



Handbook for Developing School Health Profiles

2012

Division of Adolescent and School Health
National Center for Chronic Disease Prevention and Health Promotion
Centers for Disease Control and Prevention



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Introduction

The Centers for Disease Control and Prevention (CDC) funds cooperative agreements with state, territorial, and local education agencies and tribal governments. The primary purposes of these cooperative agreements are 1) to build state education and health agency partnerships and capacity to implement and coordinate school health programs across agencies and within schools and 2) to strengthen policies, programs, and support to help schools prevent sexual risk behaviors that result in HIV infection, especially among youth who are at highest risk.

The School Health Profiles (Profiles) helps education and health agencies monitor the current status of school health education; physical education; school health policies related to HIV infection/AIDS, tobacco use prevention, and nutrition; asthma management activities; and family and community involvement in school health. Education and health agencies conduct the survey biennially at the middle school and high school levels. A principal survey also is available for the elementary school level.

This **2012 Handbook for Developing School Health Profiles** will help state, territorial, and local agencies and tribal governments plan their Profiles, select schools, conduct the survey, prepare data for analysis, and report results. Included in this handbook are example letters, forms, and emails, the Profiles questionnaires, an item rationale, and commonly asked questions. This handbook replaces all previous versions. Westat and CDC provide technical assistance on conducting Profiles. Westat has both a survey operations specialist and a statistician assigned to your education or health agency to help you with all phases of the survey. Contact Joseph Hawkins at Westat (800-937-8287 or josephhawkins@westat.com) to find out who is assigned to your agency. You can also contact Nancy Brener at CDC (770-488-6184 or nbrener@cdc.gov) or your DASH Project Officer (770-488-6130) for more information.

This handbook was developed collaboratively by CDC and Westat as part of CDC Contract No. 200-2008-25794. Please send comments or suggestions to:

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Understanding the School Health Profiles

In 1995, CDC collaborated with state, territorial, and local education and health agencies to develop Profiles. At that time, the survey assessed mainly health education and some school policies primarily related to HIV infection and AIDS. Based on input from education and health agencies, Profiles has evolved to provide a more comprehensive assessment of school health. Profiles assesses some information related to five of the eight components of coordinated school health.

The five components of the coordinated school health model assessed to at least some extent by Profiles are as follows:

- **School health education**, which provides students with opportunities to acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others.
- **Physical education**, which is a school-based instructional opportunity for students to gain the necessary skills and knowledge for lifelong participation in physical activity.
- **Health services**, which are provided for students to appraise, protect, and promote health. These services are designed to ensure access or referral to primary health care services, prevent and control communicable disease and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities for promoting and maintaining health.
- **Healthy and safe school environment**, which refers to the physical and aesthetic surroundings and the psychosocial climate and culture of the school. A healthy and safe school environment can create a safe, positive physical and psychosocial environment to prevent school failure, substance use, and violence.
- **Family and community involvement** leads to an integrated school, parent, and community approach for enhancing the health and well-being of students. School health councils, coalitions, and broad-based constituencies for school health can build support for school health program efforts. Schools can actively solicit parent involvement and engage community resources and services to respond more effectively to the health-related needs of students. Family involvement also can help family members become more knowledgeable about health issues, thereby enabling them to serve as positive role models and reinforce healthy behaviors at home.

Education and health officials use Profiles data to compare school health policies and practices across states, large urban school districts, and territories; advocate for required health education; identify health education topics and skills that are taught; identify family and community involvement in school health; identify topics for professional development; improve school health policies and practices; and determine how well schools address the health and safety needs of their students.



*Start early and
allow sufficient time*

This handbook will help you plan your Profiles data collection and reporting. The respondents are school principals and lead health education teachers. To conduct a successful survey, careful advance planning is essential.

This chapter describes how to:

- Understand the content of Profiles.
- Determine the purpose and audience for your survey.
- Decide who will conduct each part of your survey.
- Set up a schedule for the survey process.
- Obtain the necessary clearance.
- Develop survey administration procedures and materials.



Understand the Content of Profiles

You may be interested in school health education requirements, school physical education requirements, physical activity programs, tobacco-use prevention policies, nutrition-related policies and practices, teacher preparation, and family and community involvement in school health programs. In addition, you may want to learn more about the content of health education instruction at the school level. Profiles includes these topics.

The questionnaires provided in Appendix A were developed collaboratively with state and local agencies to reflect the need for information about the school health policies and practices in your jurisdiction. These questionnaires are available as scannable booklets and **cannot** be modified or altered. The questionnaires for school principals and lead health education teachers will provide **quantitative, descriptive** information about school health practices in your jurisdiction. However, the questionnaires will **not** tell you “what works” in your schools. For information about evaluating school health policies and programs, contact your DASH Project Officer or the DASH evaluation research staff (770-488-6160).



Determine the Purpose and Audience for Your Survey

Once you understand the content of the 2012 Profiles, you can decide on the purpose and audience for your survey results. Identify one or two major purposes toward which you will direct your efforts. Focus on your most important reasons for conducting a survey about school health policies and practices in your jurisdiction. Though education agencies need information to report on their CDC cooperative agreement program objectives, most have other equally important data needs. Do you need an overall picture of the school-level health policies and practices in your jurisdiction to target resources, plan trainings, or justify funding? How does school-level instruction comply with jurisdiction requirements?

Identifying your potential audience is also vital when planning your survey. Who will be most interested in the data you collect? In addition to CDC, your audience may include:

- Legislators,
- Other state and local decision makers,
- Education or health agency staff,
- School staff,
- Parents, and
- Other community members.

Principals and teachers are busy. Sharing with them your plans to use the data and the potential benefits to the school and your jurisdiction will increase the likelihood of their participation.



Decide Who Will Conduct Each Part of Your Survey

Decide early who will conduct each part of your Profiles. In some agencies, research units conduct surveys routinely. If you do not have a research unit, other units in your agency may be interested in collaborating to conduct your survey. Some agencies use survey contractors to conduct all or part of their survey work.

The decision to use your own staff, other units, or a survey contractor is based on the following considerations:

- Your survey budget,
- Availability of staff,
- Availability of agency expertise and resources,
- Availability of qualified contractors, and
- Departmental policies for using a contractor.

If you decide to use a contractor, be sure to allow enough time to establish the contract and begin your survey on schedule. The contracting process usually takes between 30 and 60 days to complete, but it will vary by agency. You can locate contractors at local colleges and universities, private consulting companies, and independent agencies. Your contract should include the following information:

- A timeline that includes all the activities to be accomplished and the deadlines for these activities,
- A list of the documentation the contractor will deliver,
- The names and backgrounds of persons who will work on the contract, and
- The cost of the contract.

The contract should not provide services that CDC and Westat offer at no cost (e.g., drawing the sample, scanning questionnaires). Even after the contract is established, the survey remains the responsibility of your agency. Monitor the work of the contractor closely. You can help your contractor by sharing all materials related to the survey that you receive from CDC and Westat. At your request, additional copies can be sent directly to your contractor. CDC and Westat will also provide technical support to whomever you designate to conduct the survey.



Set Up a Schedule for the Survey Process

Schedule a meeting with your staff, representatives from your agency's evaluation or research unit, individuals involved with previous school-level surveys, your contractor, and any other persons who will be involved with your Profiles. List all the activities that must be completed to conduct the survey, and make realistic estimates about the time required for each. Topics to be covered at the meeting should include:

- List of survey activities,
- Person(s) responsible for each survey activity,
- Deadlines for each survey activity,
- Coordination of the activities required,
- Time allowed for clearance,
- Target date to mail the survey,
- Time allowed to obtain an adequate response rate,
- Support needed to facilitate clearance and boost participation, and
- Materials and resources needed.

Table 1-1 on page 1-6 provides a suggested timeline for Profiles activities, the time generally needed to accomplish each activity, and a target date for beginning each activity. For each activity outlined in Table 1-1, there is a corresponding chapter in this handbook. The timeline in Table 1-1 is based on two assumptions:

- Data collection for your Profiles should begin in January or February; and
- Documentation and scannable booklets will be submitted to Westat by April or May.

Many survey activities overlap in time. These overlapping activities need to be started or conducted simultaneously. Modify the timeline to fit your specific survey plan. If you have conducted a survey of school programs or a survey of principals and teachers, use that experience to guide your scheduling decisions. Give special attention to activities that took more or less time than you allocated previously.

If you use a contractor, Table 1-2 on page 1-7 provides an example of how survey activities can be divided between your staff and a contractor. Contact your DASH Project Officer, the DASH surveillance research staff, or the DASH data management staff to help answer questions about hiring a contractor.



Obtain the Necessary Clearance

Most agencies have an established clearance process for student surveys such as the Youth Risk Behavior Survey. Clearance also may be necessary for surveys of school staff. Determine whether clearance is required at the state or district levels. **This step should occur early in your survey plan, since your schedule will be set around this process.** You may be required to complete request forms, make presentations to administrators and review panels, or submit a formal clearance package. If you are using a contractor, particularly a university, the contractor may need to submit a clearance package for Internal Review Board (IRB) approval as well. Identify these needs during planning and be sure to allow sufficient time for clearance so your survey will not be delayed. Also determine the specific procedures you must follow and the persons or groups that must be involved. Find out the schedule of review panel meetings and how much time is needed to submit a formal clearance package, if required.

Prepare and submit the necessary clearance materials and make supporting presentations. Clearance packages often require the following:

- Justification statement (may include outlining the purpose of the survey),
- The desired outcomes of the survey,
- Planned uses of the data,
- Survey administration plan,
- Copies of the questionnaires and instructions,
- Letters of support,
- An analysis plan,
- Reports that will be prepared and reports developed from previous Profiles surveys, and
- A plan for distribution of the results.

Presentations to review panels and other staff in your jurisdiction can boost survey participation. If you have results from previous Profiles surveys available, including these results in the presentations will demonstrate the usefulness of the data and the survey. The Profiles questionnaires and the questionnaire item rationale (see Appendices A and B) can also help you prepare clearance packages and presentations.

Even if it is not required, obtaining clearance can influence the success of your survey. Principals who see that the survey has been cleared by state or district officials may be more likely to participate.



**Develop
Survey
Administration
Procedures
and Materials**

Survey administration procedures include the overall management of your Profiles and the data collection procedures. Data collection procedures are described fully in Chapter 3, *Conducting Your Survey*, and include:

- Content of the school principal and lead health education teacher questionnaire booklets,
- Advantages of conducting a mail survey, and
- How to plan and schedule survey administration activities.

Distribute a detailed written plan of your survey administration procedures to all appropriate individuals. If you are using a contractor, incorporate the pertinent sections of your plan into the contract. Your plan also will be useful both to obtain clearance and monitor your survey progress.



NOTE: If you would like to conduct your Profiles using a web-based data collection system that your agency already uses, please refer to Appendix F. The required activities, timelines, and deadlines will be different from conducting Profiles via mail.

TABLE 1-1.
School Health Profiles — Activities and Timeline

Chapter	Activity	Time to allow	When to begin
1	Meet with staff and survey contractor to review previous survey administration schedules and procedures. Establish new survey administration schedules and procedures.	1-2 weeks	October
1	Determine whether clearance/approval is required.	1 week	October
1	Prepare and submit any required clearance documents.	1-3 weeks	October
1	Obtain clearance and support at the state level.	2-3 weeks	November
2	Obtain or update a list of all eligible schools. or Obtain or update a school data file.	1-2 weeks	October
2	Decide on characteristics of the school sample, if appropriate.	1-2 weeks	October
2	Prepare and submit an updated data file to Westat for school selection.	1-2 weeks	November
3	Establish a tracking system or use the one provided by Westat.	1-2 weeks	December
1	Obtain clearance and support at the district level.	3-6 weeks	December
3	Order questionnaires.	1-2 weeks	November
3	Prepare questionnaire packages for mailing.	1 week	December
3	Mail or deliver questionnaires to school principals.	1-2 weeks	January
3	Update tracking system and follow up with nonresponding school principals and teachers.	4-6 weeks	January/February
3	Review incoming questionnaires and follow up as necessary.	3-4 weeks	February/March
3	Close data collection once sufficient numbers of questionnaires have been returned.		April/May
4	Complete documentation forms and send completed questionnaires to Westat.	3-4 weeks	April/May
5	Generate reports.	4-8 weeks	As needed

TABLE 1-2.
 Example of How School Health Profiles Activities Can Be Divided Between Your Agency and a Survey Contractor

ACTIVITY	EDUCATION AGENCY	CONTRACTOR
COORDINATION	Designate one person to coordinate Profiles for the agency.	Designate one person from the contractor's office to be the primary contact person for working with your agency.
SURVEY PLAN	Determine purposes of conducting the survey and make preliminary decisions regarding use of data. Review and revise the survey plan. Return it to the contractor.	Prepare a draft survey plan and timeline of activities in cooperation with agency staff. Incorporate revisions into the plan.
CLEARANCE	Secure state- or district-level clearance and support.	Assist the agency staff in preparing documents for the clearance process.
SCHOOL SELECTION	Provide the information needed for the school data file.* Review and revise the school selection plan. Return it to the contractor.	Incorporate revisions into the plan. Send school data file to Westat for school selection.
QUESTIONNAIRE	Provide Profiles questionnaires.*	Prepare questionnaires for distribution to each participating school principal. Set up tracking system for monitoring return of questionnaires or use the spreadsheet provided by Westat.
DATA COLLECTION	Monitor survey administration.	Administer surveys according to prepared schedule. Use the established tracking system to document the participation of school principals and teachers. Follow up with nonresponding schools to increase the response rate.
DATA ENTRY/ANALYSIS	Send questionnaires and documentation for processing.*	Prepare completed questionnaires and documentation for processing.

* Westat provides technical assistance to accomplish this activity at no cost to your agency.



CDC and Westat can help you decide whether to conduct a census or select a sample

The quality and usefulness of your Profiles depend largely on the procedures you use to select schools to participate in your survey. Your decision to collect data from all schools (a census) or a representative sample of schools will be based on technical constraints (such as the desired accuracy of your results and the number of schools in your jurisdiction) and practical constraints (staff, resources, timeline, and budget limitations).

This chapter describes procedures for selecting schools, including how to:

- Decide between a census or sample,
- Obtain or update a school data file,
- Complete the School Data File Form and Information Worksheet,
- Have Westat select your sample,
- Calculate your response rates, and
- Manage overlapping schools.



Decide Between a Census or Sample

Either a census or a sample can be used to compute estimates, e.g., the percentage of schools with required health education courses. Surveying **all** eligible schools in your jurisdiction is called a census. Because of the large numbers of schools usually involved, conducting a census can be costly, time consuming, and result in a low response rate. **Only jurisdictions with 100 or fewer middle and high schools should consider a census.** Depending on the purpose of your survey and the number of schools in your jurisdiction, using a representative sample of schools may be preferable. Collecting data from a representative sample of schools allows more resources and time for following up with nonrespondents and permits more careful monitoring of procedures and better record keeping. By selecting a sample and working with a smaller number of schools, you can direct more resources toward each school and toward reporting and dissemination.

For either a census or a sample, *high response rates and good record keeping* are essential. **A well-designed sample with a high response rate will yield more accurate results than a census with a low response rate.** With high response rates, the results from a good sample can be weighted. A weighted sample can be used to generalize results to all the eligible schools from which the sample was drawn. The results from either a poor sample or a census with a low response rate can be used only to describe participating schools.



NOTE: There are many different surveys being conducted in schools. You may need to consider integrating Profiles into a required survey or combining it with another survey. If you do this, determine whether a census or a sample is being conducted, and use the same for Profiles. However, be sure that your survey purposes will be served. If not, consider conducting your own survey.



Obtain or Update a School Data File

For either a census or a sample, you need to create a school data file, also referred to as the **sampling frame**. The school data file is the list of schools in your jurisdiction that are eligible for the survey. Eligible schools must meet specific criteria that you establish by deciding what types of schools will be surveyed. You may want to survey public schools only, or you may want to also include public alternative schools, special education schools, and charter schools. **All** schools eligible for the survey must be included on the sampling frame.

Once you determine what types of schools will be surveyed, obtain or update a list of those schools with appropriate grade levels. Include schools with any of grades 6 through 12, including schools that contain only grade 6. However, do not include elementary schools that terminate in grade 6 (e.g., K-6). This list of eligible schools is your school data file. Remember that you can generalize your survey results only to types of schools included on your school data file.



NOTE: The Profiles survey is conducted at the secondary school level, but there is an optional principal survey available at the elementary school level. If you also plan to conduct a principal survey at the elementary school level, a separate sampling frame is needed for the elementary schools. That is, you would submit a frame for secondary schools **and** a frame for elementary schools to Westat. The elementary school sampling frame should include schools with any of grades K-5 and schools that terminate in grade 6. Some schools, such as K-8 or K-12 schools may be considered eligible for both the secondary and elementary school surveys and should be included on both sampling frames.

Westat automatically sends you a school data file in early fall prior to the spring administration of the Profiles survey. The school data files from Westat are constructed from your previous school data file or from the most recent Common Core of Data (CCD) available from the National Center for Education Statistics, U.S. Department of Education. If you conducted the 2010 Profiles, Westat will send you the file that was used to select schools for the 2010 survey. If you did not conduct the 2010 Profiles, Westat will send you a school data file

constructed from the CCD. All schools reported by your state for the CCD are on that data file, including alternative schools, special education schools, vocational schools, and juvenile detention schools. You **must** review and update the file from Westat. Specifically, you must:

- Add any new schools that are not in the data file;
- Delete any schools that are closed;
- Delete any schools that are not eligible for the survey;
- Update the grade span, which shows the lowest grade and the highest grade taught in the school (e.g., K-12) where necessary; and
- Update the enrollment in the **targeted grades** (for example, if you want to survey schools with students in grades 6-12 and a school in your jurisdiction teaches grades K-12, use only enrollment for grades 6-12 for that school).

Most state and local education agencies have a list of all the schools in their jurisdiction. You may use this list as the sampling frame instead of updating the list sent by Westat. You will need a computerized school data file of eligible schools only, in a Microsoft Excel file containing, at a minimum:

- School name,
- Grade span, and
- Total enrollment in the targeted grades (6-12).



NOTE: It is important that the information you provide in the sampling frame be as accurate as possible. The grade span will be used to determine the school type (middle, high, or junior/senior high school) for the secondary school survey. It also will be used to edit question responses that are applicable to certain grade levels. The total enrollment for the targeted grades is needed for the sampling and weighting processes. To ensure the sampling and weighting are done correctly, enrollment must be updated.

If school names are not unique, the school data file must include additional data for school identification, such as address, school district name, or school code. Items such as district and school address and principal contact information (including telephone number and email address) may be included on the file for convenience but are not required. An example of a school data file is included in Appendix C.



Complete the School Data File Form and Information Worksheet

Westat uses specialized software, PCSchool, to select your sample. Before Westat can select your survey sample, you must complete the School Data File Form (Exhibit 2-1 on page 2-7) and the Information Worksheet for PCSchool (Exhibit 2-2 on page 2-8). A copy of the form and the worksheet may be downloaded from the Survey TA web site at www.surveyta.org in the Resources section.

Complete the School Data File Form with the following information:

- The name of your state, district, territory, or tribal government,
- The source of your school data file,
- The date you updated the school data file,
- The total number of schools on the school data file, and
- Contact information for the person who should receive the PCSchool sample documents.

Complete the Information Worksheet with the following information:

- The name of your state, district, territory, or tribal government.
- The sample allocation. Select one of the two choices:
 - Sample
 - Census
- The number of participating schools desired, if you are conducting a sample.

The number of participating schools desired is based on the number of eligible schools and the desired level of precision (i.e., margin of error). Not every eligible school is surveyed, so survey results provide an estimate of the data. The level of precision is conveyed by providing the survey estimate plus or minus its margin of error. A margin of error of $\pm 5\%$ is generally acceptable. Table 2-1 on page 2-9 provides estimated sample sizes for different numbers of eligible schools and varying levels of precision.

- The estimated school response rate.
The estimated school response rate is the percentage of schools in your sample (or census) that you expect to participate. You can estimate this rate based on previous Profiles or similar surveys that have been conducted in your jurisdiction. A Westat statistician can provide you with past

school response rates of your Profiles. The minimum response rate required for weighted data (i.e., data that can be generalized to all eligible schools in your state or district) from your survey is 70%. The estimated school response rate that you enter on the worksheet must be at least 70%.

Call your Westat statistician if you have questions about completing the School Data File Form or the Information Worksheet for PCSchool.

After completing the School Data File Form and the Information Worksheet for PCSchool send them, along with the updated school data file, to:

2012 Profiles Sampling
 Westat TA 2015F
 1600 Research Boulevard
 Rockville, MD 20850
 Email address: ProfilesSampling@westat.com



**Have
 Westat
 Select
 Your
 Sample**

Westat will select your sample for you. PCSchool, the specialized software Westat uses to select your sample, selects an equal probability sample of schools (i.e., each school has the same chance of being in the sample).

PCSchool creates a list of the selected schools and a Survey Tracking Form so that you can monitor the participation of each school. These documents are sent to the person identified on the School Data File Form. Westat also will create an electronic tracking form in Microsoft Excel. Formulas have been inbedded in the electronic form to automatically calculate an estimated response rate.



**Calculate
 Your
 Response
 Rates**

School participation in the survey is very important. A high response rate allows you to report your results with confidence. A low response rate raises questions of whether responding schools are different from nonresponding ones. For either a census or a sample, set **70%** as your goal for the minimum response rate you will obtain. This minimum level of response will permit your data to be weighted.

Response rates will be calculated separately for the principal and teacher surveys. The response rate is:

$$\frac{\# \text{ of usable principal (or teacher) questionnaires}}{\# \text{ of eligible sampled schools}}$$

For example, if you sampled 200 schools, 5 were closed, and you received 162 principal questionnaires and 170 teacher questionnaires, then the principal questionnaire response rate is 83% (162/195). The teacher questionnaire response rate is 87% (170/195).

Once Westat has selected your sample, they will calculate the minimum number of responding principals and teachers you need to obtain a 70% response rate. Westat will inform you of this number before you begin your survey. Remember, this is the **minimum** number of respondents you need; it is always a good idea to obtain more than this number so that your survey results are more precise.

Do not select replacement schools for nonparticipants. This will **not** increase your response rate. Your response rate is based on originally sampled schools only. However, following up with nonresponding schools can be very effective in increasing your response rate. See Chapter 3, *Conducting Your Survey*, for recommended methods of follow-up.



Manage Overlapping Schools

If you have schools in your sample that also have been sampled for another Profiles (e.g., a state, local, or tribal government Profiles), make sure to work out a plan to send the surveys only once to these schools. Westat will notify you of these overlaps and provide you with the other agency's contact information. It is important to coordinate with the other agency that will administer the surveys in the overlapping schools or vice versa. Know who your contact(s) is/are in the other agency with whom you need to come to an agreement. Stay in touch with the other agency during the administration process. If you are not responsible for collecting the overlap schools, do not include them as you track participation. Do not assume the schools have participated. Rather, you should attempt to reach 70% among the schools you are tracking.

Westat and CDC will also track the overlaps and are responsible for sharing the data across states and districts, so there is no need to transfer data before they arrive at Westat. The agreement reached between the agencies should be communicated to Westat so that when your data are received, processing can be completed in a timely and accurate manner.

EXHIBIT 2-1.
School Data File Form

<p>Please complete this form and send it with the school data file to: 2012 Profiles Sampling Westat TA2015F 1600 Research Boulevard Rockville, MD 20850</p> <p>Email address: ProfilesSampling@westat.com</p>
<p>State or district name: _____</p>
<p>Source of school data file:</p> <p><input type="checkbox"/> Westat</p> <p><input type="checkbox"/> State or district</p> <p><input type="checkbox"/> Other (please specify): _____</p> <p>Date of file update: _____</p> <p>Total number of schools on the school data file: _____</p>
<p>Westat should send the PCSchool sample documents to:</p> <p>Name: _____</p> <p>Address: _____</p> <p>_____</p> <p>_____</p> <p>Phone: _____</p> <p>Email address: _____</p>

A copy of this form may be downloaded from the Survey TA web site at www.surveyta.org.

EXHIBIT 2-2.
Information Worksheet for PCSchool

State or district name: _____

Sample allocation:

Sample..... Number of participating schools desired: _____

Census

Estimated school response rate: _____

TABLE 2-1.
Estimated Number of Participating Schools Desired

Number of eligible schools in jurisdiction*	Margin of error				
	±1%	±2%	±3%	±4%	±5%
100 or fewer	Conduct census of schools				
200	188	188	174	157	139
500	480	423	352	285	230
1,000	915	721	534	392	294
1,500	1,311	943	645	449	324
2,000	1,673	1,115	719	483	341
2,500	2,005	1,252	773	507	353
3,000	2,310	1,363	814	523	361
3,500	2,592	1,455	846	536	367
4,000 or more	2,854	1,533	871	546	371

* If the number of eligible schools in your state or district falls between two values in the eligible schools column, use the estimated sample size (estimated number of participating schools desired) for the larger value. For example, if you have 2,700 schools, the number of participating schools you need for a margin of error of ±5% is 361.



You can collect information for your School Health Profiles most efficiently by conducting a mail survey

Profiles was developed collaboratively with state and local education and health agencies to help you develop an overall picture of school health policies and practices in middle schools and high schools in your jurisdiction.

This chapter focuses on collecting data by mail using the scannable principal and teacher questionnaire booklets. If you would like to conduct a web-based survey, please see Appendix F.

This chapter describes the following:

- Content of the school principal and lead health education teacher questionnaire booklets,
- Advantages of conducting a mail survey, and
- How to plan and schedule survey administration activities.

Examples of cover letters, teacher identification postcards, the Survey Tracking Form, thank-you/reminder postcards, follow-up letters and emails, and a telephone script are also provided.



Content of the School Principal and Lead Health Education Teacher Questionnaire Booklets

Two scannable questionnaire booklets have been developed to survey school principals and lead health education teachers in a census or sample of middle schools and high schools in your jurisdiction. The secondary school principal questionnaire has been modified slightly for use with elementary school principals. The questionnaire booklets (see Appendix A) allow you to gather the following information:

From Principals

- Whether the school has ever used the School Health Index or other self-assessment tool,
- Whether the school's School Improvement Plan includes health-related objectives,
- Whether the school has a school health coordinator,
- Whether the school has a school health council and the composition and activities of that council,
- School practices related to lesbian, gay, bisexual, transgender, or questioning youth (secondary school only),
- School policies on HIV infection or AIDS,
- Whether physical education is required,
- The grades in which a required physical education course is taught,
- Professional development for staff who teach physical education,

- Materials provided for staff who teach physical education,
- Opportunities to participate in intramural and interscholastic sports (interscholastic sports for secondary school only),
- Joint use agreements,
- Classroom-based physical activity,
- School policies on tobacco-use prevention,
- Whether specific types of tobacco are prohibited, for whom, where, and when,
- Procedures to inform students, faculty and staff, and visitors about tobacco-use prevention policies,
- How tobacco-use violations by students are handled,
- Availability of tobacco cessation services,
- School policies and practices related to nutrition,
- School practices related to asthma management,
- School health services and referrals related to HIV, STD, and teen pregnancy (secondary school only), and
- Family and community involvement in HIV, STD, or teen pregnancy prevention.

From Lead Health Education Teachers

- Whether health education instruction is required,
- Number of required health education courses and the grades in which a required health education course is taught,
- Need to repeat a required health education course,
- Materials provided for health education teachers,
- Skills addressed by the health education curriculum,
- Health topics on which teachers address knowledge in required courses,
- Tobacco-use prevention topics covered in a required course,
- Pregnancy, HIV, or STD prevention topics covered in a required course,
- Nutrition and dietary behavior topics covered in a required course,
- Physical activity topics covered in a required course,
- HIV, STD, or pregnancy prevention programs provided for ethnic/racial minority youth at high risk,

- Collaboration between health education staff and other groups,
- Whether parents and families have been provided with health information,
- Health education topics on which teachers have received training and would like training,
- Major emphasis of professional preparation,
- Current certification, and
- Years of experience teaching health education.

While the survey is not anonymous, informing principals and teachers that their answers will remain **confidential** is critical to the success of your survey. In addition, principals and teachers must know that their answers will be used to assess needs rather than to monitor compliance with policies, and that no negative consequences will occur as a result of their responses.



Advantages of Conducting a Mail Survey

The advantages of conducting a mail survey, compared to in-person or telephone interviews, include:

- **Cost.** Postage, mailing supplies, and labor generally are less expensive than hiring, training, and supervising telephone or in-person interviewers. In addition, no travel costs are incurred. Questionnaire booklets are provided at no cost to your agency.
- **Labor.** Fewer staff are needed to assemble survey mailing packets than to conduct interviews.
- **Coverage.** Mail questionnaires permit wide geographic coverage and reach principals and teachers who may otherwise be difficult to contact.
- **Time.** Principals and teachers are free to complete the questionnaires at their convenience.
- **Quality of responses.** Mail questionnaires allow respondents to check information with other sources.



How to Plan and Schedule Survey Administration Activities

Principals and teachers will consider the quality of the survey, the steps you have taken to ensure confidentiality, the potential benefits of their participation, and the ease of participation when deciding whether to respond. Careful planning and coordination will help obtain a high response rate and quality data. Scannable questionnaire booklets, provided by Westat, allow you to collect data accurately and quickly. A schedule for major survey activities is provided in Table 1-1 on page 1-6.

Expand the survey administration portion of your schedule to include how and when to:

- Select dates for mailing questionnaire booklets;
- Order scannable questionnaire booklets from Westat;
- Prepare and print cover letters and return postcards;
- Establish a survey tracking system;
- Produce mailing labels addressed to schools;
- Prepare questionnaire booklets to be sent to respondents;
- Assemble survey materials for mailing;
- Mail survey packets;
- Follow up with nonresponding principals and teachers; and
- Review incoming questionnaires for completeness and logic.

Select dates for mailing questionnaire booklets

Plan around the school calendar and important school events when you select the dates. To help achieve the highest response rate possible, avoid mailing during busy times, such as at the beginning or end of a semester. Select mailing dates that allow sufficient time for assembly of your materials. Allow enough time for principals and teachers to review the questionnaire booklet, call you with questions, and complete and return the questionnaire booklet. Build in time for following up with nonresponding principals and teachers too. (See the suggested timeline in Table 1-1 on page 1-6.)

Order scannable questionnaire booklets from Westat

The respondents' first impressions of the questionnaire booklets will influence their decision to participate in your survey. Because school personnel receive many competing survey requests, your questionnaires must motivate principals and teachers to participate. The scannable questionnaire booklets were designed to give your survey a professional appearance. They are available to order from Westat at no cost to your program.

To determine how many questionnaire booklets you need, total the following:

- The number of information copies needed to solicit support from administrators, school boards, or other agencies,
- The number of copies for your original mailing to schools in your census or sample, and
- The number of copies for your remailing to principals and teachers who never received or misplaced the original questionnaire. **Plan on remailing questionnaire booklets to half of your original sample.**

Prepare and print cover letters and return postcards

Before you assemble your survey packets, you might consider sending an advance letter notifying principals that the questionnaires will be coming soon. This letter will help establish the importance of the survey, and might increase your response rates because the principal will already be aware of the survey.

When you send the full survey packet to the school principal, it should include:

- Two cover letters, one to the principal and one to the lead health education teacher,
- A principal and a teacher questionnaire booklet,
- Two large, stamped reply envelopes, one for the principal questionnaire and one for the lead health education teacher questionnaire,
- Letters of support, if available, and
- Profiles fact sheets, if available.

Cover letters are important for establishing the legitimacy of the survey. Print them on agency letterhead and have them signed by the highest agency official possible. The letters should include:

- The purpose of the survey, including how the data will be used,
- The voluntary nature of the survey,
- The importance of the respondents' participation to data quality,
- The name and telephone number of someone in your agency to call if questions arise,
- The deadline for return of the completed questionnaire booklets,
- Instruction not to fold the questionnaire booklets,
- An offer to share results with those who complete the questionnaire booklets, and
- The agency's appreciation for respondents' time and cooperation.

Principals are asked to give the teacher questionnaire booklet to the lead health education teacher in the school. In some instances, the lead health education teacher is the only health education teacher; in others, the lead health education teacher is the department chair, the most senior health education teacher, or the teacher most knowledgeable about required instruction on health topics.

The lead health education teacher is asked to answer for the school. Though one teacher's responses may not represent health policies and practices in an entire school, selecting the lead health education teacher represents the most workable solution to concerns about how principals would identify the most appropriate respondent.

An example of a cover letter to school principals is presented in Exhibit 3-1 on page 3-12. An example of a cover letter to lead health education teachers is presented in Exhibit 3-2 on page 3-13. These examples can be downloaded from the Survey TA website and modified for your specific agency needs.

Also, consider including a postage-paid postcard that principals can return once they identify the lead health education teacher. The postcard also serves as an acknowledgment of the receipt of the questionnaire booklets. These cards allow you to send additional correspondence directly to the teacher involved. See Exhibit 3-3 on page 3-14 for an example of this postcard. **If you plan to follow up by email, you can also include a space for principals to write their email addresses.**

Establish a survey tracking system

Survey tracking is essential, even if you are conducting a census, i.e., a survey of all schools. A system for tracking questionnaire booklets helps you maintain your schedule and monitor your responses.

Westat will send you a Survey Tracking Form created in Microsoft Excel (Exhibit 3-4 on page 3-15.) This form lists all of the schools selected for the survey and provides columns for recording the status of each school's response. You may use this form provided by Westat or one you have created yourself.

Survey tracking requires attention to detail and good record keeping. Other staff should be able to make sense of your tracking form. Use consistent notations, and keep the information current and accurate. Your Survey Tracking Form tells you which schools need follow-up contact.

To combine and analyze the results from the principal and teacher questionnaire booklets from each school, a unique code/ID must be assigned to each **school**. PCSchool will provide an ID for each school selected. These school IDs are included on the Survey Tracking Form. They will be part of your initial data file but can be destroyed after your data have been analyzed. This method protects the confidentiality of respondents while allowing the necessary analyses to be conducted.

Produce mailing labels addressed to schools

Once you have the names of your selected schools, obtain the most current and complete address and the principal's name, telephone number, and email address for each one. This information should be available from your education agency and is useful for follow-up contact. If your sample is small, you may want to type your mailing labels. However, a more efficient method is to create the mailing labels from the mailing labels file generated by PCSchool. Westat will send you this file if you want to use it to create labels.

Prepare questionnaire booklets to be sent to respondents

Fill in the official school name and the ID generated by PCSchool on each principal and teacher questionnaire booklet, and fill in the grade span on each principal questionnaire booklet **before** mailing them to the schools. If you develop your own tracking form, make sure to enter the PCSchool ID for each school on the form. This will alleviate the possibility of unidentified questionnaire booklets being returned for processing. **Do not** apply pre-addressed labels to the questionnaire booklets, as they interfere with the scanning process.

If for any reason you use your own school ID, make sure it is unique. We strongly encourage you to use the PCSchool IDs. Use of non-PCSchool IDs will slow processing considerably. If you have any questions about which ID to use, please contact your Westat statistician.

Assemble survey materials for mailing

Assemble your survey materials into packets for mailing. Line up stacks of survey materials in order of their position in the packets for easy assembly. Remember, the return envelopes must be large enough for the questionnaires to fit in without being folded. Your assembly line should include the following:

- Cover letter, questionnaire booklet, and postage-paid, self-addressed return envelope for the principal,
- Return postcard acknowledging receipt of the survey packet and the name of the lead health education teacher,
- Support letter(s), if available,
- Cover letter, questionnaire booklet, and postage-paid, self-addressed return envelope for the lead health education teacher,
- Outer mailing envelope, and
- Mailing labels addressed to principals of schools in your survey.

Assign someone the task of checking all materials before putting them in the envelopes, ensuring that the PCSchool ID on the questionnaire booklets matches that of the school to which they are sent. Having the official school name on the questionnaire booklets along with the PCSchool ID reduces the possibility of errors.

*Mail survey
packets*

Mail your survey packets, allowing sufficient time for them to reach the schools. Other transmittal methods, such as interoffice mail, should be considered if they are reliable within your agency. Do not expect that all questionnaire booklets will be completed and returned after your first mailing. In fact, you may have to mail additional copies to as many as half of the schools.

Soon after your first mailing of survey packets, expect to begin receiving telephone calls with questions about the survey. Be prepared to provide consistent answers for similar questions. Meet with any staff persons helping you respond to calls, and review common questions and responses. Some commonly asked questions and answers about Profiles are provided in Appendix D. Part I of Appendix D contains questions that you or others at your agency may have. Part II contains questions that you might receive from schools in your sample.

As completed questionnaires are returned, update your Survey Tracking Form. Some state agencies have more than one school with the same name. Be sure to record status information in the correct space by checking the name, location, and PCSchool ID. Keep a running total of how many completed questionnaires you have received, and how close that number is to the minimum number you need to obtain a 70% response rate. The electronic survey tracking form automatically calculates the response rates each time you enter that a questionnaire has been returned. Westat will contact you periodically to obtain this information. Or, you may regularly send your tracking form to your Westat operations person. Please keep in mind the response rates calculated by the formulas in the tracking form are estimates only. The final response rates are determined by the Westat statisticians once scanning is complete.

*Follow up with
nonresponding
principals and
teachers*

Follow-up contact is a critical part of the survey process and often is the only way to ensure a response rate sufficient to yield generalizable (or quality) data. Nonresponse has the potential for introducing considerable bias into your data. Schools with principals or teachers who refuse or fail to respond may differ from schools with responding staff, and you will have no way of knowing how they differ. For the principal and teacher surveys, a response rate of at least 70% for each survey is required to obtain weighted data. When the response rate is

low, survey data may not accurately describe the population. In that case, the data are not weighted and the responding schools do not represent all schools.



Begin to contact nonresponding principals and teachers two to three weeks after the first mailing. Your Survey Tracking Form is the best way to monitor responses. Multiple contacts may be necessary to get completed questionnaires. Allow time for multiple follow-up contacts in your survey schedule. Columns may be added to the electronic tracking form to document when you followed up and the method you used (email, postcard, phone call, etc.).

Follow-up methods may include:

- Sending thank-you/reminder postcards,
- Mailing another copy of the questionnaire booklet with a revised cover letter (make sure to enter the correct PCSchool ID on the questionnaire booklet),
- Calling nonrespondents with an offer to send another questionnaire booklet or to collect the information over the telephone, and
- Using email for thank-you/reminder notes or for sending the questionnaires as email attachments.

A relatively simple first follow-up contact is a postcard mailed to all principals two to three weeks after the first mailing. The purpose of the card is twofold. Principals who have returned questionnaire booklets are thanked, and principals who have not responded are reminded to do so. If the principal has responded but the lead health education teacher has not, use a similar thank-you/reminder postcard. Examples of both thank-you/reminder postcards are shown in Exhibit 3-5 on page 3-16.

After about another two weeks, make a second follow-up contact with the remaining nonrespondents. This follow-up contact might be a second questionnaire booklet sent by priority mail with a revised cover letter. Examples of follow-up letters are shown in Exhibits 3-6 and 3-7 on pages 3-17 and 3-18, respectively.

Make a third follow-up contact after another two weeks (a total of six to seven weeks after the first mailing) by telephoning the principals of schools for which you have not received both completed questionnaire booklets. You can ask them to complete the survey in a telephone interview if they have not yet completed the questionnaire booklet. If you select this option, you must ask respondents the survey questions

exactly as they are written with no modifications. If the principals or the lead health education teachers have completed the questionnaires but have not mailed them yet, you may ask them to read to you their answers from the completed questionnaire booklets over the telephone. Respondents may also fax their completed surveys to you. However, you must then transfer their responses to survey booklets; photocopies or faxed copies will not scan properly. Telephone follow-up is often the key to a higher response rate. An example of a telephone script for this contact is shown in Exhibit 3-8 on page 3-19.

Another option is to email the questionnaires as a Microsoft Word template file (.dot) to the principals and teachers. The respondents may fill out the file electronically and send it back to you via email. Or, they may print out the emailed questionnaire, complete it on hard copy, and then fax it to you. Again, you will need to transfer their responses to a booklet from either the faxed copy or the emailed copy. Contact Westat if you need electronic versions of the questionnaires. (See Exhibits 3-9, 3-10, and 3-11 for an example emails.)

Use some combination of these follow-up methods, depending on your schedule and resources, to ensure a good response rate. A minimum 70% response rate of **usable** questionnaires is needed to weight the data for your surveys. Chapter 2 describes how response rates are calculated.

Once you have reached at least a 50% response rate for both principal and lead health education teachers, Westat might be able to assist you with your follow-up efforts. To take advantage of this service, you will need to provide Westat with an up-to-date tracking form, phone numbers of the nonresponding schools, and principal names and email addresses, if available.

The amount and level of follow-up contact depends on your resources and available time. However, the increased response rate is worth the effort. A typical mail survey may yield a 40% response rate from a first mailing. Another 20% response rate may result from a thank-you/reminder postcard, and an additional 20% response rate from sending a second survey packet or making a telephone call. Follow-up contacts require effort, but the resulting final response rate of 80% is far better than settling for the initial 40%. The higher response rate will ensure that your survey is representative of your entire jurisdiction. If you use a survey contractor, your agency's involvement may make the difference in the number of schools that respond. Letters of support from superintendents can be a key to high response rates. Actively assist your survey contractor with this effort.

Review incoming questionnaires for completeness and logic

After you have noted on the Survey Tracking Form that a questionnaire booklet has been returned, review it quickly for problems. Some problems are obvious, such as questionnaires that are returned blank. Other problems may include missing responses or stray marks on the questionnaire.

To have quality data for your Profiles, you may need to contact principals and teachers to obtain missing information. If only a few items are missing, a brief telephone call should be all that is necessary to make the corrections. Using email to clarify missing responses is another alternative. If many items are missing, mail or fax a request for information with a photocopy of the questionnaire on which you have highlighted the missing items.

EXHIBIT 3-1.

Example Cover Letter to Principals

Dear Principal:

For more than (#) years, (jurisdiction) has maintained a cooperative agreement with the Centers for Disease Control and Prevention (CDC). This partnership between CDC and (jurisdiction) has been formed to foster coordinated school health policies and programs for our youth. As part of our cooperative agreement activities, we are conducting surveys of principals and lead health education teachers to assess the status of school health policies and practices at the middle school and high school levels. The data collected and presented as School Health Profiles will be used to improve school health policies and practices in our schools.

Your response to this survey is very important. Without an accurate view of the extent of our current school health policies and program activities, we cannot plan and allocate program resources adequately. School Health Profiles is critical for designing and administering programs to meet the needs of our students and to provide a basis for future requests for funding. A letter from (name), supporting this survey and encouraging your participation, is included in this packet.

Your school was chosen through a random selection process to participate in this survey.¹ Each school is receiving two questionnaire booklets — one for you, the principal, to complete, and one for the lead health education teacher. This teacher may be your only health education teacher, the department chair, the most senior health education teacher, or the teacher who is most knowledgeable about required instruction on health topics. Determine which teacher best fits this description. Give the teacher questionnaire and cover letter to your lead health education teacher. Return the enclosed postage-paid postcard with the teacher's name so our follow-up correspondence can be addressed appropriately.

We are aware that some principals oversee schools at more than one level (e.g., both a middle school and a high school). Please complete the enclosed questionnaire only for the grade span indicated on the booklet.

Although participation is voluntary, completed and returned questionnaire booklets from both you and your lead health education teacher will help provide a more accurate portrayal of your school. No data will be reported about individual schools, principals, or teachers.

Read carefully before responding to each question. Please feel free to consult with other people if you are not sure of an answer. Individual responses will be kept confidential, and at no time will your identity or that of your teacher, school, or community be disclosed. The identifying information requested will be used only for contacting you to clarify information you provide, if necessary.

Please return the completed questionnaire booklet in the enclosed pre-addressed, postage-paid envelope by (deadline). Please do not fold the questionnaire booklet. When completed, we will send your school a copy of the School Health Profiles report. If you have any questions, please call (contact name) at (phone number and email address). Your time and cooperation are appreciated.

Sincerely,

Name

Title

¹If you are surveying all schools, the following statement could be used: All schools in (jurisdiction) are being asked to participate in this survey.

EXHIBIT 3-2.

Example Cover Letter to Lead Health Education Teachers

Dear Lead Health Education Teacher:

For more than (#) years, (jurisdiction) has maintained a cooperative agreement with the Centers for Disease Control and Prevention (CDC). This partnership between CDC and (jurisdiction) has been formed to foster coordinated school health policies and practices for our youth. As part of our cooperative agreement activities, we are conducting surveys of principals and lead health education teachers to assess the status of school health policies and practices at the middle school and high school levels. The data collected and presented as School Health Profiles will be used to improve school health policies and practices in our schools.

Your response to this survey is very important. Without an accurate view of the extent of our current school health education activities, we cannot plan and allocate program resources adequately. School Health Profiles is critical for designing and administering programs to meet the needs of our students and to provide a basis for future requests for funding. A letter from (name), supporting this survey and encouraging your participation, is included in this packet.

Your school was chosen through a random selection process to participate in this survey.¹ Each school is receiving two questionnaire booklets — one for you, the lead health education teacher, to complete, and one for the principal. Your principal has identified you as the teacher who best fits the description of the lead health education teacher.

Although participation is voluntary, a completed and returned questionnaire booklet from you will provide a more accurate portrayal of your school. Read carefully before responding to each question. Individual responses will be kept confidential, and at no time will your identity or that of your school or community be disclosed. The identifying information requested will be used only for contacting you to clarify information you provide, if necessary.

Please return the completed questionnaire booklet in the enclosed pre-addressed, postage-paid envelope by (deadline). Please do not fold the questionnaire booklet. When completed, we will send your school a copy of the School Health Profiles report. If you have any questions, please call (contact name) at (phone number and email address). Your time and cooperation are appreciated.

Sincerely,
Name
Title

¹If you are surveying all schools, the following statement could be used: All schools in (jurisdiction) are being asked to participate in the survey.

EXHIBIT 3-3.

Example Lead Health Education Teacher Identification Postcard

Please return this postage-paid card promptly with the name of the lead health education teacher in your school who will be completing the School Health Profiles teacher questionnaire booklet.

Lead Health Education Teacher's Name

Lead Health Education Teacher's Email Address, if available

School Name

Principal's Name

EXHIBIT 3-4.

Example Survey Tracking Form

PC School ID	SCHOOL NAME	GRADE SPAN	ENROLLMENT GRADES 6 - 12	Initial Mailing Date	Principal Questionnaire Date Received	Teacher Questionnaire Date Received	Postcard reminder sent	Principal Questionnaire resent	Teacher Questionnaire resent	COMMENTS - Use this column to document phone calls or add additional columns to spreadsheet. (If ineligible, list reason in this column.)
1	BARRE HIGH	0608	134							
2	CHEVY CHASE JR	0608	149							
3	BOWIE JR	0608	88							
4	BROCKTON JR	0608	289							
5	BRONX HIGH	0608	94							
6	CHURCHILL JR	0608	129							
7	DUVALL HIGH	0608	115							
8	GAITHERSBURG HIGH	0608	467							
9	LODI HIGH	0608	251							
10	MARK TWAIN HIGH	0608	66							
11	MONTGOMERY JR	0608	414							
12	NEWTON NORTH MIDDLE	0608	508							
13	NEWTON SOUTH HIGH	0608	170							

EXHIBIT 3-5.

Example Thank-You/Reminder Postcards
First Follow-up Contact
Two to Three Weeks After Initial Mailing

Dear Principal:	Date
<p>About two weeks ago, you were sent the principal questionnaire booklet for School Health Profiles from the (agency). If you have completed and returned your questionnaire booklet, we want to thank you for your time, cooperation, and input.</p> <p>If you have not yet done so, please complete and return the questionnaire booklet at your earliest convenience. If you need another copy of the questionnaire booklet, or have any questions, please contact (<i>contact name</i>) at (<i>phone number and email address</i>). We recognize the many demands placed on your time and appreciate your efforts in completing this questionnaire booklet.</p> <p>Sincerely, (<i>Name</i>)</p>	

Dear Teacher:	Date
<p>About two weeks ago, you were sent the teacher questionnaire booklet for School Health Profiles from the (agency). If you have completed and returned your questionnaire booklet, we want to thank you for your time, cooperation, and input.</p> <p>If you have not yet done so, please complete and return the questionnaire booklet at your earliest convenience. If you need another copy of the questionnaire booklet, or have any questions, please contact (<i>contact name</i>) at (<i>phone number and email address</i>). We recognize the many demands placed on your time and appreciate your efforts in completing this questionnaire booklet.</p> <p>Sincerely, (<i>Name</i>)</p>	

EXHIBIT 3-6.Example of Revised Cover Letter for Remailing of Questionnaires to Principals
Second Follow-up Contact

Date
Dear Principal:
Recently you were mailed the School Health Profiles principal and teacher questionnaire booklets for your school. If you have not done so already, please complete the principal questionnaire booklet and return it as soon as possible. ¹ In case you do not have the questionnaire booklet, we have enclosed another copy, along with a return envelope. Confidentiality of responses is assured for all respondents. Information will be aggregated only on a (district-wide or statewide) basis.
Your response to this survey is very important. Without an accurate view of the extent of our current school health policies and program activities, we cannot plan and allocate program resources adequately. School Health Profiles is critical for designing and administering programs to meet the needs of our students and to provide a basis for future requests for funding. A letter from (name), supporting this survey and encouraging your participation, is included in this packet.
Questionnaire booklets were mailed to schools chosen by a scientific selection process. ² The response of each selected school is important. If you have mailed your completed questionnaire booklets recently, thank you for your participation. If you have any questions, please contact (contact name) at (phone number and email address).
Sincerely, Name Title
Enclosures

¹If the principal has not returned the postcard naming the lead health education teacher, change this sentence to: If you have not done so already, please complete the enclosed reply postcard indicating the name of the lead health education teacher you selected. Also, please complete your questionnaire and return it as soon as possible.

²If conducting a census, change this sentence to: Questionnaires were mailed to all schools in (jurisdiction).

EXHIBIT 3-7.

Example of Revised Cover Letter for Mailing of Questionnaires
to Teachers
Second Follow-up Contact

Date
Dear Lead Health Education Teacher:
Recently you were given the School Health Profiles lead health education teacher questionnaire booklet for your school. If you have not done so already, please complete the questionnaire booklet and return it as soon as possible. In case you do not have the questionnaire booklet, we have enclosed another copy, along with a return envelope. Confidentiality of responses is assured for all respondents. Information will be aggregated only on a (district-wide or statewide) basis.
Your response to this survey is very important. Without an accurate view of the extent of our current school health policies and program activities, we cannot plan and allocate program resources adequately. School Health Profiles is critical for designing and administering programs to meet the needs of our students and to provide a basis for future requests for funding. A letter from (name), supporting this survey and encouraging your participation, is included in this packet.
Questionnaire booklets were mailed to schools chosen by a scientific selection process. ¹ The response of each selected school is important. If you have mailed your completed questionnaire booklet recently, thank you for your participation. If you have any questions, please contact (contact name) at (phone number and email address).
Sincerely, Name Title
Enclosures

¹If conducting a census, change this sentence to: Questionnaires were mailed to all schools in (jurisdiction).

EXHIBIT 3-8.

Suggestions for Script for Telephone Calls to Principals
Third Follow-up Contact

Hello, this is (name) calling from the (agency). May I please speak to (principal's name)?

IF THE PRINCIPAL IS NOT AVAILABLE, ASK FOR BEST TIME TO CALL BACK, AND MAKE A NOTE OF IT.

Thank you. I will try again at that time. Please leave a message that I called about the School Health Profiles survey. If (principal's name) would prefer to call me, the number is (telephone number).

IF THE PRINCIPAL IS AVAILABLE:

My name is (name). I am calling from the (agency) about the School Health Profiles questionnaire booklets sent to you several weeks ago. A second mailing was sent two weeks ago. Have you received a copy of the questionnaire booklets?

IF NO, OFFER TO SEND. BE SURE TO VERIFY THE NAME AND ADDRESS.

IF YES:

When can we expect your completed survey back?

IF SOON:

Thank you very much. We look forward to receiving it.

IF BEYOND THE END OF THE DATA COLLECTION PERIOD:

We want to make the data collection process as simple as possible for you so that your very important data will be included in the results. However, we need to finalize the survey work very soon. Could you possibly give me your responses over the phone?

IF LEAD HEALTH EDUCATION TEACHER HAS NOT RETURNED QUESTIONNAIRE:

Have you given the teacher questionnaire booklet to your lead health education teacher? When can we expect to receive that questionnaire booklet? May I contact the lead health education teacher directly?

AT THE END OF ALL CALLS:

Thank you for your cooperation.

EXHIBIT 3-9.

Suggestions for Emails to Principals
Third Follow-up Contact –
Missing Principal and Teacher Questionnaires

Dear Principal:

The 2012 School Health Profiles survey was sent to your school several weeks ago. There were two questionnaires included in the mailing - one for you to fill out and one for your lead health education teacher. I know we have contacted you many times, and I appreciate your patience. **We need your input in order to have data that represent all secondary schools in this [JURISDICTION].** The data are vital for improving health education in this [jurisdiction].

I have attached the principal survey and the lead health teacher survey to this email as a Word document. Please complete the principal survey, save it, and email it back to me **by [DATE]**.

Please forward the lead health teacher survey to the appropriate staff person at your school and ask him/her to complete it, save it, and email it back to me. This teacher may be your only health education teacher, the department chair, the most senior health education teacher, or the teacher who is most knowledgeable about required instruction on health topics. [DATE] is also the deadline for the teacher survey.

If you prefer, the questionnaires also may be printed, filled out, and faxed to my attention [FAX NUMBER] by [DATE].

Thank you for your help with these surveys. Your input and your teacher's input are invaluable.

Best regards,

EXHIBIT 3-10.

Suggestions for Emails to Principals
Third Follow-up Contact -
Missing Teacher Questionnaire Only

Dear Principal:

Thank you for completing and returning the 2012 School Health Profiles principal survey! Your input is invaluable.

In addition to the principal survey, we had sent a lead health teacher questionnaire. We have not received a completed questionnaire from whomever you asked to participate. Your teacher's input is as important to the success of the survey as your input. I have attached a Word version of the questionnaire to this email. Please forward it to the appropriate teacher at your school. This teacher may be your only health education teacher, the department chair, the most senior health education teacher, or the teacher who is most knowledgeable about required instruction on health topics.

He/she can complete the survey electronically, save it, and email it back to me **by [DATE]**. Or, the questionnaire may be printed, completed, and faxed to my attention **[FAX NUMBER]**. If you, or your teacher, have any questions about the 2012 Profiles survey, I may be reached at **[PHONE NUMBER]**.

Again, thank you for your help with these surveys.

Best regards,

EXHIBIT 3-11.

Suggestions for Emails to Principals
Third Follow-up Contact -
Missing Principal Questionnaire Only

Dear Principal:

The 2012 School Health Profiles survey was sent to your school several weeks ago. There are two parts to this survey. We have received one part - the lead health education teacher questionnaire. We have not, however, received the second part - the principal questionnaire. Your input is as important to the survey as your teacher's input.

Please complete the attached survey electronically, save it, and then email it back to me **by [DATE]**. Or, if you prefer, the questionnaire may be printed, completed, and faxed to my attention **[FAX NUMBER]** instead. If you have any questions about the 2012 Profiles survey, I may be reached at **[PHONE NUMBER]**.

Please thank your lead health teacher for completing and returning the 2012 School Health Profiles teacher survey! And, thank you for your help with these surveys. Your input and your teacher's input are **invaluable**.

Best regards,



Westat will scan your questionnaire booklets at no cost to your agency, even if you use a contractor to conduct the survey

After you have collected completed questionnaire booklets and recorded their receipt on your Survey Tracking Form, your next step is to prepare the questionnaire booklets for scanning. Westat will only scan Profiles questionnaire booklets that are provided by Westat.

This chapter describes the steps to preparing your data for analysis, including how to:

- Assemble your questionnaire booklets for scanning.
- Send your questionnaire booklets and documentation to Westat.



Assemble Your Questionnaire Booklets for Scanning

First, check each questionnaire booklet to be sure it can be scanned correctly. The following questions will help ensure that the booklets can be scanned without problems:

- **Is the questionnaire booklet a photocopy of an original questionnaire booklet?**

Photocopies of scannable questionnaire booklets cannot be scanned, since the questionnaire booklets are printed with a special ink. If the respondent used a photocopied questionnaire booklet, transfer the responses onto a blank questionnaire booklet. Be very careful; transferring answers onto a questionnaire booklet may unintentionally introduce errors. Blank or photocopied courtesy copies of questionnaire booklets sent to administrators should not be sent to Westat.

- **Is the questionnaire booklet folded or does it have ruffled edges?**

Try to flatten the questionnaire booklet. If it cannot be flattened, transfer the responses to a blank questionnaire booklet.

- **Are there any stray marks on the questionnaire booklet?**

If so, erase them completely. If they cannot be erased or appear to interfere with scanning the responses, transfer the responses to a blank questionnaire booklet.

- **Has the questionnaire booklet been completed in ink?**

If the questionnaire booklet has been completed in ink, color over the selected bubbles using a #2 pencil. You do not have to copy the responses to a new questionnaire booklet.

- **Is the school ID filled in and bubbled in correctly?**

If not, erase the mistake completely. Fill in and bubble in the correct PCSchool ID, which can be found on your PCSchool-generated Survey Tracking Form.

- **Is the questionnaire booklet partially completed?**

Some booklets are returned partially completed. Even after efforts to fill in incomplete or missing information, some booklets will remain partially completed. These partially completed booklets still count toward your response rate and you should return them to Westat.

Now arrange your questionnaire booklets as follows:

- **Separate the principal and teacher questionnaire booklets.**

They will be scanned separately.

- **Stack the two sets of questionnaire booklets so they are face-up.**

The questionnaire instructions will be on the top.

- **Pack the questionnaires.**

Be sure to pack the questionnaire booklets so that they will not be damaged during shipment. Boxes or hard-sided envelopes are preferable. Use multiple small boxes for shipping versus one large box. Number the outside of the boxes 1 of 5, 2 of 5, etc., so Westat knows when all boxes have arrived. Finally, be sure your contact information is inside the box, not just on the outside label; labels can accidentally come off during shipping.



**Send Your
Questionnaire
Booklets and
Documentation
to Westat**

Along with the questionnaire booklets, send the following documentation to Westat:

- The Data Submission Cover Sheet (Exhibit 4-1 on page 4-4).
- The State or District Sample Documentation Form (Exhibit 4-2 on page 4-5).
- A copy of your completed Survey Tracking Form (see an example in Exhibit 3-4 on page 3-15). If you used the electronic tracking form, please send it via email to your Westat operations specialist when you ship the questionnaires.

You should also keep a copy of all of the documentation for reference.

The package containing your questionnaire booklets and documentation should be sent to:

2012 Profiles Processing
Westat TA 2015F
Survey Technical Assistance Project
1600 Research Blvd.
Rockville, MD 20850



Do not send your materials through the regular mail. Send your questionnaire booklets and documentation by a traceable method (i.e., Federal Express, UPS, DHL, or Express Mail) to minimize the possibility of your surveys being lost in the mail. If you do not have the money to send your materials through a traceable method, contact Westat at 800-937-8287 or CDC at 770-488-6184.

After Westat has scanned your questionnaires, Westat will send your unedited data to you for your review. Check to see that the number of schools in your data file(s) matches the number of questionnaires you sent to Westat. You have one week to report any problems to Westat. After one week Westat will proceed with data analysis and report generation. Call Westat before the end of one week to expedite the process.

EXHIBIT 4-1.
Data Submission Cover Sheet

School Health Profiles Materials Checklist

Name of state or district: _____

Person completing this form

Name: _____

Phone: _____

Email address: _____

Date: _____

Send the following to Westat:

- A completed State or District Sample Documentation Form,
- A copy of your Survey Tracking Form, and
- Your completed questionnaire booklets for scanning.

EXHIBIT 4-2.
State or District Sample Documentation Form

Name of state or district: _____

Person completing this form

 Name: _____

 Phone: _____

 Email address: _____

Sampling information

- Total number of schools on the school data file: _____
- Number of schools selected for the survey: _____
- Number of selected schools that were ineligible: _____

 If school is ineligible, please explain: _____

• Method of school selection: **PCSchool by Westat** **Other** **(Circle One)**

 If other, please describe method of school selection: _____

- Number of principals who returned completed surveys: _____
- Number of teachers who returned completed surveys: _____



Tailor each type of report to the group you are targeting

The survey process does not end when the data are shipped to Westat for processing. The results need to be disseminated. A primary audience for your Profiles results is CDC, which requests data on progress in meeting cooperative agreement program objectives. Legislators, school board members, and district/state administrators are other primary audiences for your Profiles. These groups can use your data to guide policy decisions regarding school health policies and programs. Your results can be used to help improve teacher training and increase resources.

Share the overall results with the principals and teachers who participated in the survey and with those who supported your Profiles through clearance. This conveys the usefulness and importance of their participation and the resulting survey data. In addition, education department officials and program staff, teachers, trainers, administrators, health department staff, doctors, and other health professionals also may be interested in your results. Sharing results with parents and the community may help build support for school health policies and programs.

Your Profiles results will be of interest to many people in your jurisdiction, particularly when presented with your Youth Risk Behavior Survey (YRBS) results. While the YRBS data provide information about student health-risk behaviors, your Profiles will provide needed information to people responsible for developing school health programs to address these behaviors.

This chapter provides information on how to:

- Understand the importance of reporting results.
- Plan your report.
- Include data from other sources.
- Develop effective reports.



**Understand
the
Importance
of Reporting
Results**

Reporting your results to appropriate audiences in an effective and timely manner can:

- Increase commitments to support school health policies and programs,
- Help you make concrete, data-supported recommendations for school health policies and programs in your jurisdiction,
- Enable you to respond more easily and effectively to public and media requests for information about school health policies and programs, and
- Be used to encourage increased participation in future years.



Plan Your Report

In planning your reports, consider the **audiences** you want to reach, the **style and format** you will use, and the **content** you will include in the report. You can report your results through various methods, including:

- Printed publications, such as newsletters, fact sheets, executive summaries, or a comprehensive report,
- Media presentations, such as a DVD, public service announcement, or web site, and
- Oral presentations made directly to legislators or other interested groups.



Include Data From Other Sources

Your results will be more meaningful if presented with other relevant data. You may want to compare your jurisdiction's data to data that reflect general national results.

Other potential sources of data include:

- Previous Profiles,
- The School Health Policies and Practices Study,
- Your jurisdiction's YRBS, Youth Tobacco Survey (YTS), and/or other student surveys,
- The national school-based YRBS and the national YTS,
- Your state's Behavioral Risk Factor Surveillance System (BRFSS) results,
- Survey results from other states and cities and national organizations,
- Health outcome data,
- Item-by-item rationale for the principal and teacher questionnaires for Profiles (see Appendix B), and
- National health statistics from federal agencies.

Publicity about policies and programs to address health-risk behaviors among youth may generate criticism and/or support from various individuals or groups. Therefore, prepare your reports with input from key advisors. Select a reporting mechanism that provides opportunities for advisors, staff, and key administrators to discuss the implications of your Profiles results.



Develop Effective Reports

Consider the style, format, and content of the product you will target to each audience you want to reach. Multimedia dissemination has a better chance of reaching and persuading a broad audience. Reports that contain visual images are more powerful than those with just written text. Select the findings that

will have the most impact and develop appropriate mechanisms for dissemination. Take advantage of expertise and experience in your agency. If you are using a contractor, clearly specify the kind of report you want. Define your expectations regarding content, format, organization, level of detail, tables, and graphics. CDC provides your results in table and graph format; these can be used for the basis of your report.

Vary the materials you use for reporting to different audiences. For each group, consider:

- Existing levels of knowledge,
- Key concerns and issues,
- Method of presentation most likely to draw that group's attention, and
- Types of information most likely to motivate action.

Emphasize those aspects of your Profiles data that are most interesting to each audience. Focus on the most important points you want to make instead of overwhelming your audience with details. Provide only the level of detail the audience needs or has requested. Organize your findings in a way that clarifies implications for each particular audience.

Some examples are:

- **Executive summary.** A two- or three-page executive summary should include all the relevant information generally needed for the reader to become informed about the subject. Use this reporting mechanism to make recommendations for change based on the reported information.
- **Comprehensive report.** Include many or all findings and details from your Profiles in a comprehensive report. Use bullets, boxes, and graphics to emphasize what you want the reader to remember. Include your executive summary as an introduction. Organize the report by topic and include principal data and teacher data in each section as appropriate.
- **Newsletter.** Use a newsletter to report information specifically addressed to certain groups of people, such as teachers, parents, or other professional or community groups. Contribute to existing newsletters or develop your own.
- **Fact sheets and brochures.** A single-page fact sheet or threefold brochure should focus on three or four key results. Fact sheets also might contain some information about your YRBS results. Include your project name, address, and telephone number. Fact sheets are an easy way to disseminate information widely

- **Visual presentation.** In addition to written reports, you may want visual presentations to report your results before an audience. Consider a PowerPoint presentation depicting the most important findings from your Profiles. Include text interspersed with graphs that focus on a single finding.
- **Web site.** You may want to include your findings on an existing web site or create a web site so you can share your Profiles data more easily and with many interested parties.

When preparing a document or presentation, remember that most people are busy and have many demands on their time. They are interested primarily in major answers to important questions and findings. If you are meeting with a group that is ambivalent about your program, consider the following techniques to promote interest:

- Meet with key individuals one on one before your presentation.
- Treat the group as experts with skills and experiences you value.
- Break large groups into smaller ones, and get the participants involved by asking them for their ideas.

Information in the monograph *Using Your School Health Profiles Data*, provided with your 2012 Profiles results, also will be useful. If you did not receive a copy or need additional copies, please contact CDC at 770-488-6184.