blank when they take the survey?

**A:** Yes. However there are several steps that you can take to ensure that participants complete the survey and provide honest answers. Every effort should be made to ensure that participants feel comfortable responding to the survey. It is important to inform participants that completing the survey is voluntary and that responses are confidential. Participants have the right to refuse to complete the survey or specific items on the survey. Participants should never be pressured to complete the survey.

Let youth know that no one at the school or community organization will have access to their completed surveys. Place the completed surveys in an envelope and seal it closed in front of the participants.

## Training and Support Tool (TPP & TSO Agencies)

**Q:** Should I have our outside facilitators also complete the tool?

**A:** If you use outside facilitators to help teach your lessons or present some of the materials, it would be helpful to have them complete the tool as well. This will give you a complete picture of the strengths and areas for improvement of all educators. This could also help you identify what resources you have available to mentor staff or utilize peer support.

## Pretest Posttest Tool (TPP only)

**Q:** What is the difference between the Participant Satisfaction and the Pretest-Posttest surveys?

**A:** The *Pretest-Posttest Tool* can be used to assess what participants learned from the program--what they already knew before the program started, and what did or did not change as expected. The *Participant Satisfaction Tool* can be used to assess what participants/clients think of your program/services, which is typically collected during or after the program. For both tools, you will be creating the survey and deciding what areas to measure. Refer to the Item Bank for sample items to choose from.

**Q:** Where can the Item Bank for the Pretest-Posttest Tool be found?

**A:** The Item Bank for the Pretest Posttest Tool can be found in Appendix 6A of the TPP Tool Kit. This appendix can also be downloaded from the ETR-OFP website at www. etr.org/ofp. Click on the left side-bar heading “CPI and Statewide Evaluation,” then click on the TPP Tool Kit and select the appendix from the Section 6. If you would like word version of this Item Bank you can contact your Evaluation Liaison.

**Q:** Can we administer the survey to participants at several different locations?

**A:** Yes. See response to first question under the Participant/Client Satisfaction Tool.

**Q:** How many questions should be on the survey?

**A:** Survey length will differ for every agency and will be determined by your needs. For CPI purposes, we recommend that you create a survey with not more than 20-25 items. Refer to Appendix 6C for tips on how to design your pretest-posttest survey.

**Q:** Should we have more closed-ended or open-ended questions?

**A:** Each agency will need to determine the most appropriate mix of open- and closed-ended questions based on the population. Closed-ended questions are easier to score and easier for participants to answer. Open-ended questions give you opportunities for richer, detailed responses, but responses will vary based on respondents. For some respondents, having too many open-ended questions may affect their willingness to complete the questionnaire.

**Q:** Do you have any creative ideas for ways to match the pre-post surveys? Are there examples of how other agencies have done this?

**A:** On page 6-9 of the CPI Tool Kit, there are some suggestions for ways to create unique identification numbers for survey participants. There are other ways, but some are resource intensive (e.g., pre-printed removable cover sheets). If you would like to explore other options, please contact your Evaluation Liaison.

**Q:** How long should the CPI summary be?

**A:** There is a sample summary in Appendix 6J. Most agencies find that they can report all of the vital information to satisfy CPI requirements in a one to two page summary.

## Focus Group (TPP and TSO)

**Q**: I need help designing focus group questions.

**A:** You can review the steps/procedures provided in the Conducting Focus Groups Tool. There are sample topic areas and sample questions provided in Appendix 7A (TPP) and Appendix 5A (TSO). Work with your Evaluation Liaison for additional assistance.

**Q:** What liability do we have working with schools doing these focus groups? Do we need to have a school agreement on file to do these focus groups? Does the protocol need to be on file with the school (procedures that have been used for statewide surveying)?

**A**: We encourage schools to have Principal approval for any focus group activities held in school settings and to seek parental consent for student participation in focus groups. Step 3 of this tool provides more details regarding securing parental consent.

**Q:** Do parent consents only need to be used if you work in a school setting? We provide confidential clinic services, how do we handle that?

**A:** As described in the Tool Kit, parent consent (active or passive) should be used for focus groups with all youth under 18 years of age in a school-setting with one exception.

If you are working in a clinic or confidential setting, you should follow your clinic's procedures for collecting data from teen clients (e.g., seeking a waiver of consent from your IRB or obtaining a Director's approval).

The same would apply if you are working in a school-based clinic; however, you are encouraged to inform the school administrator (e.g. principal or assistant principal) of your procedures (e.g., seeking a waiver) so they are aware of what is happening at the school. This added step may help maintain the relationship between the school and the school-based clinic.

If you have concerns about confidentiality, please discuss this issue with your Evaluation Liaison. Refer to Step 3 of the focus group materials in your CPI Tool Kit for information and guidelines on determining parent notification/consent procedures.

**Q:** What is the difference between active and passive consent?

**A:** Active parent consent is when the parents need to respond either yes or no to indicate whether or not their child can participate in an activity. Each child needs to return a form, marked either yes or no. With passive parent consent, it is akin to parental notification. The information is sent home, and only needs to be return if the parents want to opt their children out of the activity. Refer to Step 3 of the focus group materials in your CPI Tool Kit for a detailed description.

**Q:** Why do you suggest that we should not use the Focus Group Tool with emotionally or politically charged topics? Family planning with youth can be seen as politically charged.

**A:** In a focus group setting, you want to create a supportive environment that encourages discussion and a productive exchange of ideas. You want the participants to be able to focus on and answer the questions you developed in your protocol. You do not want your group to be sidetracked by political or emotional arguments between the participants. If you are discussing issues that might be emotionally or politically charged among your participations, then you want to make sure your groups are homogenous so they can stay focused on the questions at hand.

**Q:** Can we do the focus group in Spanish? Do we have to do the consents and assents in Spanish? Is each agency responsible for translating these documents into Spanish?

**A:** Focus groups should be conducted in the language in which the participants are most comfortable expressing themselves. Each agency will need to determine if the consents and assents should be translated into other languages based on the needs of the parents and the participants. With youth, it is important that the consent forms be provided in the primary language spoken at home. In some cases, the consent forms may be in one language (e.g., Spanish) and the assent forms may be in English. At this time, agencies will need to use their own resources for translation of materials into other languages. Consult with your OFP Program Consultant if you have any questions.

**Q:** Can we use the Focus Group Tool to see if students liked a new curriculum?

**A:** If you want to find participants' reaction or satisfaction to the material, a focus group could be a useful tool. To do this you would need to implement your curriculum and then recruit focus group participants who have taken part in the curriculum. Be sure to check with your Evaluation Liaison to determine how to get the most relevant information from the group.

**Q:** If you invite 12 people to the focus group, but only 5 show up, do you still run the focus group?

**A:** Yes. If you have gone to all of the effort to arrange the group, you should respect the commitment of the 5 people who came to the group. Even if only two or three people show up, conduct the group as planned and talk to your Evaluation Liaison about conducting another group.

**Q:** Should we send the focus group questions home to the parents before the group?

**A:** No, we do not recommend that you send the focus group protocol home before the group. In the parent consent letter, you should describe the topic area and types of questions you will be asking in the group. If parents ask to see the questions prior to the group, you should address that on a one-on-one basis. Parents do have the right to review the questions prior to giving their consent. We suggest that you offer to have parents preview the focus group protocol in the principal's office (for school settings) or in the community setting where you will be holding the focus groups. It is not customary to send out copies of the focus group protocol ahead of time to participants; doing so may jeopardize the quality of the data that you collect.

**Q:** What do we do if people in the group are not comfortable with us tape recording the focus group?

**A:** If participants are uncomfortable with tape recording, you should not tape record. The note taker will then need to be as precise and detailed as possible taking notes during the group. It will also be important for the note taker and moderator to debrief together after the group to add more details into the notes while the discussions are still fresh in their minds.

**Q:** What incentives are appropriate for focus group participants?

**A:** Depending on your participants, your setting, and your resources, you will need to determine the most appropriate incentives for the group. Healthy food is always a good choice for a focus group. You may consider other options if you feel it would encourage participation and discussion in the group (e.g., small gift items, gift cards).

**Q:** Can we use more than one moderator in the focus group?

**A:** You can use one or two moderators in your group. However, it is very important to be aware of not having too many adults/observers in the room if you are conducting a focus group with youth. You need to be aware that extra adults can change the power dynamic of the group and may intimidate participants. Participants might not share as much or as honestly if they feel like they are being observed rather than listened to.

**Q:** In the CPI Tool Kit you state that the moderator should not be closely related to the participants (i.e., the health educator). However, when we did our focus groups I was the moderator and because I was not as familiar with the participants I felt that they may not have had as much trust with me. Is it okay to sometimes have moderators who are close with the participants?

**A:** There is a very fine line when determining what is best. In your case, you may want to have the health educator introduce you to the participants to gain some of their trust by association. We encourage agencies to use moderators that are not well known by participants because of the potential bias that could result. For example, some youth may feel uncomfortable sharing comments that are less positive or that suggest change is needed, as they may worry those comments will hurt the feelings of the health educator and/or jeopardize that person's position.

**Q:** When determining if the focus group is appropriate, the materials state that it is good if you want to evaluate the program but not appropriate if you seek to measure program effectiveness.  Could you explain the difference? Additionally, the materials state that focus groups are good for interpreting a larger quantitative study but not appropriate to generalize findings to a larger group. Please explain the difference here as well.

**A:** Regarding program evaluation vs. program effectiveness: You can use a focus group to evaluate aspects of your program by hearing participants' reactions to your program during a focus group – what worked well for them, what did not, and what should be changed. This is related to evaluation and continuous program improvement. Focus groups are not a good alternative if you want to measure participants' knowledge, attitudes or behaviors or change in these indicators. These types of assessments are best measured through pretest-posttest or participant satisfaction surveys, for example.

Regarding interpreting findings from a larger quantitative study vs. generalizing findings: the focus group can be used to look closer at surprising or unexpected findings from your survey data or other quantitative study. For example, one agency found on their pretest-posttest that the number of males that would be more likely to use a condom after the program actually decreased significantly at posttest. In order to try to understand this finding, this agency conducted focus groups the following year with an emphasis on male condom use, including factors that influence condom use and where they obtain information on condom use. The focus group data helped this agency explore condom use with their participants.

It is not appropriate, however, to take the information from a few focus groups and generalize those findings to a larger audience. The above agency would not be able to take their focus groups results and make statements regarding young male condom use in general, since input was obtained from a very limited group of youth.

**Q:** If our participants' parents sign a consent form at the onset of the program that includes notification of potential focus groups and/or surveys, do we need to create another consent form specifically for the focus group?

**A**: No, in this case, another consent form would not be necessary, but you could always send home a notification letter if you wanted to remind parents of the focus group. However, if you are going to conduct the focus group at a site other than where you usually meet with your participants, you would need to check into any notification requirements regarding site changes.

**Q:** What is the difference between parent consent and participant assent?

**A:** Obtaining <u>parent consent</u> is the process of informing parents about the general nature or topic of the focus group, where and when it will be conducted, how long the group will last, what incentives (if any) will be provided and that participation if voluntary. Parent consent is needed from participants under age 18. <u>Working with youth under 18</u> requires a two-step process. You must obtain parent consent **and** participant assent.

Obtaining <u>participant assent</u> describes the focus group process and content. It informs participants that they are able to decline from answering questions and gives them the opportunity to decline participation in the group. <u>Working with</u>

participants 18 years and older involves a one-step process. You will obtain participant assent.

Section 7 Step 3 (TPP) and Section 5 Step 3 (TSO) addresses the parental consent and participant assent process. Sample parent consent forms and participant assent forms are provided in Appendix 7E (TPP) or 5E (TSO).

**Q:** How long will it take for the Program Consultant and the Evaluation Liaison to review and approve our focus group procedures?

**A:** The review process should take about a week—taking into consideration that your Evaluation Liaison's schedule allows for that. The review process may take longer depending on the type of and number of revisions to be made in order to create a final protocol. Your Evaluation Liaison will take the lead on the review and feedback and cc the Program Consultant. Please communicate your timeline to your Evaluation Liaison when submitting your protocol for approval. Also, make sure that you have included all of the necessary parts that need to be reviewed and approved (e.g., the protocol, parental consent forms and participant assent forms).

**Q:** Are there issues with using a tape recorder in Juvenile Hall?

**A:** This may vary from one facility to another. It is best to let the facility administrators know what you are doing and explain the need for tape recorder, how the tapes will be used and kept.