

# **Vista Community Clinic's (VCC) Alliance Healthcare Foundation Internet Safety Peer Education Project**

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Year One Evaluation Report  
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Prepared for Vista Community Clinic and Alliance Healthcare Foundation  
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**EVALCORP**  
Research & Consulting

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## I. INTRODUCTION

As part of its Violence Prevention Services, Vista Community Clinic (VCC) developed and implemented a train-the-trainer Internet Safety Project (“Teen Cyber Educators”) designed to empower and teach youth to become peer educators, and deliver an Internet safety curriculum to other youth as well as to parents. Teen Cyber Educators is a 20-hour curriculum that covers the positive and negative ways in which the Internet can impact the lives of young people. Specific topics addressed as part of the overall initiative include cyber-bullying, video game violence, gossip on the Internet, gangs on the Internet, and cyber identity.

In securing funding for the Internet Safety Project, VCC established a number of goals and objectives that have guided the implementation of the program as well as the measurement of program effects on the peer educators, youth, and parents who participate. Prior to the start of the program, Evalcorp was invited to assist VCC with the development and pilot testing of pre- and post-survey measures. These measures were designed to gather data on the effectiveness of the curriculum in increasing knowledge and awareness of Internet safety issues among peer educators, youth, and parents. This report presents results of evaluative survey data collected from three participant groups during the first year of the program.

## II. METHODOLOGY

This section documents the objectives and measures that guide the implementation and evaluation of the Internet Safety Project, as well as the demographic make-up of participants, the instruments used to measure program effectiveness, the data collection and entry process, and how the data were analyzed.

### Program Objectives

The data presented and discussed in this report respond to the project goals, objectives, and evaluation outcomes established by VCC. As such, the results address the following expected outcomes: 1) the effective training of peer educators to deliver the Internet Safety curriculum; 2) the participation of 300 youth and 10 parents in the program; and, 3) and scores of 80 (youth and parents) and 90 (peer educators) percent on Internet safety knowledge tests. The specific program objectives and corresponding evaluation outcomes are outlined in **Table 1** on the following page.

**Table 1. Project Goals, Objectives, and Expected Evaluation Outcomes**

GOAL	OBJECTIVES	EVALUATION OUTCOMES
Develop materials and procedures for successful, replicable delivery of Internet Safety training to youth ages 12 to 18.	<b>Training, 1.7:</b> By month nine, complete initial training of ten (10) Peer Educators in the delivery of Internet Safety Curriculum	<b>Training, 1.7:</b> Trained Peer Educators will demonstrate 90% competence on curriculum trainer posttest materials.
Increase the Internet safety of youth ages 12 to 18 and parents through the delivery by staff and Peer Educators of the VCC Internet Safety curriculum.	<b>2.1:</b> In months nine through twelve, pilot final curriculum with a minimum of 300 youth ages 12 to 18 facilitated by trained Peer Educators paired with experienced staff.	<p><b>2.1a</b> Workshop participants will demonstrate increased awareness of Internet safety issues as measured by pre/post survey.</p> <p><b>2.1b</b> Workshop participants will demonstrate knowledge of the Internet Safety curriculum content as measured by 80% minimum competency on workshop posttest.</p>
	<b>2.3</b> In months nine through twelve, pilot final Parent Session with a minimum of 10 parents facilitated by trained Peer Educators paired with experienced staff.	<b>2.3</b> Workshop participants will demonstrate knowledge of Internet Safety curriculum content as measured by 80% minimum competency on workshop posttest.

**Participants**

Project participants included peer educators and youth between the ages of 12 and 18, and parents.

Peer Educators

A total of seven peer educators participated in the Internet Safety Program curriculum training. All seven peer educators were students at Rancho Bueno Vista High School. Four were male and three were female, and six of the seven were of Hispanic origin and one was Caucasian. With respect to age, one peer educator was 14 years old, and two each were 15, 16, and 17 years old.

Youth

A total of 143 youth completed the pre-survey and 109 completed the post-survey. The demographic distribution of youth in terms of school, ethnicity, and age is reported based on the number of youth who responded to the pre-survey. Not all respondents provided an answer to every item assessed, thus the total number of respondents (N) is included in each table.

Among the 140 youth who indicated their gender on the pre-survey, approximately half were male (49%) and half female (51%). Almost 50 percent of pre-survey youth were enrolled at Vista High School, followed by an additional 18 and 16 percent of students who attended Rancho Minerva Middle School and Washington Middle School, respectively. The complete distribution of youth by school is provided in **Table 2**.

**Table 2. Distribution of Youth by School**

School	Percent of Youth (N=142)
Vista High School	49%
Rancho Minerva Middle School	18%
Washington Middle School	16%
El Camino High School	8%
Chavez Middle School	6%
MLK Middle School	2%
Rancho Buena Vista	1%
Summit	1%

Among pre-survey youth, the majority were of Hispanic origin (78%), followed by Caucasian (13%), as shown in **Table 3**. “Other” ethnicities included Hispanic and African American (n=1), Hispanic and Caucasian (n=2), Native American (n=1), Spanish (n=1), and Tongan (n=1).

**Table 3. Distribution of Youth by Ethnicity**

Ethnicity	Percent of Pre-Survey Youth (N=140)
Hispanic	76%
Caucasian	13%
African American	4%
Asian	4%
Other	4%

As reflected in **Table 4**, 13, 14, and 15 year olds were equally distributed and made up approximately two-thirds (67%) of the pre-survey youth. An additional 17 percent of the youth were 16 years old. One participant was 19 years old.

**Table 4. Distribution of Youth by Age**

Age	Percent of Pre-Survey Youth (N=133)
12	2%
13	23%
14	22%
15	22%
16	17%
17	8%
18	5%
19	1%

Parents

A total of 79 parents responded to a post-survey. Of the 76 parents who provided their ethnicity, all were Hispanic except for three who were Caucasian; and, the majority of parents who indicated their gender (n=74) were female (70%).

**Table 5** provides a distribution of the schools and organizations represented by all 79 parents. Over one-quarter of the parent participants indicated that they were from Rancho Minerva Middle School; and between 13 and 19 percent of the parents were from REACH (19%), Washington and Potter Middle Schools (18% and 15%, respectively), and the Juvenile Justice Conference (13%).

**Table 5. Distribution of Parents by School/Organization**

School/Organization	Percent of Parents (N=79)
Rancho Minerva Middle School	27%
REACH (Oceanside)	19%
Washington Middle School	18%
Potter Middle School	15%
Juvenile Justice Conference	13%
Jr. REACH (Oceanside)	6%
Eastside Association	3%

**Table 6** shows that approximately two-thirds of the 79 participating parents provided their age (60%). Of those 48 participants who provided their age, 81 percent were between the ages of 26 and 45 (31% and 50%, respectively). The youngest participant was 17 years old and the oldest participant was 68.

**Table 6. Distribution of Parents by Age**

Age	Percent of Parents (N=48)
17-25	8%
26-35	31%
36-45	50%
46+	11%

In addition, parents were asked to indicate the number of Internet users in their home. As shown in **Table 7**, the number of Internet users per household ranged from zero to five, with one parent reporting 13 users in the household. The largest proportion of households had two Internet users (38%).

**Table 7. Distribution Internet Users per Household**

Age	Percent of Households (N=48)
0	20%
1	20%
2	38%
3	15%
4	4%
5	2%
13	2%

## Instruments

Pre- and post-surveys were developed to measure the effectiveness of the Internet Safety Project on peer educators, youth, and parents. Specifically, a post-survey was designed for peer educators and parents to measure the extent to which participants acquired a certain level of knowledge and awareness about Internet safety issues. A set of pre-post surveys were designed for participating youth to measure knowledge gains over the course of the training delivered by the peer educators.

All three surveys posed the same or similar questions about the Internet Safety curriculum covered in the peer educator trainings and parent and youth presentations. Survey questions measured participants' knowledge of safe forms of communication and file-sharing software, how gang affiliation can be determined on personal web pages, cyberbullying, healthy and unhealthy Internet relationships, and profile-setting. The post peer educator surveys contained additional questions about tech-dating abuse; the definition of terms such as electronic leash, gang affiliate, and gang member; how to protect your online identify; and, the key components of one's cyber identity.

The parent post-survey and the youth post-survey included a couple of additional questions asking participants what they liked about the program and what might make the program better. Copies of the surveys can be found in **Appendix A**.

### **Data Collection and Entry**

VCC administered all of the surveys and collected completed surveys from participants. The peer educator and parent post-surveys were administered at the end of the training and the youth pre- and post-surveys were administered on the first and last day of the training.

Evalcorp developed a user-friendly Excel database to house the Internet Safety Project data and developed a corresponding database structure. A two-hour training was provided to orient VCC staff on the data entry process. A Data Entry Guide also was developed and provided to VCC staff. A copy of the Database Structure and Entry Guide can be found in **Appendix B**.

The database contained four worksheets, one for each survey used to evaluate the effectiveness of the program. Program staff entered survey data into the database on an ongoing basis, and in early June 2008 provided Evalcorp with a copy of the database containing the first year of evaluative survey data.

### **Analysis**

Evalcorp reviewed and cleaned the survey data contained in the Excel database and transferred the Excel file to SPSS, the statistical software used to analyze the data. Frequency distributions were performed to analyze demographic data such as gender, ethnicity, age, and school affiliation. Content knowledge scores were computed and frequency distributions performed to identify the proportion of participants who met the 80 percent (youth and parents) and 90 percent (peer educators) post-survey competency levels specified in the program objectives. In addition, a paired-samples t-test was performed on 69 youth who completed both pre- and post-surveys.

## **III.FINDINGS**

This section presents the results of the analysis of the peer educator, youth, and parent surveys. The results are also compared to expected program outcomes and discussed in light of those objectives.

### **Peer Educators**

During the first year of the project, Vista Community Clinic expected to train 10 peer educators to deliver an Internet Safety Curriculum. Even though VCC did not meet its objective of 10 trained peer educators, a total of seven peer educators (from Vista High School) had been trained on how to deliver the Internet Safety curriculum by June 2008.

After receipt of the training, all seven peer educators responded to a 15-question post-training survey. VCC’s goal was for trained peer educators to respond correctly to 90 percent or more of the questions posed on the survey. **The survey results indicated that six of the seven peer educators received scores of 93 percent or higher by correctly answering at least 14 of the 15 content questions posed.** The distribution of peer educators’ scores is presented in **Table 8**.

**Table 8. Distribution of Peer Educator Post-Survey Scores**

Score (Percent Correct)	Number of Correct Answers (N=15)	Number of Peer Educators (N=7)
100%	15	2
93%	14	4
80%	12	1

Out of a total of 15 questions, five peer educators responded incorrectly to three questions: Q5, Q7, and Q12. Among these three questions, about half of the peer educators (n=4) had difficulty identifying the key parts of their cyber identity (Q14), as displayed in **Table 9**. Two peer educators had trouble identifying the signs of an unhealthy relationship (Q7) and one peer educator had trouble defining the term “vlog” (Q5).

**Table 9. Peer Educator Distribution of Incorrect and Correct Responses by Question**

Question	Number of Incorrect Responses	Number of Correct Responses
<b>Q14.</b> What are the key parts of your cyber identity?	4	3
<b>Q7.</b> Which of the following is a sign of an unhealthy relationship?	2	5
<b>Q5.</b> What is a vlog?	1	6

Even though the objective of training 10 peer educators and achieving 90 percent competence on the post-test may not have been met, **the post-survey results indicate that all of the peer educators, except one, were retaining a significant portion of the information conveyed in the training.** The questions that were found to be more difficult for some respondents to answer may indicate areas in which participants require additional reinforcement.

## Youth

Increasing the Internet safety of youth is the core of VCC’s Internet Safety Project. In the first year, VCC’s objective was to use peer educator and staff teams to educate a minimum of 300 youth between the ages of 12 and 18 about Internet safety. An additional objective was to raise awareness of Internet Safety among youth to the extent that they will score at least 80 percent on a subject matter test. To measure the effectiveness of the Internet Safety curriculum, 143 youth responded to a pre-survey and 109 youth responded to a post-survey containing 10 questions directly related to the curriculum.

The results displayed in **Table 10** show a marked increase in the percentage of youth who scored 80 percent or higher on the subject matter test after participation in the program. **At the pre-test only eight percent of the participating youth achieved scores of 80 percent or higher compared to 49 percent of the youth at the post-test.**

To further assess gains in knowledge and awareness of Internet safety, a paired-samples t-test was conducted on 69 youth who completed both the pre- and post-surveys. The t-test compared youth’s mean pre-and post-scores to determine the difference between the two. **Results indicated a statistically significant average gain of 24 percentage points from pre- to post-survey (p<.001).**

**Table 10. Distribution of Youth Pre- and Post-Survey Scores**

Score (Percent Correct out of 10 Qs)	Percent of Pre-Survey Youth (N=143)	Percent of Post-Survey Youth (N=109)
100%	1%	12%
90%	2%	17%
80%	5%	20%
70%	13%	19%
60%	20%	17%
50%	19%	10%
40%	11%	4%
30%	20%	1%
20%	4%	1%
10%	1%	--
0%	4%	--

**Table 11** presents the post-survey questions with the highest and lowest percentage of correct responses. Of the 10 questions posed, between 87 and 96 percent of the youth demonstrated an understanding of how gang affiliation can be determined on the Internet (Q5), the risks of file-sharing software (Q2), and whether or not deleted information on the Internet is truly deleted (Q4). In contrast, a smaller percentage of youth (between 47 and 63 percent), demonstrated an understanding of vlogs (Q6), how to respond to cyber-bullying (Q10), and who is most at-risk of identity theft (Q7).

**Table 11. Post-survey Questions with the Highest and Lowest Percentage of Youth Responding Correctly**

Post-Survey Question	Percent of Youth Responding Correctly (N=109)
<b>Highest Percentage of Correct Responses</b>	
<b>Q2.</b> “Lime Wire” file-sharing software is a safe way to download music and movies.	96%
<b>Q4.</b> If I post an embarrassing picture of myself online and then delete it will be taken off the Internet forever.	96%
<b>Q5.</b> Gang affiliation can be determined in part by the pictures on your personal webpage.	87%
<b>Lowest Percentage of Correct Responses</b>	
<b>Q6.</b> What is a vlog?	57%
<b>Q10.</b> If you are cyber bullied you should first respond by....	60%
<b>Q7.</b> What age group is the fastest growing victims of identity theft?	63%

Despite the fact that the number of youth who completed the program did not meet the anticipated 300, **the paired samples t-test results of the 69 youth who completed both a pre- and a post-survey indicating statistically significant knowledge gains suggests that the program is raising awareness and knowledge of Internet safety among youth.**

However, the 49 percent of youth achieving 80 percent competency levels on the post-survey is lower than expected.

When asked what they considered to be most valuable about the program, the majority of youth indicated information on cyberbullying, how to protect themselves from identity theft, lime wire, gang affiliation, putting personal information on the Internet, and myspace. Around 20 percent of the youth also noted that “it was a good presentation” and that everything about the program was valuable.

### Parents

To raise awareness about Internet safety issues among parents, teams of peer educators and experienced staff set out to deliver the Internet safety curriculum to a minimum of 10 parents. By June 2008, 79 parents had participated in the Internet Safety course and responded to a post-survey, exceeding the goal VCC had set for itself. **Table 12** shows that on the high end, **the results indicate that 54 percent of participating parents scored 89 percent or higher on the post-survey.** On the low end, eight percent of the parents scored 44 percent or lower.

**Table 12. Distribution of Parent Post-Survey Scores**

Score (Percent Correct)	Number Correct Answers (N=9)	Percent of Parents (N=79)
100%	9	30%
89%	8	24%
78%	7	14%
67%	6	11%
56%	5	13%
44%	4	4%
33%	3	1%
22%	2	3%

**Tables 13** presents the true-false questions with the highest and lowest performance, providing insight into the types of information respondents readily learned and the types of information that may have been more difficult for them to grasp and retain. Specifically, 87 percent or more of the parents learned about safe forms of online communication, how gang affiliation can be determined, and whether it is possible to truly delete information from the Internet. In comparison a smaller percentage of parents grasped the risks of profiling, downloading software and music, and identity theft (between 76 and 68 percent).

**Table 13. Post-Survey Questions with the Highest and Lowest Proportion of Parents Responding Correctly**

Question	Percent of Parents Responding Correctly (N=79)
<b>Highest Percentage of Correct Responses</b>	
<b>Q4.</b> If your children post an embarrassing picture of themselves online and then delete it, the picture will be taken off the Internet forever.	90%
<b>Q5.</b> Gang affiliation can be determined in part by the pictures on your personal webpage.	89%
<b>Q8.</b> Email, vlogs, blogs, forums, and "My Space" comments are all safe forms of online communication.	87%
<b>Lowest Percentage of Correct Responses</b>	
<b>Q1.</b> If your children set their profile to "private", then only the people they want to see their profile can see it.	68%
<b>Q7.</b> The fastest growing group of victims of identity theft are 18-25.	68%
<b>Q2.</b> "Lime Wire" file-sharing software is a safe way to download music and movies.	76%

Overall, the results indicate that VCC far surpassed its goal of educating 10 parents about Internet safety. In addition, parents' awareness of Internet safety increased as a result of their participation in the program. However, parents' scores still fall short of the objective's 80 percent competency outcome on the post-survey across all participants. Currently, approximately half of the participants meet the 80 percent minimum competency outcome. Furthermore, the analysis of the questions with the highest and lowest performance can serve as a guide to the training areas that might benefit from additional attention and thereby raise participant competency levels.

At the end of the survey, parents were asked what aspects of the program they found to be most valuable. Results indicated that one-third of 62 parents who responded to this question considered "everything" they learned to be the most valuable. Another one-third of the parents considered ways to protect their children and families from identity theft and "bad sites" the most valuable aspect of the training. Others found the training helpful and informative.

### **Comparative Analysis**

A comparative review of the questions with the highest and lowest performance across peer educator, youth, and parent surveys reveals areas in which responses converge and diverge among participants.

#### Areas of Convergence

- A large proportion of both parents and youth learned that information deleted from the Internet is not permanently deleted.
- Over 80 percent of both parents and youth learned that gang affiliation can be determined by pictures on personal web pages.
- Smaller proportions of both parents and youth were able to identify the fastest growing age group to fall victim to identity theft.

#### Areas of Divergence

- Almost all of the peer educators were able to define vlog, whereas almost half of the youth were unable to do so.
- Almost all youth learned that 'lime wire' is not a safe way to download music and movies from the Internet, whereas approximately one-quarter of the parents did not.

The similarities and differences highlighted above can be used to inform the delivery of the curriculum moving forward into Year Two of the initiative.

## IV. SUMMARY AND RECOMMENDATIONS

Overall, the VCC Internet Safety Project is showing promise as an effective means of empowering and teaching youth to become peer educators, and deliver an Internet safety curriculum to other youth as well as to parents. Even though VCC did not meet its first year objectives to the extent expected, with the exception of exceeding the number of parent participants, the evaluation of the survey data revealed two positive outcomes worth noting.

- Six of seven peer educators received scores of 93 percent or higher on the post-survey.
- Statistically significant differences between pre- and post-survey scores among 69 youth suggest that the Internet Safety Project is raising awareness and knowledge of internet safety among youth.

With respect to recommendations for program improvement, Evalcorp's primary recommendation would be to use the areas in which questions diverge and converge to identify content that would benefit from additional attention in the curriculum, and, thereby raise peer educator, youth, and parent competency scores. VCC also may want to consider the recommendations youth and parents gave to improve the program, as provided below.

Among those parents who provided recommendations (n=42), a large proportion indicated a need for more time and more information in various forms such as:

- provide "more examples;"
- "hand out information;"
- "talk more about consequences;"
- "talk a lot more about the risk the Internet has;"
- "present a lot more;" and,
- "talk more about gangs and stolen identities."

In addition, 37 youth made suggestions to improve the program. Fifteen of those youth asked for "more videos." Another seven youth suggested "doing more activities such as the virtual maze," "More games to play," "more skits," or more scenarios to act out. The remaining youth requested that the facilitators walk around the room more during the presentation and present more information.

All of the recommendations listed above can be used to inform the delivery of the curriculum moving forward into Year Two of the project.

## APPENDIX A: Surveys



# Teen Cyber Educators

Funded in part by Alliance HealthCare Foundation

## Pre Youth Survey

All information collected will be kept confidential.

First Name \_\_\_\_\_ Last Name \_\_\_\_\_ Date: \_\_\_\_\_

School \_\_\_\_\_ Age \_\_\_\_\_ Gender M / F (Circle One)

Ethnicity: (Circle One)

Latino/Hispanic African American/Black Other: \_\_\_\_\_  
Asian/Pacific Islander Caucasian/White

1. If I set my profile to private only people I want to see my profile can see it. TRUE / FALSE
2. "LimeWire" file-sharing software is a safe way to download music and movies. TRUE / FALSE
3. Cyber-bullying is
  - a. only done through the computer
  - b. ok if someone else did it to you first
  - c. only done by older kids to control younger kids
  - d. Sending or posting harmful or cruel text or images
4. If I post an embarrassing picture of myself online and then delete it will be taken off the Internet forever. TRUE / FALSE
5. Gang affiliation can be determined in part by the pictures on your personal webpage. TRUE/FALSE
6. What is a vlog?
  - a. Virtual Lumber
  - b. a short cartoon
  - c. Online written diary
  - d. Online video diary
  - e. email
  - f. a computer virus
7. What age group is the fastest growing victims of identity theft?
  - a. 14-18
  - b. 18-25
  - c. 25-35
  - d. 35-45
  - e. 45-75
8. What is the safest form of online communication?
  - a. IM's
  - b. "MySpace" Comments
  - c. E-mail
  - d. Blogs
  - e. Forums
  - f. None of the above
  - g. All of the above
9. Which of the following is a sign of an unhealthy relationship?
  - a. Give you a cell phone to call you whenever they want
  - b. They do not spend all of their free time with you
  - c. They do not get jealous when you spend time with your friends
  - d. Sending a text message to see how you are feeling
10. If you are cyber bullied you should first respond by:
  - a. Telling the bully to leave you alone
  - b. Cyber bully the person back
  - c. telling a friend get them back
  - d. Saving evidence of the cyberbullying



## Post Youth Survey

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

AGE \_\_\_\_\_

1. If I set my profile to private only people I want to see my profile can see it. TRUE / FALSE
2. "LimeWire" file-sharing software is a safe way to download music and movies. TRUE / FALSE
3. Cyber-bullying is
  - a. only done through the computer
  - b. ok if someone else did it to you first
  - c. only done by older kids to control younger kids
  - d. Sending or posting harmful or cruel text or images.
4. If I post an embarrassing picture of myself online and then delete it will be taken off the Internet forever.  
TRUE / FALSE
5. Gang affiliation can be determined in part by the pictures on your personal webpage. TRUE/FALSE
6. What is a vlog?
  - a. Virtual Lumber
  - b. a short cartoon
  - c. Online written diary
  - d. Online video diary
  - e. email
  - f. a computer virus
7. What age group are the fastest growing victims of identity theft?
  - a. 14-18
  - b. 18-25
  - c. 25-35
  - d. 35-45
  - e. 45-75
8. What is the safest form of online communication?
  - a. E-mail
  - b. "MySpace" Comments
  - c. IM's/text messages
  - d. Blogs
  - e. Forums
  - f. None of the above
  - g. All of the above
9. Which of the following is a sign of an unhealthy relationship?
  - a. Give you a cell phone to call you whenever they want
  - b. They do not spend all of their free time with you
  - c. They do not get jealous when you spend time with your friends
  - d. Sending a text message to see how you are feeling
10. If you are cyber bullied you should first respond by:
  - a. Telling the bully to leave you alone
  - b. Cyber bully the person back
  - c. telling a friend get them back
  - d. Saving evidence of the cyberbullying
11. What things will you do differently after these presentations (i.e. changes to your Myspace, protecting your identity, etc.) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
12. What did you find most valuable or helpful about the presentations? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
13. What do you think would make the presentations better? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# Teen Cyber Educators

Funded in part by Alliance HealthCare Foundation

## Post Parent Survey

All information collected will be kept confidential.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
 SCHOOL: \_\_\_\_\_ GENDER (circle one): Male / Female  
 AGE: \_\_\_\_\_ NUMBER OF CHILDREN IN HOME USING INTERNET: \_\_\_\_\_  
 ETHNICITY (circle one): African American/Black Asian/Pacific Islander Caucasian/White  
 Latino/Hispanic Other: \_\_\_\_\_

**Circle your answer**

1. If your children set their profile to "private", then only the people they want to see their profile can see it. TRUE or FALSE
2. "LimeWire" file-sharing software is a safe way to download music and movies. TRUE or FALSE
3. Cyber bullying is sending or posting harmful or cruel text or images. TRUE or FALSE
4. If your children post an embarrassing picture of themselves online and then delete it, the picture will be taken off the Internet forever. TRUE or FALSE
5. Gang affiliation can be determined in part by the pictures on your personal webpage. TRUE or FALSE
6. A vlog is an online video diary? TRUE or FALSE
7. The fastest growing group of victims of identity theft are 18-25 year olds TRUE or FALSE
8. Email, vlogs, blogs, forums, and "My Space" comments are all safe forms of online communication TRUE or FALSE
9. If your children are cyber bullied, you should first respond by saving evidence of the cyber bullying TRUE or FALSE

10. What can you do to protect your children online? \_\_\_\_\_  
 \_\_\_\_\_

11. What did you find most valuable or helpful about the presentation? \_\_\_\_\_  
 \_\_\_\_\_

12. What do you think would make the presentation better? \_\_\_\_\_  
 \_\_\_\_\_

## APPENDIX B: Database Structure and Data Entry Guide

# **VISTA COMMUNITY CLINIC INTERNET SAFETY PROJECT**

## **DATABASE STRUCTURE AND DATA ENTRY GUIDE 2008**

## I. Database File Structure

The database developed to house the Internet Safety Project data was created in an Excel workbook. The Excel workbook file name is *Internet Safety Data Entry Database 2008*. The *Internet Safety Data Entry Database 2008* workbook contains four worksheets, one for each of four surveys used to evaluate the effectiveness of the Internet Safety training:

- Youth Pre-Survey
- Youth Post-Survey
- Parent Post Survey
- Peer Educator Post-Survey

Each worksheet has its own tab at the bottom of the open Excel workbook, and each tab is labeled with the name of each survey. The worksheets are accessed by clicking on the worksheet tab.

The data entry worksheets are designed to collect data for up to 2,000 records. The record size of the database can be increased as needed.

## II. Database Worksheet Structure

The database worksheet structure is straightforward and directly corresponds to the questions on each of the surveys.

### Rows

The row structure is similar across the four data entry worksheets. The first four rows of each worksheet are designed to provide the data entry person the information they need to enter the survey data correctly and accurately.

- Row 1: Contains the title of the survey (i.e. Peer Educator Post-Survey).
- Row 2: Identifies the variable names/data elements (i.e. Q1, Q2, etc.) in each column.
- Row 3: Indicates the content of the data element or survey question in each column (i.e. Profile Setting, Lime Wire, etc.).
- Row 4: Provides the data entry instructions/codes for each variable/data element (i.e. T=True, F=False).
- Row 5: Represents the first row for data entry.

**Note: Rows 1 through 4 are frozen in place.** As participant responses are entered, rows 5 and above will scroll down with each new record, but rows 1 through 4 will remain visible as a reference for the person entering the data.

**Columns**

The column structure is similar across the four worksheets and was designed to match the content of each survey item.

- Column A: Specifies the content of rows 2 (Variable Names), 3 (Question Content), and 4 (Instructions/Key) across the worksheets. Column A cells between rows 5 and 2,000 should not be used for data entry, as indicated by the “DO NOT USE” statement.

**Note:** The data entry person has the option of hiding Column A, if desired. In Excel 2003, select Column A. On the *Format* menu, point to *Column*, and then click *Hide*. In Excel 2007, on the *Home* tab, in the *Cells* group, click *Format*. Under *Visibility*, point to *Hide and Unhide*, and then click *Hide Columns*.

- Columns B and C: Specify the first data entry columns, *First Name* and *Last Name*.
- Columns D through X: Specify the remaining data entry columns specific to each survey.

**Note: Columns A through C are frozen in place.** As each participant’s responses are entered, columns D and beyond will scroll over, but columns A through C will remain visible as a reference point for the person entering the data.

A visual representation of the database worksheet structure as described above is presented below for the Youth Pre-Survey.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	<b>YOUTH PRE-SURVEY</b>																		
2	<b>Variable Names</b>	<b>First Name</b>	<b>Last Name</b>	<b>Date</b>	<b>School Name</b>	<b>Age</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>Ethnicity:Other</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>	<b>Q6</b>	<b>Q7</b>	<b>Q8</b>	<b>Q9</b>	<b>Q10</b>
3	<b>Question Content</b>	First Name	Last Name	Date	School Name	Respondent Age	Gender	Ethnicity	Other Ethnicity	Profile Setting	Lime Wire	Cyber-bullying	Posting Photos Online	Gang Affiliation	Vlog	Age of Identity Theft Victims	Safe Online Communication	Unhealthy Relationship Signs	Response to Cyber-bullying
4	<b>Instructions/Key</b>	Type Response	Type Response	Type Response	Type Response	Type Number	M=Male F=Female	H=Hispanic, AA=Black/African American, A=Asian/Pacific Islander, C=Caucasian/White O=Other	Type Other Ethnicity	T=True F=False	T=True F=False	A, B, C, D	T=True F=False	T=True F=False	A, B, C, D, E F	A, B, C, D, E F, G	A, B, C, D, E	A, B, C, D	A, B, C, D
5	DO NOT USE																		
6	DO NOT USE																		

### III. Data Entry Layout

The specific variable names (Row 2), question content (Row 3), and data entry instructions/codes (Row 4) are outlined for each of the four surveys in the tables below.

<b>Table 1: Youth Pre-Survey Data Entry Layout</b>			
<b>COLUMN</b>	<b>Variable Names (Row 2)</b>	<b>Question Content (Row 3)</b>	<b>Instructions/Codes (Row 4)</b>
<b>A</b>	First Name	First Name	Type First Name
<b>B</b>	Last Name	Last Name	Type Last Name
<b>C</b>	Date	Date	Type Date
<b>D</b>	School Name	School Name	Type School Name
<b>E</b>	Age	Respondent Age	Type Number
<b>F</b>	Gender	Gender	M=Male; F=Female
<b>G</b>	Ethnicity	Ethnicity	H=Hispanic AA=Black/African American A=Asian/Pacific Islander C=Caucasian/White O=Other
<b>H</b>	Ethnicity: Other	Other Ethnicity	Type Other Ethnicity
<b>I</b>	Q1	Profile Setting	T= True; F=False
<b>J</b>	Q2	Lime Wire	T= True; F=False
<b>K</b>	Q3	Cyber-bullying	A, B, C, D
<b>L</b>	Q4	Posting Photos Online	T= True; F=False
<b>M</b>	Q5	Gang Affiliation	T= True; F=False
<b>N</b>	Q6	Vlog	A, B, C, D, E, F
<b>O</b>	Q7	Age of Identify Theft Victims	A, B, C, D, E
<b>P</b>	Q8	Safe Online Communications	A, B, C, D, E, F, G
<b>Q</b>	Q9	Unhealthy Relationship Signs	A, B, C, D
<b>R</b>	Q10	Response to Cyber-bullying	A, B, C, D
<b>S</b>	Score	Percent Correct	%

<b>COLUMN</b>	<b>Table 2: Youth Post-Survey Data Entry Layout</b>		
<b>A</b>	<b>Variable Names (Row 2)</b>	<b>Question Content (Row 3)</b>	<b>Instructions/ Codes (Row 4)</b>
<b>B</b>	First Name (Column B)	First Name	Type First Name
<b>C</b>	Last Name (Column C)	Last Name	Type Last Name
<b>D</b>	School Name	School Name	Type School Name
<b>E</b>	Age	Respondent Age	Type Number
<b>F</b>	Q1	Profile Setting	T= True; F=False
<b>G</b>	Q2	Lime Wire	T= True; F=False
<b>H</b>	Q3	Cyber-bullying	A, B, C, D
<b>I</b>	Q4	Posting Photos Online	T= True; F=False
<b>J</b>	Q5	Gang Affiliation	T= True; F=False
<b>K</b>	Q6	Vlog	A, B, C, D, E, F
<b>L</b>	Q7	Age of Identify Theft Victims	A, B, C, D, E
<b>M</b>	Q8	Safe Online Communications	A, B, C, D, E, F, G
<b>N</b>	Q9	Unhealthy Relationship Signs	A, B, C, D
<b>O</b>	Q10	Response to Cyber-bullying	A, B, C, D
<b>P</b>	Q11	Will Do Differently	Type Response
<b>Q</b>	Q12	Find Most Valuable	Type Response
<b>R</b>	Q13	How to Make Presentation Better	Type Response
<b>S</b>	Score	Percent Correct	%

<b>Table 3: Parent Post-Survey Data Entry Layout</b>			
<b>COLUMN</b>	<b>Variable Names (Row 2)</b>	<b>Question Content (Row 3)</b>	<b>Instructions/ Codes (Row 4)</b>
<b>A</b>			
<b>B</b>	First Name (Column B)	First Name	Type First Name
<b>C</b>	Last Name (Column C)	Last Name	Type Last Name
<b>D</b>	Date	Date	Type Date
<b>E</b>	School Name	School Name	Type School Name
<b>F</b>	Gender	Gender	M=Male; F=Female
<b>G</b>	Age	Respondent Age	Type Number
<b>H</b>	Internet Users	# Children Using Internet	Type Number
<b>I</b>	Ethnicity	Ethnicity	H=Hispanic AA=Black/African American A=Asian/Pacific Islander C=Caucasian/White O=Other
<b>J</b>	Ethnicity: Other	Other Ethnicity	Type Other Ethnicity
<b>K</b>	Q1	Profile Setting	T= True; F=False
<b>L</b>	Q2	Lime Wire	T= True; F=False
<b>M</b>	Q3	Cyber-bullying	T= True; F=False
<b>N</b>	Q4	Posting Photos Online	T= True; F=False
<b>O</b>	Q5	Gang Affiliation	T= True; F=False
<b>P</b>	Q6	Vlog	T= True; F=False
<b>Q</b>	Q7	Age of Identify Theft Victims	T= True; F=False
<b>R</b>	Q8	Safe Online Communications	T= True; F=False
<b>S</b>	Q9	Response to Cyber-bullying	T= True; F=False
<b>T</b>	Q10	How to Protect Child Online	Type Response
<b>U</b>	Q11	Find Most Valuable	Type Response
<b>V</b>	Q12	How to Make Presentation Better	Type Response
<b>W</b>	Score	Percent Correct	%

<b>Table 4: Peer Educator Post-Survey Data Entry Layout</b>			
<b>COLUMN</b>	<b>Variable Names (Row 2)</b>	<b>Question Content (Row 3)</b>	<b>Instructions/ Codes (Row 4)</b>
<b>A</b>	First Name (Column B)	First Name	Type First Name
<b>B</b>	Last Name (Column C)	Last Name	Type Last Name
<b>D</b>	Date	Date	Type Date
<b>E</b>	School Name	School Name	Type School Name
<b>F</b>	Age	Respondent Age	Type Number
<b>G</b>	Gender	Gender	M=Male; F=Female
<b>H</b>	Ethnicity	Ethnicity	H=Hispanic AA=Black/African American A=Asian/Pacific Islander C=Caucasian/White O=Other
<b>I</b>	Ethnicity: Other	Other Ethnicity	Type Other Ethnicity
<b>J</b>	Q1	Profile Setting	T= True; F=False
<b>K</b>	Q2	Lime Wire	T= True; F=False
<b>L</b>	Q3	Posting Photos Online	T= True; F=False
<b>M</b>	Q4	Gang Affiliation	T= True; F=False
<b>N</b>	Q5	Vlog	A, B, C, D, E, F
<b>O</b>	Q6	Age of Identify Theft Victims	A, B, C, D, E
<b>P</b>	Q7	Unhealthy Relationship Signs	A, B, C, D
<b>Q</b>	Q8	Unsafe Web Pages Examples	C=Correct; NC=Not Correct
<b>R</b>	Q9	Define Cyber-bullying	C=Correct; NC=Not Correct
<b>S</b>	Q10a	Negative Responses to Cyber-bullying	C=Correct; NC=Not Correct
<b>T</b>	Q10b	Positive Responses to Cyber-bullying	C=Correct; NC=Not Correct
<b>U</b>	Q11	Tech-Dating Abuse Examples	C=Correct; NC=Not Correct
<b>V</b>	Q12	Electronic Leash Definition & Unhealthy Aspects	C=Correct; NC=Not Correct
<b>W</b>	Q13	Gang Affiliate &Gang Member Difference	C=Correct; NC=Not Correct
<b>X</b>	Q14	Key Parts to Cyber Identity	C=Correct; NC=Not Correct
<b>Y</b>	Q15	Why Important to Protect Online Reputation	C=Correct; NC=Not Correct
<b>Z</b>	Q16	Find Most Valuable	Type Response
<b>AA</b>	A17	How to Make Presentation Better	Type Response
<b>AB</b>	Score	Percent Correct	%

#### IV. Data Entry Instructions

The following instructions provide guidelines for data entry that will ensure accuracy and a smooth and efficient data entry process.

- Make sure to select the worksheet that corresponds to the correct survey for which data are to be entered.
- Enter survey data at a time when the fewest disruptions are likely to occur.
- Use the instructions/codes in row 4 to guide data entry. **DO NOT DEVIATE FROM THE CODES.** If the survey response does not match the coding schema, ask a supervisor how to proceed.
- Get into the habit of saving the file after every 10 or so surveys have been entered.
- Check your work on a regular basis to make sure the data entered corresponds to the right question/columns
- For questions or additional assistance, please contact Tronie Rifkin ([trifkin@evalcorp.com](mailto:trifkin@evalcorp.com)) or Kristen Donovan ([kdonovan@evalcorp.com](mailto:kdonovan@evalcorp.com)).