

**Technical Report on the
Community Evaluation Scales (CES)**

**Communities That Care Evaluation Project
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The scales described in this report derive from the questionnaire developed for the evaluation of Communities That Care in Pennsylvania. This research project, funded by the Pennsylvania Commission on Crime and Delinquency, was designed to assess the implementation of CTC in over 20 counties in the state. Each county project was assessed through an extensive in-person interview with the CTC project director, and a more limited (one-hour) interview with about 10 key leaders from each site.

The interview instrument was developed by this project, but core components were based on instruments developed by the Social Development Research Group at the University of Washington (Hawkins, Catalano, and Arthur). Alpha's reported are based on results from interviews conducted with a total of 21 program directors and 182 key leaders. Missing data was set to the variable mean.

Scales were created based on theoretical or experiential dimensions. Scales were then refined based on alpha's and inter-item correlations. There are three types of scales:

1. One is the typical scale for which a mean score is calculated. Alphas are reported for these scales, or, if a two-item scale is used, a simple correlation ("R") between the two items.
2. The second type of scale is a "count": for example, for how many of the items did the respondent answer "yes". Alphas are not reported for these count scales. NOTE: All count scales are calculated as the percentage of items rated a certain way (e.g. "yes") of the number of non-missing items in that pool.
3. Finally, some scales are based on a comparison with expert's rating. That is, for how many of the items for which the experts indicated an item should be answered in a particular way, did the respondent answer in that way? (This is also a count.) For these scales, the percentage of correct answers was taken for all non-missing answers. The expert criterion used for these scales was comprised of ratings by PI Mark Greenberg (Penn State), the two developers of CTC at University of Washington, David Hawkins and Rick Catalano, and their associate Mike Arthur. Only for 2 out of an original pool of 21 items was there appreciable disagreement among the four expert raters, and these items were removed from the scales. Exact agreement rates are reported for the remaining items, and a description of how responses are coded for these scales is included.

Note: Items to be reverse-coded are noted in the description of each scale.

SCALES

Domain I: **READINESS**

- R1 Leader readiness: commitment and consensus
- R2 Community readiness
- R3 Perceived Community Risk
- R4 Strength of Community Ties
- R5 Diversity Values/Attitudes
- R6 Diversity and racial issues in CTC?

Domain II: **ATTITUDES**

- A1 Perceived efficacy of prevention
- A2 Attitudes toward Data
- A3 Correct Program criteria
- A4 Incorrect Program criteria
- A5 Total Program Selection Criteria
- A6 Understanding of correct contributors to problem behavior
- A7 Understanding of factors not contributing to problem behavior
- A8 Understanding of Contributors to problem behavior
- A9 Program Directors perceived support

Domain III: **CTC EXTERNAL RELATIONS**

- X1 Program Directors Coalition count
- X2 CTC following its model w/ FSSR
- X3 Perceived Influence of CTC

Domain IV: **CTC INTERNAL FUNCTIONING**

- I1 Financial, Organizational, and Human Resources
- I2 Board Member Involvement/Support/Motivation
- I3 Benefit of CTC participation
- I4 CTC has clear plan
- I5 CTC sense of direction
- I6 Use of data

Domain V: **CTC EFFICACY**

- E1 CTC effectiveness
- E2 CTC continue?
- E3 Perception of community leader effectiveness in prevention
- E4 CTC leader effectiveness

SCALES

Domain I: Readiness

R1

Scale: **Leader readiness: commitment and consensus**
 Description: Commitment of community leadership to consensus-building and participatory decision-making
 Variable name: Rldrcc
 Items q73c,q73d,q73e,q73g,q75b
 Alpha .80

73. The next set of questions asks about your opinions of the leaders in your community. Please tell me how much you agree or disagree with each of the following statements.

(First,) communities leaders are...	Strongly Disagree	Disagree	Agree	Strongly Agree
c. Able to represent all sectors of the community, including cultural and ethnic minority groups	1	2	3	4
d. Able to build consensus across the community ..	1	2	3	4
e. Willing and able to involve community members in decision making	1	2	3	4
g. Able to manage inter-group conflict within the community	1	2	3	4

75. The next few questions ask for your opinions about how decisions are made and about how conflicts or problems may be handled in your community. Please tell me how much you agree or disagree with each statement.

The (first / next) one is ...	Strongly Disagree	Disagree	Agree	Strongly Agree
b. Residents across all sectors of the community participate in the decision-making process. ..	1	2	3	4

R2

Scale: **Community readiness**
 Description: How ready was the community to implement a collaborative, prevention project?
 Variable name: Rcmty
 Items q75c,q75d,q75e,q75f,q75g
 Alpha .65
 Scoring Note: q75d and q75f are reverse-coded

75. The next few questions ask for your opinions about how decisions are made and about how conflicts or problems may be handled in your community.

The (first / next) one is ...		Strongly Disagree	Disagree	Agree
c.	Though community residents may disagree over ideas, these disagreements do not typically lead to a breakdown in progress.	1	2	3
d.	Community problems overwhelm local community groups	1	2	3
e.	Community groups have the resources to reduce adolescent behavior problems.....	1	2	3
f.	The community never seems to be able to accomplish much at all.....	1	2	3
g.	In the past the community has been successful at addressing social problems	1	2	3

R3

Scale: **Perceived Community Risk**
 Description: Perceptions of seriousness of social problems in community
 Variable name: Rpcmrsk
 Items q72a q72c q72d q72e q72f q72g q72h q72j
 Scoring Note: The score on this measure is based on the number of items for which the respondent rates the problem as Somewhat or Very Serious. That number is then divided by the number of non-missing responses (max=8) for a percentage.

72. Next, I'd like to ask you about some problems that may or may not be present in different communities. For each one, I'd like you to tell me how serious a problem you feel it is in (TARGET AREA)

Not at all serious Not very serious Somewhat serious Very serious

a.	Poverty	1	2	3	4
c.	School quality	1	2	3	4
d.	Racism.....	1	2	3	4
e.	Substance abuse	1	2	3	4
f.	Teen pregnancy	1	2	3	4
g.	Crime	1	2	3	4
h.	Mental illness	1	2	3	4
j.	Youth violence	1	2	3	4
k.	Transition and mobility among residents	1	2	3	4
l.	other _____	1	2	3	4

R4

Scale: **Strength of Community Ties**
Description: Perceived strength of social/community ties in the area
Variable name: Rcmttie
Items: q65, q66, q67
Alpha: .68
Scoring Note: q66 is reverse-coded

65. Most people in (TARGET AREA) feel a strong tie to the community.
1. Strongly disagree
 2. Disagree
 3. Agree
 4. Strongly agree
66. It is difficult to get people in (TARGET AREA) involved in community activities.
1. Strongly disagree
 2. Disagree
 3. Agree
 4. Strongly agree
67. Most people in (TARGET AREA) are committed to addressing community issues.
1. Strongly disagree
 2. Disagree
 3. Agree
 4. Strongly agree

R5

Scale: **Diversity Values/Attitudes**

Description: Diversity and diversity attitudes in the area
 Variable name: Rdivval
 Items q135,q136,q138
 Alpha .74

135. Ethnic and racial diversity in a community can be an asset or an obstacle (or both). How racially/ethnically diverse do you consider your community to be? (RESPONSE CARD #20 AGAIN)

1. Not at all
2. A little
3. Some
4. A lot

136. How important are the ethnic and racial issues in your community?

1. not at all important
2. somewhat important
3. moderately important
4. very important

138. In your community, how much do individuals from diverse ethnic and cultural backgrounds participate in prevention planning and implementation?

1. None
2. A little
3. Some
4. A lot

R6

Scale: **Diversity and racial issues in CTC?**
 Description: Diversity/racial issues explicit in CTC
 Variable name: Rdivctc
 Items q139,q140
 R= .11
 Scoring Note: q139 is reverse-coded

139. As a whole, has the CTC board in your community confronted the issue of racism and its affects on youth?

1. Yes
2. No

140. Has the CTC board itself had conflicts along racial lines?

1. Yes
2. No

Domain II: ATTITUDES**A1**

Scale: **Perceived efficacy of prevention**
 Description: Perception of degree to which prevention is effective
 Variable name: Aprevef
 Items q77a,q77b, q76p
 Alpha .65

77. Now, I'm going to read a few statements about prevention. Please tell me how much you agree or disagree with each:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Prevention programs can reduce the prevalence of adolescent behavior problems.	1	2	3	4
b. Violence prevention programs are a good investment.	1	2	3	4

76. Next, I'd like you to think about the different approaches for reducing delinquency and violence among adolescents. If you were deciding how to spend money for reducing delinquency and violence, what percentage would you give to each of the following approaches: law enforcement, prevention, and treatment.

(First / next), what percentage would you give for ...

Law enforcement _____
 Prevention _____
 Treatment _____

Total 100%

A2

Scale: **Attitudes toward Data**
 Description: Degree to which data is seen as important for planning and assessment of prevention
 Variable name: Adata
 Items q103, q104, q105, q106
 Alpha .84

There are different reasons for collecting data in a community. Please tell me how much you agree or disagree with each of the following statements.

103. We need data to know what our problems are.
 104. We need data to know what our priorities should be.
 105. We need to data to convince the community of our needs.
 106. We need data to track the outcomes of our programs.

A3

Scale:	Program selection criteria: positive criteria
Description:	Degree to which respondent endorses criteria for selection of prevention programs that conform with science-based prevention practice.
Variable name:	Aprgp
Items	q79a q79c q79d q79k
Scoring	Item response dichotomized into Low for responses 1 or 2 vs. High for 3 or 4. Experts rated each item on this scale High. Calculation of scale score: Percent of nonmissing responses for which respondent answered High (3 or 4).
Exact agreement	100%.

79. Next, communities select prevention programs and providers using different criteria.

The (first / next) one is ...	None	A little	Some	A lot
a. Analysis of local needs, based on data your community collected on risk and protective factors	1	2	3	4
c. Scientific evidence that the program has been successful at preventing adolescent behavior problems.....	1	2	3	4
d. The match between program objectives and participants' needs	1	2	3	4
k. Funding available for particular programs or activities	1	2	3	4

A4

Scale:	Program selection criteria: negative criteria
Description:	Degree to which respondent agrees that certain criteria are <u>not</u> useful in making empirically-based decisions regarding prevention programs.
Variable name:	Aprgn
Items	q79e q79f q79g q79i q79j
Scoring	Item response dichotomized into Low for responses 1 or 2 vs. High for 3 or 4. Experts rated each item on this scale <u>Low</u> . Calculation of scale score: Percent of nonmissing responses for which respondent answered Low (1 or 2).
Exact agreement	100%.

79. Next, communities select prevention programs and providers using different criteria.

The (first / next) one is ...		None	A little	Some	A lot
e.	A desire to support existing prevention programs	1	2	3	4
f.	A mandate from the state or a state agency.....				
g.	Knowledge of what other communities were doing	1	2	3	4
i.	Recommendations from community residents, leaders, or coalition members.....	1	2	3	4
j.	A significant community event, such as the death of a young person in an alcohol-related accident..	1	2	3	4

A5

Scale: **Program Selection Criteria**
 Description: This scale summarizes the respondent’s correct understanding of which criteria to employ and which not to employ in selecting empirically based prevention programming.
 Variable name: Aprg
 Items: Aprgp Aprgn
 Scoring: Mean of Aprgp and Aprgn scale scores.

A6

Scale: **Understanding of correct contributors to problem behavior**
 Description: Degree to which respondent endorses elements which have been empirically shown to contribute to adolescent problem behavior.
 Variable name: Audsp
 Items: q78b q78c q78d q78f q78g q78i
 Scoring: Item response dichotomized into Low for responses 1 or 2 vs. High for 3 or 4. Experts rated each item on this scale High. Calculation of scale score: Percent of nonmissing responses for which respondent answered High (3 or 4).
 Exact agreement: 96%.

78. There are different factors that may contribute to adolescent behavior problems, such as delinquency, violence, and substance use. I'm going to read a list of possible factors. Please tell me how much you believe each one influences adolescent behavior problems.

The (first / next) one is ...		Not at all	A little	Some	A lot
b.	Schools with poor achievement records	1	2	3	4
c.	Lack of morals in society				
d.	Poor family management	1	2	3	4
f.	Disorganized neighborhoods	1	2	3	4
g.	Easy availability of alcoholic beverages.....	1	2	3	4
i.	Poor enforcement of existing laws.....	1	2	3	4

A7

Scale: **Understanding of factors not contributing to problem behavior**
 Description: Respondent's agreement that certain elements have not demonstrated substantial empirical linkage to adolescent problem behavior.
 Variable name: Audsn
 Items q78a q78e q78h q78j
 Scoring Item response dichotomized into Low for responses 1 or 2 vs. High for 3 or 4. Experts rated each item on this scale Low. Calculation of scale score: Percent of nonmissing responses for which respondent answered Low (3 or 4).
 Exact agreement 100%.

78. There are different factors that may contribute to adolescent behavior problems, such as delinquency, violence, and substance use. I'm going to read a list of possible factors. Please tell me how much you believe each one influences adolescent behavior problems. (

The (first / next) one is ...		Not at all	A little	Some	A lot
a.	Not enough youth recreation programs.....	1	2	3	4
e.	Low self esteem				
h.	Discrimination.....	1	2	3	4
j.	Lack of knowledge about the dangers of drugs and violence	1	2	3	4

A8

Scale: **Understanding of Correct and Incorrect Contributors to problem behavior**

Variable name: Auds

Items Audsp Audsn

Scoring Mean of scales Audsp and Audsn.

A9

Scale: **PDs perceived support**

Description: Degree of support Program Director perceives from home organizations

Variable name: Apdsup

Items q38,q39,q40

Alpha .49

NOTE: BECAUSE OF LOW alpha, USE ITEMS SEPARATELY

38. How supportive do you feel that the CTC board is of your goals as program director?
1. Not at all supportive
 2. Somewhat supportive
 3. Moderately supportive
 4. Very supportive
- b. Why or why not?
39. How much support do you feel you receive from your home agency? (By home agency, I mean the organization in which you are currently working.)
1. No support
 2. A little support
 3. A moderate amount of support
 4. A lot of support
40. How much interest and support do you feel you receive from county government? (RESPONSE CARD #5)
1. No support
 2. A little support
 3. A moderate amount of support
 4. A lot of support

Domain III: CTC EXTERNAL RELATIONS

X1

Scale: **PDs Coalition count**
 Description: Number of types of other organizations with which with which CTC has worked closely
 Variable name: Xcoaln
 Items q52a q52b q52d q52e q52f q52g q52h q52i q52j q52k
 Scoring Calculation of scale score: Percent of nonmissing responses for which respondent answered “yes”.

52. In the past year, has your CTC program worked closely with any

	YES	NO	If yes, how or in what way?
a. Community coalitions.....	1	2	_____
b. Human service agencies.....			_____
d. Health agencies	1	2	_____
e. Businesses			_____
f. Town, city, or municipal government	1	2	_____
g. Youth recreation programs			_____
h. Law enforcement	1	2	_____
i. Juvenile justice system.....			_____
j. Media groups	1	2	_____
k. Religious groups			_____

X2

Scale: **CTC following its model w/ FSSR**
 Description: In the context of coordination or merger with a community service collaborative group, has CTC maintained its programmatic integrity.
 Variable name: Xfssr
 Items q59, q60
 R= .46

59. Is CTC still able to maintain its risk focused model?
 1. Yes
 2. No
60. Is CTC still able to focus on research-proven programming?
 1. Yes
 2. No

X3

Scale:	Perceived Influence of CTC
Description:	Influence that CTC has had on other community members and leaders
Variable name:	Xctcinf
Items	q124,q125,q126,q127,q128,q129,q130,q131,q132,q133,q134
Alpha	.73

124. Thinking specifically about reducing risk for adolescent problem behavior, how much influence do you think CTC has on local formal or elected leaders—such as the mayor, city council, county commissioners and so forth? Would you say...
1. none
 2. a little
 3. some
 4. a lot
125. How much influence do you think CTC has on informal community leaders (those people in your community who are not elected but really make things happen)? Would you say...
1. none
 2. a little
 3. some
 4. a lot
126. How much influence do you think CTC has on the superintendant of schools? Would you say....
1. none
 2. a little
 3. some
 4. a lot
127. How much influence do you think CTC has on school principals? Would you say....
1. none
 2. a little
 3. some
 4. a lot
128. How much influence do you think CTC has on school teachers? Would you say...
1. none
 2. a little
 3. some
 4. a lot
129. How much influence do you think CTC has on youth in your community? Would you say....
1. none
 2. a little
 3. some
 4. a lot
130. How much influence do you think CTC has on the local business community? Would you say....
1. none
 2. a little

3. some
4. a lot

131. How much influence do you think CTC has on your police chief/sherriff? Would you say....

1. none
2. a little
3. some
4. a lot

132. How much influence do you think CTC has on local police officers? Would you say....

1. none
2. a little
3. some
4. a lot

133. How much influence do you think CTC has on state legislators? Would you say....

1. none
2. a little
3. some
4. a lot

134. How much influence do you think CTC has on County Human Service Directors? Would you say...

1. none
2. a little
3. some
4. a lot

Domain IV: CTC INTERNAL FUNCTIONING

I1

Scale: **Financial, Organizational, and Human Resources**
 Variable name: Iresorc
 Items q143a, q143d, q143e, q143f, q143g, q143h
 Alpha .79

143. How much has each of the following factors impacted your efforts to implement the risk and protective focused prevention approach? Please tell me if it hindered a lot, hindered some, neither helped nor hindered, helped some, or helped a lot. (RESPONSE CARD # 21)

The (First / next) one is ...	Hindered a lot	Hindered some	Neither helped nor hindered/ or was not an issue	Helped some	Helped a lot
a. Level of coordination among participating groups.....	1	2	3	4	5
d. Amount of involvement of key players	1	2	3	4	5
e. Amount of financial resources .	1	2	3	4	5
f. Amount of human resources	1	2	3	4	5
g. Varied perspectives from diverse groups.....	1	2	3	4	5
h. Degree of community support..	1	2	3	4	5

I2

Scale: **Board Member Involvement/Support/Motivation**
 Variable name: Involv
 Description: Support, involvement, and motivation of board members
 Items q143q,q143r,q143s, q143t, q143u, q143v, q143w, q143x
 Alpha .74

143. How much has each of the following factors impacted your efforts to implement the risk and protective focused prevention approach? Please tell me if it hindered a lot, hindered some, neither helped nor hindered, helped some, or helped a lot. (RESPONSE CARD # 21)

The (First / next) one is ...	Hindered a lot	Hindered some	Neither helped nor hindered/ or was not an issue	Helped some	Helped a lot
q. Level of parent involvement	1	2	3	4	5
r. Level of school involvement	1	2	3	4	5
s. Team members have been too busy or overcommitted	1	2	3	4	5
t. Difficulty recruiting members	1	2	3	4	5
u. Difficulty keeping members	1	2	3	4	5
v. Level of motivation among team members	1	2	3	4	5
w. Level of support from agency director.....	1	2	3	4	5
x. Level of support from law enforcement	1	2	3	4	5

13

Scale: **Benefit of CTC participation**
 Description: Personal benefits accrued by working on CTC
 Variable name: Ibene
 Items q42a,q42b,q42c,q42d,q42e,q42f
 Alpha .83

42. Now I'd like you to tell me whether you gained any of the following benefits from your involvement with CTC .

	None	A little	Some	A lot
a. learned new skills.....	1	2	3	4
b. learned more about your community.....	1	2	3	4
c. got to know local community leaders better	1	2	3	4
d. sense of togetherness or support from working with other community members	1	2	3	4
e. learned about risk and protective factors	1	2	3	4
f. sense of working to improve your community	1	2	3	4

14

Scale: **CTC has clear plan**
 Description: Local CTC organization has a plan and sense of goals
 Variable name: Iplan
 Items q118,q122
 R= .32

118. How clearly articulated is your CTC’s community plan to achieve its goals for preventing adolescent problem behaviors?

1. No clear plan to reach goals is in place
2. Some efforts are in place but not an explicit plan
3. We have an informal plan but not a written one
4. We have a written plan for the community to achieve its goals

122. CTC in my community has a clear sense of the goals it wants to accomplish.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

15

Scale: **CTC sense of direction**
 Description: Difficulty achieving common agreement/consensus
 Variable name: Idirect
 Items q143b, q143j, q143k
 Alpha .66

143. How much has each of the following factors impacted your efforts to implement the risk and protective focused prevention approach? Please tell me if it hindered a lot, hindered some, neither helped nor hindered, helped some, or helped a lot.

The (First / next) one is ...	Hindered a lot	Hindered some	Neither helped nor hindered/ or was not an issue	Helped some	Helped a lot
b. Amount of agreement on goals and methods	1	2	3	4	5
j. Lack of direction.....	1	2	3	4	5
k. Too many competing agendas...	1	2	3	4	5

16

Scale: Use of data
Description: Usefulness ratings of various kinds of data
Variable name: Iusedat
Items q85, q89, q93, q97
Alpha .03

85. Youth survey: How useful were these data?
1. Not at all useful
 2. Somewhat useful
 3. Useful
 4. Very useful
89. Focus groups: How useful were these data?
1. Not at all useful
 2. Somewhat useful
 3. Useful
 4. Very useful
93. Surveyed opinions of community leaders: How useful were these data?
1. Not at all useful
 2. Somewhat useful
 3. Useful
 4. Very useful
97. Household surveys: How useful were these data?
1. Not at all useful
 2. Somewhat useful
 3. Useful
 4. Very useful

Domain V: CTC EFFICACY**E1**

Scale: **CTC effectiveness**
 Variable name: Ectc
 Items q114, q115, q119
 Alpha .56

114. How effective do you think your community's prevention framework is?
1. Very ineffective
 2. Somewhat ineffective
 3. Somewhat effective
 4. Very effective
115. How much do you think community leaders influenced others in your community to adopt the risk and protective focused prevention approach?
1. Not at all
 2. Somewhat
 3. Moderately
 4. Very much
119. In your opinion, how effective have the results been from CTC so far?
1. Very ineffective
 2. Somewhat ineffective
 3. Somewhat effective
 4. Very effective

E2

Scale: **CTC continue?**
 Variable name: Econt
 Items q151
Note: Single item.

151. How likely do you think it is that the CTC process will continue beyond the PCCD funding period?
1. Highly unlikely
 2. Somewhat unlikely
 3. Somewhat likely
 4. Highly likely

E3

Scale: **Perception of community leader effectiveness in prevention**
 Variable name: Ecmtlpr
 Items q73a, q73b, q73f
 Alpha .65

73. The next set of questions asks about your opinions of the **leaders** in your community. Please tell me how much you agree or disagree with each of the following statements.

(First,) communities leaders are...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Knowledgeable about local prevention efforts.	1	2	3	4
b. Committed to reducing drug abuse, preventing violence, and promoting positive youth development.....	1	2	3	4
f. Able to obtain the necessary resources for community initiatives.....	1	2	3	4

E4

Scale: **CTC leader effectiveness**
 Description: CTC leaders' effectiveness in gaining support and resources
 Variable name: Ectcl
 Items: q120, q121
 R= .54

120. The CTC leadership in my community is able to mobilize resources to aid CTC
1. Strongly disagree
 2. Disagree
 3. Agree
 4. Strongly agree
121. The CTC leadership in my community has the political knowledge and competence necessary to support CTC.
1. Strongly disagree
 2. Disagree
 3. Agree
 4. Strongly agree