

SUPPORTING STATEMENT – PART B

B. COLLECTIONS OF INFORMATION EMPLOYING STATISTICAL METHODS

If the collection of information employs statistical methods, it should be indicated in Item 17 of OMB Form 83-I, and the following information should be provided in this Supporting Statement:

1. Description of the Activity

MC&FP will pilot Pure Power, an evidence-informed curriculum, within its portfolio of support for military children through the Military and Family Life Counseling program. This project will evaluate Pure Power's effectiveness as facilitated by trained Military and Family Life Counselors (MFLC) with military-affiliated youth at six installations: Kadena Air Base, Fort Campbell, Fort Bragg, Fort Knox, Commander Fleet Activities Yokosuka Japan, Naval Base Guam . The Pure Power curriculum will address K-2 at five elementary schools; 3-5 grades at eight elementary schools; and 6-12 grades at one high school and three middle schools. If Pure Power is proven efficacious, this study could result in scaling Pure Power implementation across the MFLC footprint, having a program-wide impact on military children, youth and families. If proven efficacious and rolled out the entire Child and Youth MFLC footprint, Pure Power will be implemented at elementary schools, middle schools, high schools, child development centers, and youth centers where Child and Youth MFLCs provide services.

To evaluate program impact, MFLCs will conduct post-session observational assessments of the youth participants. At the end of each group counseling session, MFLCs will log into their established online reporting portal to complete the activity report, which will include the nine evaluation questions listed in part B. For each session, the MFLC will evaluate each of the eight participants individually against the nine observational metrics. To support an expansion recommendation, the evaluation must meet the following multi-pronged evidence threshold:

- **Fidelity and Feasibility:** At least 80% of scheduled sessions are delivered successfully, with counselors reporting high ease-of-use.
- **Clinical Improvement:** Participants demonstrate statistically significant positive gains in social-emotional competence, as measured by the Devereux Student Behavioral Rating.

The measurement items identified are shown in the table below. The first 3 rows list items to assess SEL-related behaviors and the last row lists the SEL-related skill improvement in the 3 outcome foci to be assessed.

Items for Outcomes Measurement of <i>Pure Power</i> Curricula Implementation	
Six items were derived from existing measurement tools and adapted for the MFLCs' reporting.	
Items adapted from the K-8 Devereux Student Strengths Assessment-mini to assess problem	<i>Since the initial delivery of the Pure Power curriculum lessons, how often did the youth...</i>

solving (DESSA-mini; form 3-2 and 4-5):	take steps to achieve goals? show an awareness of their personal strengths? [Response options: Never, Rarely, Occasionally, Frequently, Very Frequently]
Items adapted from the K-8 Devereux Student Strengths Assessment-mini (DESSA-mini; form 3-4) and the Devereux Student Strengths Assessment (DESSA) Self-Assessment (item 62) to assess stress management:	<i>Since the initial delivery of the Pure Power curriculum lessons, how often did the youth...</i> focus on a task despite a problem or distraction? describe how he/she was feeling? [Response options: Never, Rarely, Occasionally, Frequently, Very Frequently]
Items adapted from the K-8 Devereux Student Strengths Assessment-mini (DESSA-mini; form 2-5 and 4-2) to assess communication:	<i>Since the initial delivery of the Pure Power curriculum lessons, how often did the youth...</i> respect another person's opinions? show appreciation of others? [Response options: Never, Rarely, Occasionally, Frequently, Very Frequently]
Three items were developed to assess MCSP's outcome foci.	
Items assessing change over time in MCSP's outcome foci:	<i>Since the initial delivery of the Pure Power curriculum lessons, how has the youth's ability....</i> to problem solve changed? to communicate changed? to manage stress changed? [Response options: Much better, Somewhat better, Stayed the same, Somewhat worse, Much worse]

Total Population

Role	Number
MFLCs	2511 total MFLCs
MFLC Clients ages 4-8 for the K-second grade groups, 8-11 for the third-fifth grade groups; age 12-18 for the middle and high school groups at Kadena Air Base, Fort Campbell, Fort	Age 4-11 Elementary schools (8,567) Ages 12-18 Middle and high schools (5,489)

Bragg, Fort Knox, Commander Fleet Activities Yokosuka Japan, Naval Base Guam. schools	Total = 14,416
--	----------------

Evaluation Sample

Role	Number
MFLCs	17
MFLC Clients ages 4-8 for the K-second grade groups, 8-11 for the third-fifth grade groups; age 12-18 for the middle and high school groups.	136

A 80% response rate is expected due to (a MFLCs being required to complete Activity Reports as part of their regular ongoing operations (b Activity Reports will not be completed for participants who miss a group or are not present for any part of the curriculum

2. Procedures for the Collection of Information

Describe any of the following if they are used in the collection of information:

a. Statistical methodologies for stratification and sample selection;

The target population includes: (a) MFLCs, and (b) MFLC clients, age 5-12 (elementary school) and 14-18 (high school).

The data will be collected from MFLCs after the implementation period for all military-affiliated youth receiving Pure Power curriculum instruction over 16 weeks. Post-hoc stratification will be applied during analysis based on characteristics including such as school location, dosage, baseline behavior severity, presenting problem, age group, rank group of sponsor, efficacy, primary presenting problem, and if a duty to warn or mandated report was made.

The collected data will be analyzed with statistical models that involve descriptive and inferential statistics. Such methods will allow for a comprehensive assessment of how the Pure Power participation relates to changes in SEL-related behaviors and the selected outcome foci of skill improvements in problem solving, communications, and stress management. All results will be presented in a way that ensures respondents cannot be personally identified.

b. Estimation procedures;

It is anticipated that during the course of the study, some respondents may not answer all questions. After assessing missing data patterns, non-response

adjustment techniques such as listwise deletion, pairwise deletion or multiple imputation may be used to help minimize any bias that may be introduced into the statistical models as a result of non-response.

- c. Degree of accuracy needed for the Purpose discussed in the justification;

Does not apply.

- d. Unusual problems requiring specialized sampling procedures; and

Does not apply.

- e. Use of periodic or cyclical data collections to reduce respondent burden.

MFLCs report data without personally identifiable information on each client after every session, on activity reports. By adding in the program evaluation questions to the activity reports, MFLCs will be utilizing an existing system that they know how to use for the period of the single evaluation period of 17 MFLCs providing 1 group each at 3 locations with up to 16 group sessions each. Multiple evaluation periods are not being used to reduce cyclical data collections and reduce burden.

3. Maximization of Response Rates, Non-response, and Reliability

Reliability

- First, the assessment questions used for this study were selected, in part, because they represent the MFLC program logic model. They were identified from published, validated, and reliable outcome measurement scales and items, although the items have been modified to fit the MFLC reporting procedures and system (e.g., not youth self-report). The use of such questions should help to ensure the accuracy and reliability of the responses collected.
- Second, training will be provided to MFLCs to ensure they understand the reporting expectations and items. This will include education on the importance of checking for missed responses before report submission and reporting honestly and with self-awareness of biases.
- Third, the study results can be generalized to the universe under study (MFLC clients in grades K-12 who receive Pure Power curriculum instruction at six* installations); however, results cannot be generalized for adult clients not in a school setting or youth clients who do not receive Pure Power curriculum instruction.

Maximization of Response Rates and Non-response

- First, assessment questions will be administered online, which helps to streamline the process for respondents by removing logistical challenges associated with mailing surveys or administering surveys over the phone.
- Second, MFLCs will assess each military-affiliated youth who receives curriculum instruction in a standardized way and in an established electronic reporting system as part of their regular counseling activity reports. In addition, efforts have been made to minimize burden (e.g., limited number of items, administration at one time point post implementation).
- Third, the MCSP project lead will review activity reports every four weeks. If the number of activity reports are lower than expected, or if an incomplete report is received, the MCSP lead will notify the contractor to prompt immediate submission of missing or correction of reports.

4. Tests of Procedures

The procedures and methods that will be used in this study were informed by those employed in similar analysis of MCSP feedback data. The research questions asked are listed below. Standard statistical analysis, to include descriptive and inferential statistics, will be used to answer the research questions.

Research Question
<i>For example: What is the effectiveness of the Pure Power curriculum?</i>
1. <i>For each of the three curricula grade-levels (K-2, 3-5, and 6-12), what are the reported frequencies of SEL-related behaviors among military-affiliated youth who participated in the Pure Power curriculum instructions?</i>
2. <i>For each of the three curricula grade-levels (K-2, 3-5, and 6-12), what are the reported frequencies of SEL-related skill improvement in the 3 outcome foci (problem solving, communication, and stress management) among military-affiliated youth who participated in the Pure Power curriculum instruction?</i>
3. <i>Are there differences in SEL-related behaviors and SEL-related skill improvements in the 3 outcome foci by demographics (e.g., age and sex of military-affiliated youth, installation, trained MFLC).</i>
4. <i>For each of the three curricula grade-levels (K-2, 3-5, and 6-12), are higher frequencies of SEL-related behaviors associated with greater SEL-related skill improvement in the 3 outcome foci?</i>
5. <i>For each of the three curricula grade-levels (K-2, 3-5, and 6-12), does baseline severity of the military-affiliated youths' identified counseling issue predict SEL-related behavior frequency and SEL-related skill improvement in the three outcome foci?</i>
6. <i>For each of the three curricula grade-levels (K-2, 3-5, and 6-12), what is the relationship between the number of sessions (up to 16) that military-affiliated youth participate in during the Pure Power curriculum instruction (dosage) and the frequency of SEL-related behaviors among the participants?</i>
7. <i>For each of the three curricula grade-levels (K-2, 3-5, and 6-12), what is the relationship between the number of sessions (up to 16) that military-affiliated youth participate in during the Pure Power curriculum instruction (dosage) and the SEL-related skill improvement in the 3 outcome foci among the participants?</i>
8. <i>Does the association between SEL-related behavior frequency and SEL-related skill improvement in</i>

<i>the 3 outcome foci vary by dosage levels?</i>
<i>9. Does the association between SEL-related behavior frequency and SEL-related skill improvement in the 3 outcome foci differ by baseline severity of the identified counseling issue?</i>

Note: Limitations such as a limited number of items being asked of MFLCs; MFLC reporting vs. youth self-report; cross sectional design with data collection at one time point post-implementation; and no comparison within the group or between a treatment/control group have been noted as part of the planning for this analysis.

5. Statistical Consultation and Information Analysis

a. Provide names and telephone number of individual(s) consulted on statistical aspects of the design.

Daniel F. Perkins, Ph.D. 814-867-4182, dfp102@psu.edu
Jungeun Lee, PhD. 814-867-4182, dfp102@psu.edu
Kimberly McCarthy. 814-867-4182, dfp102@psu.edu

b. Provide name and organization of person(s) who will actually collect and analyze the collected information.

Anna Rae, Military Community Support Programs, anna.e.rae.civ@mail.mil, 571-256-0564

*Pure Power implementation locations: Kadena Air Base, Fort Campbell, Fort Bragg, Fort Knox, Commander Fleet Activities Yokosuka Japan, Naval Base Guam