

ECONOMIC EVALUATION OF A COMMUNITY-BASED,  
FAMILY-SKILLS PREVENTION PROGRAM

By

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A thesis submitted in partial fulfillment of  
the requirements for the degree of

MASTER OF ARTS IN HUMAN DEVELOPMENT

WASHINGTON STATE UNIVERSITY  
Department of Human Development

May 2010

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## ACKNOWLEDGEMENTS

I would like to thank the individuals who supported me in this process. First I would like to thank my advisor Laura Hill, whose constant support, guidance, and insight, made this project possible. I would not be where I am now without her and am deeply grateful for all she is. I would like to thank my committee members, Nicole Werner – for keeping me grounded and focused, and allowing me to complain to her when I could not to anyone else, and Bidisha Mandal – for patiently sitting through hours of me trying to wrap my head around the data.

To Jennifer Wilcox, my office mate and partner in graduate work, thank you for the encouragement on deadlines and continued friendship. I would like to thank my friends Patrick Crozier and Matt Kulm for the random calls during heavy periods of work. These calls made the workload bearable.

Most importantly, I would like to thank my family. To my parents, Randy and Cherri, thank you for giving me the opportunity to pursue all my dreams and ambitions – whatever they happen to be. Your continual love and support has helped me find my way. To my best friend and brother Kelly, for all the bad, bad jokes and support (whatever form it happened to take) over the years has meant everything to me.

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Abstract

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May 2010

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The present study examined the cost of the Strengthening Families Program for Parents and Youth 10-14, as disseminated in Washington State. The study reports the costs of the SFP as a function of provider experience and cost source variability. Nonmarket resources and funding mechanisms are identified. Using cost analysis as the method of economic evaluation, the present study demonstrates differences in cost of programming at the community level with the randomized control trial.

The sample included nine program implementations in Washington State in eight noncontiguous counties. Nested within those programs were 14 program staff, 37 facilitators and 75 participating families. Semi-structured interviews with program providers captured program costs. Parents completed economic surveys assessing financial standing, transportation, and demographic information.

Cost of the SFP varied by labor cost and provider experience with implementation. A comparison with the cost reported in the control trial indicated that programming cost per family is higher in real-world conditions. I discuss implications for policy and program sustainability and highlight strengths and limitations.

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## CHAPTER 1

### Introduction

The goal of this study is to report on costs of the Strengthening Families Program for Youth 10-14 as disseminated throughout the state of Washington. Numerous researchers have called for an increase in economic evaluations of prevention programs (Bukoski & Evans, 1998; Mzarek & Haggerty, 1994; O'Connell, Boat, & Warner, 2009). However, few program evaluations report systematic documentation of cost and measures of effectiveness. This is true of programs evaluated in ideal settings and, to a greater degree, of programs in typical settings. Cost-effectiveness analysis and cost-benefit analyses are ideal forms of economic evaluation because one is able to compare program effectiveness with incurred costs (Haddix, Teutsch, & Corso, 2003). A first step however, is determining program cost.

This study is the first cost analysis of a universal, family-skills prevention program disseminated in real-world conditions. Real-world conditions refer to the implementation of a program previously evaluated in a randomized trial in a non-research setting (Salkever, Johnston, Karakus, Ialongo, Slade & Stuart, 2008). Cost analyses of local programming efforts can contribute to long-term sustainability by improving planning and cost projections and identification of efficient resource use (Zohrabyan, 2010). If local and state policymakers are to make informed decisions about how to invest prevention dollars, economic evaluations should reflect the cost of real-world implementations.

I first provide an overview of economic evaluation in the prevention field. I discuss the importance for economic evaluation in community-based disseminations in the context of policy and sustainability. I then describe cost analysis as an economic evaluation method with

considerations specific to community-based disseminations. Finally, I conclude with a description of the SFP and a review of previous economic evaluations of the program.

### *Overview of Economic Evaluation in Evidence-based Prevention Programs*

Evidence-based programs are standardized programs with demonstrated efficacy ready for large scale dissemination (Hill, Parker, McGuire, & Sage, 2009; Small, Cooney, & O’Conner, 2009). EBPs disseminated in real-world conditions increased substantially during the last decade in response to calls for effectiveness and accountability by government agencies (Spoth, 2008). The ‘Principles of Effectiveness’ policy outlined in the Safe and Drug Free Schools Act of 1999 was influential in prompting widespread dissemination of EBPs, making federal funding of alcohol and substance abuse efforts contingent on implementation of EBPs (US Department of Education, 1998). As a result of this Act many evaluations in effectiveness trials focus on program process and effects and implementation quality (Durlak & Dupre, 2008; Greenberg, Domitrovich, Graczyk, & Zins, 2005; Issel, 2003). The numbers of economic evaluations however, lag behind other forms of program evaluation (Kellam & Langevin, 2003; O’Connell, Boat, & Warner, 2009).

Economic evaluation of prevention programming is relatively new when contrasted with studies in the treatment and medical fields (Banta & Luce, 1983; French, Popovici, & Tapsell, 2008). In a review of cost-benefit studies, Swisher, Scherer, & Yin (2004) identified only three directed at universal, alcohol and substance use prevention programs. Several obstacles inherent in conducting economic evaluations contribute to the paucity of research in this area (Haddix et al., 2003). First, economic evaluations require substantial time investments (French, Rachal, & Hubbard, 1991; Levin & McEwan, 2001). Accurately estimating financial expenditures resulting from program implementation requires an exhaustive inclusion of expenses; more so than

standard accounting procedures and knowledge of program operating budgets can provide. Second, calculating the effectiveness, or monetary benefit, of a program is often difficult (Bukoski & Evans, 1998; Kim, Coletti, Crutchfield, Williams, & Helper, 1995). Finally, the study design, theoretical perspective, and time horizon of the evaluation are dependent on the measurement and calculation of program inputs and outputs – some of which may be difficult to determine (Messonnier & Meltzer, 2003; Yates, 2009).

### *Economic Evaluation in Community-based Disseminations*

The majority of economic evaluations in the prevention field are either conducted concomitantly with RCTs or use estimates derived from those trials (Aos, Lieb, Mayfield, Miller, & Pennucci, 2004; Jones, Bumbarger, Greenberg, Greenwood, & Kyler, 2008). As part of large, grant-driven efficacy trials, program costs are rigorously documented, although the degree to which all important program costs are captured in efficacy trials has been debated (French et al, 2007; Schoenwald & Hoagwood, 2001). A growing body of research suggests costs and benefits of programming may differ drastically when evaluated under real-world conditions (Sandler, Wolchik, MacKinnon, Ayers, & Roosa, 1997).

Local conditions often require that a program be changed, and program costs are likely to vary considerably between implementations (Ginexi & Hilton, 2006). Different prices may be paid for the same input, or the cost of inputs used to achieve a given level of effectiveness in RCTs may differ substantially in community-based disseminations (Foster, Porter, Ayers, Kaplan, & Sandler, 2007). Estimates of intervention cost inevitably require some modification as programs are transported into community settings. Costs and resources required for a program to operate are known to fluctuate based on the population, setting, and infrastructure (Chatterji, Caffray, Jones, Lillie-Blanton, & Werthamer, 2001). Economic transfers, or shifts in control over

resources, may also be more common in community-based disseminations as costs are absorbed over multiple implementations (Kim et al., 1995). As EBPs increasingly move from efficacy and effectiveness trials to large scale, community-based disseminations, it is critical to document how cost estimates fluctuate in real-world settings. Policymakers and providers operating prevention programming under strained budgets need and value economic evaluations.

### *Importance of Economic Evaluation in Community-based Disseminations*

In this section I discuss the importance of economic evaluation in community-based disseminations to both policymakers and providers. Economic evaluations detail the economic impact of a program: serving a vital function in public health (Issel, 2003). Systematic documentation of costs provides clear and accessible information to a wide range of audiences (Aos et al., 2004; Plotnick, 1994; Zarkin, & Hubbard, 1998). Policymakers and providers can use this information to inform resource allocation decisions and plan effectively for sustainability.

### *Policy*

Economic evaluations offer a sound basis for policy decisions at state and local levels by detailing which programming investments provide the best use of limited resources. Policymakers, program administrators, and healthcare providers use economic evaluations as a basis for resource allocation decisions and as means of comparing disparate programs with analogous goals (Levin & McEwan, 2001; Spoth, 2008). The dearth of economic evaluations, however, makes it difficult to make the argument to policymakers that prevention programming represents efficient resource use (Duncan & Magnuson, 2007).

Policymakers operating with a limited budget consider cost analyses to be as important as measures of effectiveness (Kellam & Langevin, 2003). If cost data is unavailable for an EBP, agencies may be hard pressed to award grants that encourage their grantees to implement EBPs

(Akerlund, 2000; Kellam & Langevin, 2003). EBPs with no existing economic evaluation or those that rely on estimates from ideal settings are likely to be passed over by policymakers and legislatures who must increasingly justify programmatic expenditures (DuPont, 1998). For state and local policymakers to make informed decisions about how to invest prevention dollars, economic evaluations should reflect the cost of real-world implementations.

### *Sustainability*

Determining the cost of programs in real-world conditions is crucial for sustained, effective prevention efforts (Spoth, 2008). Cost analyses contribute to long-term sustainability by improving planning and cost projections. Providers are able to ensure practical fit between identified interventions and community-specific resources (CSAP, 2009) and to plan for future funding prior to the end of grant cycles (Akerlund, 2000). Economic evaluations provide a means by which to justify program selection. Use of economically validated EBPs is efficient – scarce resources can be used to implement these standardized programs instead of to develop programs (Small et al., 2009). Local practitioners can therefore use cost analyses as part of the broader decision-making process and as a means of assessing program sustainability (CSAP, 2009; Spoth, 2008).

### *Cost-Analysis in Community-based Disseminations*

In this section I discuss the mechanics of cost analysis and considerations specific to evaluations of community-based implementations. I define cost analysis as an evaluation tool and detail various costs. Finally, I discuss the components of cost analysis: study design, cost inventory, the theoretical perspective, and time frame.

### *Cost Analysis*

Cost analysis is an economic evaluation method for systematically collecting, categorizing, and analyzing costs of a program or interventions (Haddix et al., 2003; Levin & McEwan, 2002). The method is useful as a solitary evaluation method or when combined with other forms of economic evaluation such as cost-benefit or cost-effectiveness analysis. Cost analyses provide a means for identifying efficient resource use when multiple programs are examined (Foster, Dodge, & Jones, 2003; Zohrabyan, 2010). Framing cost analyses to capture programming cost in real-world conditions requires knowledge of both the program under evaluation and community infrastructure.

### *Costs*

Costs are the values of all resources, tangible or intangible, used to produce a program (Zohrabyan, 2010). Classification of costs varies depending on the cost source (i.e. participants, goods and materials, program labor). The following costs need to be considered in cost analyses of prevention programming.

*Direct Cost.* Direct costs result from implementation of the program. Direct costs common to prevention programming include labor and training, goods and materials, and transportation costs (Zarkin & Hubbard, 1998). Previous evaluations indicate that labor and training costs represent the bulk of expenditures (Spath, Gyll, & Day, 2002); however, these costs may fluctuate greatly between programs and settings (Chatterji et al., 2001). Direct costs are classifiable as fixed or variable costs.

*Fixed costs* are a type of direct cost that do not vary with the quantity of output produced – the cost remains constant (Haddix et al., 2003). For example, program curriculums are considered a fixed cost. This cost remains constant regardless of the number of participants.

Fixed costs are likely to be program specific and depend on existing infrastructures in community-based disseminations.

*Variable costs*, a type of direct cost, increase with the quantity of output (Haddix et al., 2003). For example, provider time represents a common variable cost. The value of a provider's service is dependent on the time invested in the program. Some program costs, such as the value of participant incentives or consumable materials, are dependent on the number of participants in the program. Transportation costs for participants and staff are also considered variable costs.

*Indirect Costs.* Indirect costs are the values of resources relinquished to participate in a program. Indirect costs common to prevention programming include unpaid staff and participant time (Haddix, Corso, & Gorsky, 2003). An individual's participation in a prevention program displaces money potentially earned at an occupation and therefore must be accounted for (Foster et al., 2003). For example, participant time is an indirect cost in the form of productivity loss: an individual's participation in a program directly inhibits engagement in productive activities.

*Nonmarket Resources.* Programs lacking required resources in real-world conditions may rely on volunteer labor and donated goods. These nonmarket resources represent opportunity costs, as these services have an alternate value (Foster et al., 2003). In these instances, volunteer time can be valued at the rate of a worker who would be paid to perform the same job using the global substitute method (Brown, 1999; Zohrabyan, 2010). Donated services can be valued by the market price when available.

### *Designing a Cost Analysis*

Economic evaluations conducted as part of RCTs can serve as a useful framework for designing cost analyses of community-based disseminations, though programming at the community level may require dissimilar resources to operate. Programs disseminated at the



community level face expenses uncommon to RCTs (Hill et al., 2009). For example, training and materials specific to EBPs may be viewed as costly to agencies and organizations implementing a program intermittently. Overcoming these barriers may require unorthodox resources which can be difficult to identify. Other barriers, such as time and distance constraints or the absence of provider partnerships, may make ideal approaches, such as prospective data collection, difficult in community settings.

In these instances, employing diverse methods of data collection is necessary. Accurate discernment of costs require reviews of program operating budgets, discussions with providers, and observation of the program (Levin & McEwan, 2001). Retrospective data collection is useful at the community level if practical or logistical barriers are present or multiple programs are considered for evaluation simultaneously. Prospective data collection is always required to capture participant costs as these may be impossible to determine following the program (Haddix et al., 2003).

#### *Cost Inventory*

Cost inventories allow evaluators to define and describe all costs required for a program. Extensive program knowledge helps to identify program source costs including program staff, target population, materials, and delivery sites. A variety of models are useful to guide and inform cost inventories. One type of classification model helpful for identification of costs is the resource cost model (French, Mauskopf, Teague, & Roland, 1996; Levin & McEwan, 2001). Resource cost models organize information on how resources in a program are structured for service delivery.

#### *Study Perspective*

The perspective from which a program is evaluated reflects the viewpoint of the analysis (Tuetsch & Harris, 2003). Potential perspectives include those of program participants, funding agencies, or society (Aos et al., 2004; Haddix et al., 2003). A societal perspective includes all costs, regardless of who incurs them, in the analysis. Economists are interested in a societal perspective because it comprehensively reflects all consequences of a program –costs borne by program participants and society (French et al., 1991; Miller & Hendrie, 2009). Policymakers and program providers can use the findings of cost analyses taken from a societal perspective by identifying which costs are relevant to them.

#### *Time Frame*

The time frame is a predetermined period for cost collection (Zohrabyan, 2010). A time frame should be long enough to capture costs at all phases of the program including start-up and maintenance costs. Economic evaluations with inadequate time frames risk excluding costs relevant to a program. Cost analyses of community-based implementations pose a unique challenge to determining the time frame of study. For example, experienced providers who implement multiple programs in communities may prepare for all programs simultaneously. Alternatively, new providers may have protracted, uneven periods of planning due to time spent garnering necessary resources. In these instances, retrospective data collection is important in extracting these costs.

#### *The Strengthening Families Program for Youth 10-14*

In this section I describe the SFP for Youth 10-14 as it operates in the state of Washington; program delivery; and the empirical background of the program. I then discuss previous economic evaluations of the SFP and detail implications of those estimates as applied to

community-based disseminations. Finally, I conclude with my research questions and a brief description of the current study.

#### *SFP for Youth 10-14*

The Strengthening Families Program for Youth 10-14 is an evidence-based, family-skills prevention program widely disseminated in the state of Washington. The program is known to operate in 35 of the state's 39 counties over the past eight years (Washington State University, Strengthening Families Program, n.d.). Washington State University Extension faculty offer statewide training for facilitators on a regular basis. Delivered over a seven-week period by four to six facilitators, the program serves 7-12 families in individualized youth and parent sessions followed by a family session. Participants view DVDs and engage in interactive skill activities according to a structured curriculum across youth, parent, and family sessions. Family communication, peer-resiliency skills, and family management practices are central themes during program sessions. The program is typically housed in school facilities during weekday evenings but may also take place in community centers, churches, or other spaces.

The SFP targets risk and protective factors implicated in alcohol and substance initiation and use among youth (Hawkins, Catalano, & Miller, 1992; Spoth, Redmond, & Shin, 2001). The biopsychosocial model and family process theories, which assume that negative family and peer influences contribute to early onset of alcohol and substance use, form the theoretical framework for the program (Spoth et al, 2002). The Iowa Strengthening Families Program efficacy trials demonstrated intervention-control differences in delayed initiation, current use, and multiple substance use at a point when youth are in high-risk years for substance-related problems (Spoth et al., 2001, 2004, 2009). Other researchers have also pointed to the value of SFP when

compared to other interventions aimed at delaying alcohol use among youth (Foxcroft, Ireland, Lister-Sharp, Lowe, & Breen, 2003).

#### *Previous Economic Evaluations of the SFP*

Current cost estimates of the SFP are based on the Iowa RCT in 1992 (Aos et al., 2004; Spoth et al., 2002). Expenses included in that cost analysis included facilitator advertisement and training, family training materials and participation incentives, site management, program labor and child care costs, and parent travel costs (Spoth et al., 2002). Spoth and colleagues (2002) documented cost of the program over 11 program implementations serving 117 families at \$123,245 (adjusted to 2009 dollars, Bureau of Labor Statistics, 2010). This equates to per family costs of \$1,053 and an average program cost of \$11,204. Researchers divided a measure of effectiveness by cost estimates, resulting in a cost-benefit of \$9.60 return for every dollar invested and a net benefit per family of \$5,923 in 1994 dollars (Spoth et al., 2002). Costs were summed and averaged across sites in the published report and therefore variability across programs was not reported.

Two studies have used the economic evaluation of the original RCT to calculate local cost-benefit estimates of the program. Researchers at the Washington State Institute for Public Policy, adjusting program costs from the RCT to 2004 dollars, calculated a cost-benefit ratio for SFP in terms of crime-related costs averted and estimated a return of \$7.82 cents for every dollar invested in the program (Aos et al., 2004). Researchers in Pennsylvania used cost-benefit analysis to identify a return of \$7.82; again retaining program costs from the RCT (Jones et al., 2008). However, to date there have been no economic evaluations of the program as delivered on a community basis, outside a research context.

#### *Research Questions*

The review of literature and cost analysis of the RCT suggest there is good reason to believe that costs incurred at the community level may differ from costs incurred as a result of RCTs. The current study uses cost analysis to 1) determine the costs of SFP in Washington State, 2) Identify cost sources which account for variability in total cost between programs, and 3) compare costs from the RCT with cost from the program in Washington State.

*What are the costs of the SFP in Washington State?*

Cost of the SFP at the community level is currently unidentified, as are program resources and a full description of funding mechanisms. I report comprehensively on costs of the SFP implemented at the community level in Washington State. In line with previous cost analyses from a societal perspective, I identify all costs associated with implementation and execution of the program, including volunteer time and donated services. I also identify the funding mechanisms specific to each program.

*What Accounts for Variability Between Programs?*

I identify programs based on a standard of efficiency – providers with a minimum of three years implementing the program. I examine variability between programs to identify which cost sources exert the most influence on total program cost. I report the upper and lower bounds of cost sources to identify efficient and non-efficient resource use. I identify direct, indirect, and variable costs sources and describe inconsistencies as a function of program size and provider history of SFP implementation.

*How do Costs from the RCT differ from the SFP in Washington State?*

Cost estimates used to inform policy decisions, for example, the Washington and Pennsylvania reports referenced above, are currently derived from the RCT economic evaluation. I structured program provider and participant surveys based on cost sources reported in the

control trial. I examine program costs reported in the RCT (Spath et al., 2002) with cost of the SFP in the Washington State to identify differences. I identify costs not included in the RCT cost analysis, such as provision of dinner for families, the cost of participant involvement, and the value of facilities.

## CHAPTER 2

### Method

#### *Recruitment/Procedure*

The recruitment strategy was to gather information from SFP providers in different geographic areas and with varying levels of experience implementing the program. I recruited both experienced program providers (using the list of all providers trained by WSU Extension's SFP team) and recent program trainees (from the most recent WSU Extension training). Experienced program providers were sent an email describing the study and incentives offered for participation (\$50 directly to the provider for a phone interview and \$250 to be used in the program implementation. To recruit recent program trainees, an announcement was made at a regular SFP facilitator training informing about the current study and incentives for participation. Discussion with contact persons revealed the SFP was either new to their community or agency. A follow up email was sent to three individuals who expressed interest in participating. Five of seven experienced program providers and three of roughly forty recent program trainees agreed to participate in the study. I recruited one additional provider from a local implementation of the program.

I sent program providers an email containing detailed information regarding the purpose and procedures of the study. I sent packets containing consent forms, participant questionnaires, and family/participant compensation (two \$10 gift cards per family). I collected participant data prospectively by sending surveys which were administered and completed during one of the initial program sessions.

I collected cost information from 12 providers, representing 9 programs, retrospectively. I sent providers an email containing cost questions to be asked in structured telephone interviews following completion of the program. I recorded provider interviews with digital audio recording

equipment. I took notes during the interviews and recorded specific costs when possible. All interviews were transcribed verbatim by the SFP lab team. I developed a coding sheet to synthesize responses to the questionnaire so information could be entered into an Excel workbook.

### *Program Sample*

The final program sample ( $N = 9$ ) came from all four regions of the state (NW, NE, SW, and SE), representing eight noncontiguous counties, and included both rural and urban sites. Programs were held in Cowlitz, Kitsap, Pacific, Pierce, Spokane, Whatcom (2 programs), Whitman, and Yakima counties. Eight programs were administered in English language while two programs were administered in Spanish language. Experience of contact persons implementing the SFP ranged from a person conducting her first program to a person with eight years implementation experience. Range in the number of families per program was 5 to 15. Programs averaged nine families per program (statewide:  $M = 7.9$ ).

I could not contact one provider and this program, as well as participant data, was not used in the analysis. An additional provider was not available for an interview but replied to the questionnaire via email. A total of 12 providers and 9 programs constituted the final sample.

### *Participant Sample*

Eighty-one families participated in the nine programs, of whom 67 (83%) completed the economic survey. Of the parents and caregivers who completed the evaluation, 67% were female; 72% were Caucasians, 24% were Latino, 2% were African American, 1% were Native American, and 1% Asian/Pacific Islander. The race composition of the sample generally mirrored that of the state, although Latinos were over represented and Asian Americans were slightly underrepresented (U.S. Census Bureau, 2009). Age of parents who completed the



questionnaire ranged from 26 to 67 ( $M = 40.3$ ). A survey was administered to parents of the program during one of the first three nights of the program to maximize response rate, and participation was voluntary.

### *Measures*

I used a resource cost model and the previous economic evaluation of the RCT as guides in the design of data collection tools to capture costs and resources associated with implementation of the SFP (Levin & McEwan, 2001; Spoth et al., 2002). As noted in the introduction, resource cost models allow for documentation of direct and indirect costs incurred by an identified source. Implementation of the program results in both direct costs (i.e. labor, rent, program materials) and indirect costs. Indirect costs are not typically reflected in operating budgets but represent expenditures such as time or value of program facilities (Foster et al., 2003). I classified costs according to cost sources. Cost sources are defined as any activity, expense, or resource used as a function of program implementation (see Table 1). I identified six main cost sources based on the literature (Spoth et al., 2002) and knowledge of the program: facilitator training, labor, materials, participant incentives, site-management, and childcare.

### *Participant Survey*

The economic survey designed for participants captures demographics and financial status of families participating in the program (see Appendix A). Demographic items include family size, race/ethnicity, age, and education. A financial status measure consists of items assessing current employment status (currently working for pay, unemployed and looking for work, retired, disabled, or not working and not looking for work), hours worked, and rate of pay. Participants who were employed responded to multiple items pertaining to the average number of hours worked in a given week/year, amount/frequency of an average paycheck, and hourly

rate of pay. Multiple measures of income were included in the survey to allow for valuation of time spent at the program as an indirect cost (Foster et al, 2003). Childcare and travel costs were included in the survey to value direct participant costs.

### *Program Provider Interviews*

I created two questionnaires to reflect the different roles of program staff, one for supervisor, program coordinators, and site-coordinators, and one for facilitators (see Appendix B and Appendix C). A supervisor is a person responsible for acquiring funding and finances for the program. Supervisors are considered most proximal to the funding source. A program coordinator is responsible for recruiting facilitators and ensuring program materials and food are available. A site-coordinator is responsible for securing the program site and providing access to rooms and arranging audiovisual equipment. Facilitators are responsible for delivery of program curriculum. Facilitator cost questions were specific to their training and role as a facilitator in the study program. I provide detailed job descriptions in Table 2. The supervisor, program coordinator, and site-coordinator questionnaire contained additional questions assessing general costs in the aforementioned cost sources. The section on operating costs contained specific items assessing program operating budgets, funding sources, and carryover funding.

Both questionnaires contained questions about facilitator training, labor costs, program materials and goods, site management, and operating costs. Facilitator training costs were captured with items assessing the total training fees, duration, location, required materials, food, and travel. Labor costs were captured with items assessing staff pay and time. Program goods and materials used for the program were captured with items assessing type and amount required. Materials include manuals, videotapes, audiovisual equipment, activity supplies, and copying. Items assessed if these materials were carried over from previous programs or

purchased specifically for the study program. Food and snack questions were included. Site management costs were captured with items assessing transportation, facility type, childcare, and advertising. Operating costs were assessed with an item about the total operating cost of the program. Items were included in all categories to assess any donated volunteer time or goods.

### *Analytic Strategy*

#### *Costs*

For most cost sources I had the actual dollar values, however, in some cases it was necessary to estimate or impute values. I identified missing values in the data and used the Bureau of Labor Statistics (2010) and state occupational employment records to estimate direct costs, volunteer labor and donated services when necessary. I created decision rules for imputation when cost values were not available and estimation was not feasible.

I identified three types of data from provider interviews: *direct cost*, *approximation*, and *supplemental*. Direct cost data represents specific dollar amounts. Approximation data are qualitative or other information that people reported without assigning a dollar value (i.e. time, hours worked, donations). Supplemental data are general program operating mechanisms within counties. This data included a general description of funding mechanisms, job description, and estimates of typical program cost associated with a specific program.

#### *Estimation*

I examined cost data and determined that five cost categories required estimation: wage rate of staff, travel costs, volunteer labor, donated services, and indirect participant time costs.

*Wage Rates.* Supervisor, program coordinator, and site-coordinator positions required estimates of pay rate because hourly rate could not be determined. Only one of five supervisors provided a per program pay rate. Supervisor pay per program was estimated using provided job

titles and time estimates of hours per program. I used state occupational employment and wage estimates for Washington State from 2008 (Bureau of Labor Statistics, 2010) to identify the median hourly wage rate based on job title reported by supervisors and multiplied this rate by the reported number of hours per program. In two cases, I determined actual individual pay rates using the 2009 Washington State Employee public database (<http://lbloom.net/wsu09.html>). I followed the same procedure for program and site coordinator positions with two exceptions. First, in some cases the respondent functioned in dual roles as both the program coordinator and as the site coordinator. Therefore, the individual incurred time far beyond either position alone as evidenced by other respondents in similar roles. In these three cases, I split reported time estimates in half. Second, I standardized the wage rate for these three cases because BLS (2010) estimates for each worker varied slightly. The standardized wage rate I selected reflects the wage rate of others holding coordinator positions.

*Transportation.* I estimated travel costs for program participants and facilitators only (providers and coordinators do not attend programs regularly). I estimated travel costs for program facilitators by obtaining home addresses and the program location. I multiplied the distance traveled round trip by seven nights at a rate of .50 cents a mile; the current statewide rate (Internal Revenue Service, 2010). One program did not report home addresses for facilitators. I averaged travel costs across all eight programs and imputed this value. Program participants provided miles traveled to the program in surveys, and I multiplied mileage by a rate of .50 cents a mile. To account for non-attendance, I estimated travel to six sessions rather than seven.

*Volunteer Labor.* I followed the global substitute method as described in the literature review to estimate volunteer labor (Brown, 1999; Zohrabyan, 2010). Volunteers performed

program functions similar to facilitators, and in these cases I multiplied the hourly wage rate of facilitators for the program they volunteered for by the number of hours invested.

*Donated Goods.* I valued donated goods in two ways. First, I used the dollar value reported by the respondent. If a dollar value was not reported, I used market prices for the donated good.

*Participant Costs.* I valued participant time spent at the program by the wage rate reported in the participant survey multiplied by number of program hours. If participants did not report a usable estimate for wage rates they were not included in the analysis. To account for non-attendance, I value participant time at six nights instead of seven.

#### *Set Costs*

For three cost sources, facilitator training, start-up SFP materials, and facility value, a set cost was calculated. Determining a set cost was necessary because, with the exception of facilitator training, the three cost sources represent an unreported indirect cost. Set costs were held constant across all programs.

The facilitator training cost source represented ten items and of these, only two (training fee, manual cost) were reported by all 12 respondents. Five respondents reported on all ten facilitator training cost sources, however, estimates for only two items (training transportation, time) were consistently reported by all five. Of the remaining six items (30 cells) only four contained values which were reported by two of the five respondents. The facilitator training cost source therefore constituted four items: training fee, manual cost, transportation, and time spent at training. I used average estimates across respondents to determine a set cost for facilitator training fees. (range: \$65 - \$90;  $M = \$78$ ). I used the ordering catalog from the Iowa SFP website to determine manual costs. Facilitator time and travel cost were calculated using the

aforementioned procedures. I multiplied all items by four to reflect the average number of facilitators in the sample ( $M = 4.1$ ).

I determined start-up SFP materials (i.e. program curriculum, DVDs) from the SFP website (Iowa State University Extension, 2010) because providers did not report these as incurred costs. Some material costs were dependent on the number of families per program. I multiplied these materials by the number of participating families within each program to ascertain a per-program cost. I calculated two different values for start-up materials. The low value I calculate does not include the cost of facilitator manuals. I include this value when a cost sum includes both facilitator training and start-up materials because the value of the manual is already included in the facilitator training estimate. I use the high value when a cost sum excludes the value of facilitator training. For subsequent sensitivity analysis, I consider per family materials cost at the minimum and maximum number of reported families.

I determined facility value by obtaining rental estimates applicable to non-profit organizations in school districts where study programs were held. Six school districts (75%) provided estimates for custodial services, classroom, multipurpose room, cafeteria, and audiovisual equipment. I took the average estimates for classrooms and multipurpose rooms and combined these into a single estimate for each school district because it was impossible to determine type of program room used. I valued custodial services and room space at 21 program hours, cafeteria use at 3.5 hours, and per day cost of audiovisual equipment at seven days. For subsequent sensitivity analysis, I consider the facility value at the minimum and maximum for all four values.

### *Missing Data*

For many cost sources there were missing data points on the individual survey or interview data. In almost all cases however, I had the relevant information from at least one of the three data types. Missing values from three or more cost sources was uncommon across programs. After an extensive review of interview transcripts, I identified two reasons for missing values. The most common reason for missing values was that respondents lacked information for a particular cost source, with information on facilitator trainings constituting the majority of missing values. The second most common reason for missing data was that respondents did not have access to the information. For example, facilitators may not have known a material cost or how much was spent on participant incentives. I did not give missing values a zero-dollar value, because these categories reflected unreported costs as opposed to avoided costs.

### *Imputation*

I created decision rules for imputation in cost data in order to account for missing values. Because providers were recruited based on differential levels of experience, I imputed values differently for two groups: experienced and inexperienced providers. I identified five programs with providers having a minimum of three years experience and I rank ordered them according to provider-reported direct program cost. I refer to programs with provider experience exceeding three years as established programs. I rank ordered the remaining programs (provider experience less than three years) according to provider-reported direct costs. I refer to these programs as new programs. Below, I detail the number of missing values for both the established and new program groups and the decision rules created for imputation.

*Established Programs.* I first identified missing values across five established programs. Within the five established programs there were 13 cost sources (excluding facilitator training, discussed below) resulting in 65 total possible values. Of 65 values, there were 13 missing from

five cost sources. Within established programs, I noted the lower/upper bound for sensitivity analysis across all cost sources not influenced by family size. I created the following decision rules in preferred order of use:

- 1) If a value is missing for a cost source in an established program, I use information from a supplemental program respondent (i.e. program facilitator) if available.
- 2) If a value is missing for a cost source in an established program, I match this with another established program based on program size (number of families).
- 3) If a value is missing for a cost source in an established program, I impute the average from all available established programs.

*New Programs.* I identified missing values across four new programs. Within the four new programs there were 12 cost sources (supervisor cost source did not apply) resulting in 43 total possible values. Of 43 values, there were 6 missing values. Two of these missing values were attributable to coordinator positions for one program. The interview for this program indicated that these costs could potentially be enmeshed in facilitator pay and therefore I did not impute these values. Unlike established programs, all new programs varied in family size so matching by size was not possible. I did not interview additional program staff from new programs so supplemental respondent values were also not available. I created the following decision rule for imputing within the four new programs.

- 4) If a value is missing for a cost source in a new program, I impute the average value from the remaining new programs.

#### *Cost Comparison with RCT*

I calculated the cost of an average RCT program by first adjusting all reported cost sources to 2009 dollars using the percent change in Consumer Price Index rates from 1994 to



2009 (Bureau of Labor Statistics, 2010). I summed all cost sources to produce the total cost and then divided by 21 programs to yield the average cost per program (Spoth et al., 2001). I then divided the average RCT program cost by ten families. I followed the same procedure for the SFP in Washington State, summing cost sources from all programs and then dividing by the number of programs implemented and dividing average program cost by ten families. I matched cost sources descriptions provided in the RCT economic evaluation with corresponding study cost source descriptions (see Tables 3 and 4).

I divided the average program cost for each estimate by a set value of ten families to yield the cost per family for both RCT and Washington State implementations. Previous reports of the RCT in Iowa indicate that the average family size across programs to be eight (range: 3 to 15 families) (Spoth et al., 2001). Therefore, I could not determine cost variability between RCT programs.

#### *Sensitivity Analysis*

Sensitivity analysis is a procedure used to examine which variables exert the strongest influence on the cost analysis total amount (Haddix et al., 2003). I identified staff labor, childcare cost, advertising, and copying costs as fixed cost sources exerting the greatest influence on total program cost. I report program cost in Washington State for the most established program and newest program and in the comparison with the RCT.

## CHAPTER 3

### Results

In this section I present the results of the cost analysis of the SFP in Washington State. I report the upper and lower bounds for fixed cost sources and contrast established and new programs. I report per-family cost of programming in the RCT and in Washington State. The societal cost for the nine programs ranges from \$10,725 to \$15,041 with direct program cost ranging from \$4,697 to \$9,196. Of direct program cost, program labor and food constitute the cost sources contributing most to cost totals. Provider experience, program labor and food cost explain variability between programs. Only consumable materials appear to be directly influenced by family size. The cost comparison with the RCT indicates the cost of the program is higher in Washington State by 26% using the most conservative estimate.

#### *Cost of the SFP in Washington State*

The direct cost of the program, excluding facilitator and participant travel, ranged from \$4,697 to \$9,196. Cost profiles for each program indicate all but one program was supported by volunteer labor and donated goods. Multiple funding sources finance the SFP implementations in Washington State.

#### *Direct and Indirect Program Cost*

In Table 5 I report the aggregate direct and indirect cost for each program in the study. The most established program ( $n = 7$ ) had direct and indirect costs totaling \$10,725. The newest program ( $n = 15$ ) had direct and indirect costs totaling \$15,041. Indirect costs, excluding facility value which was held constant across programs as a set cost (see Table 22), cost for participant time ranged from \$846 to \$6,547. The percentage of program costs attributable to volunteer labor and donations was higher across newer programs (27%) compared to established programs (9%).

### *Cost Profiles*

In Tables 6 through 14 I report individual cost profiles for each program in the study. Profiles include direct, indirect, and fixed costs. I also note the percentage and source of volunteer time and donated goods. I report the funding mechanism for each county on four levels: federal and state, county, local, and volunteer labor and donations. I also note values within each program that were imputed or estimated using the procedures described in the method section.

Funding of respondent reported direct costs was made possible by the Division of Behavioral Health and Recovery for five programs (56%). The Office of Superintendent of Public Instruction funded respondent reported direct costs for two programs (22%). The Department of Commerce funded the remaining programs (22%). All programs utilized volunteer labor or donated goods and services although the degree of volunteer and donated funding varied between programs (2% to 55%).

### *Direct Program Cost*

*Established Programs.* In Table 15 I report the direct program cost of the five established programs. To maximize comparability across programs, facilitator and participant travel is included in a separate cost sum due to geographic disparities between sites. The direct program costs with program size are \$6,381 for Program 1 ( $n = 7$ ), \$6,565 for Program 2 ( $n = 5$ ), \$6,707 for Program 3 ( $n = 9$ ), \$6,916 for Program 4 ( $n = 5$ ), and \$8,315 for Program 5 ( $n = 10$ ). The direct program cost, including facilitator and participant travel, are \$6,887 for Program 1, \$7,027 for Program 2, \$7,332 for Program 3, \$7,164 for Program 4, and \$8,983 for Program 5.

*New Programs.* In Table 16 I report the direct program cost of the four new programs. To maximize comparability across programs, facilitator and participant travel is included in a

separate cost sum due to geographic disparities between sites. The direct program costs with program size are \$4,697 for Program 6 ( $n = 8$ ), \$6,664 for Program 7 ( $n = 12$ ), \$9,196 for Program 8 ( $n = 10$ ), and \$8,900 for Program 9 ( $n = 15$ ). Supervisor positions were not identified for new programs and coordinator positions could not be determined for Program 9. The direct program cost, including facilitator and participant travel, are \$5,418 for Program 6, \$7,203 for Program 7, \$9,439 for Program 8, and \$9,932 for Program 9.

#### *Cost Variability Between Programs*

Established programs showed less variability in the two cost sources contributing the most to total direct program cost - program labor and food and meal cost sources. Only consumable materials appeared to be influenced by family size. Established programs operated by as much \$2,733 less than new programs.

#### *Direct Program Cost: Established Programs*

In Table 15 I report variation in direct program cost for the five established programs. The variable program cost of food and meals fluctuated linearly according to family size; however, differences across programs were minimal. Consumable materials showed evidence of program size influence with the exception of Program 1. Participant incentives fluctuated greatly between established programs (\$0 - \$275). Established programs 2 and 4 contained equal program size ( $n = 5$ ) allowing for direct comparison of all cost sources. Notable differences in cost sources included site-coordinator pay (\$314), program facilitation (\$1,020), participant incentives (\$275) and advertising costs (\$150). Similarities between programs 2 and 4 were food and meals and childcare costs.

#### *Direct Program Cost: New Programs*

In Table 16 I report variation in direct program cost for the four new programs. Variable cost across new programs, including consumable and additional materials, food and meals, and participant incentives were all independent of family size. Variation in fixed program costs was attributable to pay of coordinators (\$575 - \$863), program facilitation (\$1,462 - \$4,800), advertising (\$75 - \$184), and childcare (\$200 - \$750).

#### *Established and New Program Comparison*

In Tables 17 and 18 I report a comparison between the established program with the lowest cost and two new programs demonstrating the highest cost. It was necessary to compare new Programs 8 and 9 because coordinator cost sources could not be determined for Program 9. Cost totals indicate a difference of \$2,519 with Program 8 and \$2,733 with Program 9.

Comparison of Program 1 ( $n = 7$ ) and Program 8 ( $n = 10$ ) revealed variation in fixed cost sources including program coordinator (\$320 - \$863), program facilitation (\$2100 - \$4,800), advertising (\$20 - \$38), childcare (\$170 - \$280).

#### *Fixed Cost Sources*

In Table 19 I report on cost source variability for fixed cost sources including labor positions, advertising, childcare and copy costs. I report the upper and lower bounds for each cost source. Within established programs, bounds for the supervisor cost source were \$838 and \$1,868. With the exception of Program 9 (coordinator positions could not be determined), bounds for program coordinator across all programs were \$320 and \$863. Bounds for site-coordinator positions (\$408 and \$862), program facilitation (\$1,280 and \$4,800), advertising (\$0 and \$184), childcare (\$200 and \$750), and facility rental (\$0 and \$250) are reported alongside individual program amounts for each cost source.

*Labor Costs.* In Table 20 I report labor cost across all programs. Cost sources indicate that program facilitation varied within established ( $M = \$1917$ , range: \$1,280 - \$2,225) and new programs ( $M = \$3153$ , range: \$1,462 - \$4,800). Cost of the program coordinator was \$397 more for three new programs ( $M = \$755$ ) compared to five established programs ( $M = \$357$ ). Cost of the site coordinator was \$121 more for three new programs ( $M = \$755$ ) compared to five established programs ( $M = \$634$ ).

*Facility Value.* In Table 21 I report the set cost of facility value for the SFP in Washington State. The value used for calculations (\$1,005) is contrasted with lower and upper bound estimates. I report the cost for custodial services, room space, cafeteria use, and audiovisual equipment with upper and lower bounds reported for all four items.

#### *Variable Cost Sources*

*Materials.* In Table 22 I report the cost of all SFP materials including start-up, consumable, and additional materials. Start-up material costs were only marginally influenced by the number of attending families. With a few exceptions, the cost of consumable materials increased along with the number of attending families. The bounds for consumable materials (\$0 and \$300) are reported alongside individual program amounts for each cost source.

*Food and Participant Incentives.* In Table 23 I report on the per program cost of food and participant incentives. New Programs 6 and 7 reported food costs at almost half that of all programs. Of all programs, 44% offered participant incentives (\$25 - \$275). I report the bounds for food (\$550 and \$2500) and participant incentives (\$0 and \$275).

#### *Direct and Indirect Participant Costs*

In Table 24 I report direct and indirect participant cost for established and new programs. Of all families attending the program, 83% reported financial standing and transportation costs.

### *Cost Comparison with the RCT*

The per-family cost of the program in Washington State is higher than that of the RCT by 26% using the most conservative estimate and by 49% using the highest estimate.

In Table 25 I report per family cost of the RCT compared to three estimates of per family cost in Washington State. Per family cost for an RCT program is \$597. Per family cost using the average costs of all established and new programs is \$917. Per family cost for the lowest-cost established program is \$797 and highest-cost new program is \$1,147. In Table 26 I report the totals across cost sources for all RCT and Washington State programs.

## CHAPTER 4

### Discussion

The goal of the current study was to identify cost of the SFP as disseminated at the community-level in Washington State. I report the direct and indirect costs of the program and identify sources of variation across programs including provider experience, cost sources, and program size. The current study also describes funding mechanisms and resources required for program operation at the community level – resources not limited to volunteer hours and donations. Finally, the study demonstrates that per-family cost of the SFP in community-based disseminations exceeds that of RCT.

Cost analysis of the SFP as it operates in Washington State indicates direct cost of the program varies by almost \$4500. Volunteer labor and donated goods were common to all but one program, with new programs receiving increased support compared to established programs. The relationship between program size and cost sources exerting the most influence on total cost was not evident. Per-family cost of the program in Washington State exceeds that of the RCT by 26% using the most conservative estimate. Experienced providers indicated partnerships within the community are critical for implementing and sustaining programming efforts.

In this section I discuss the findings of this exploratory study in relation to my research questions. I discuss implications of these findings in the context of policy and sustainability. I discuss the strengths and limitations of the current study and conclude with recommendations for future cost analyses of prevention programming at the community level.

#### *Research Questions*

##### *Research Question 1*



What are the costs of SFP in Washington State? The answer to this question is not as straightforward as one might assume - cost is dependent on the perspective a program is evaluated from (Haddix et al., 2003). I address this by examining totals from three different cost sums. I first examined direct and indirect costs together, followed by direct program costs with and without facilitator and participant travel costs. From a societal perspective, program costs range from \$10,725 to \$15,041. Direct program costs program costs range from \$4,717 to \$9,196. When facilitator and participant travel are included, the direct program costs increase to \$5,438 and \$9,932 respectively. Facilitator and participant travel costs differentially influenced program direct costs – attributable to geographic disparities between sites.

By recruiting both experienced and inexperienced providers, I was able to identify efficient resource for many cost sources. Several similarities could be found among all study programs (I describe cost variability in response to my second research question). In the following paragraphs I discuss direct, indirect and set costs, volunteer labor/donated goods, and funding mechanisms.

*Direct Costs.* In line with previous cost analyses, program labor constituted at least 50 percent of direct program costs across all programs (Chatterji et al., 2001). Analogous labor positions were evident across programs, with the exception of supervisor positions unidentified in new programs. The complexity of the SFP labor positions at the community level does not preclude the possibility of supervisor positions existing for new programs, but in three of four new programs this role did not exist given my operationalization of the construct.

*Indirect and Set Costs.* As would be expected, including estimates of indirect and set costs greatly increased total programming cost. Evaluating the program from a societal perspective highlights comprehensive resource use but also draws attention to difficulties in

determining indirect cost and estimating set costs in real-world conditions. I discuss three types of indirect and set costs: facilitator training, facility value, and indirect participant costs.

The set value of facilitator training reflected in the current cost analysis is relatively high. Researchers who have conducted cost analyses of prevention trials suggest that training costs be amortized over the number of interventions delivered (Foster et al., 2007). Documenting training costs in the current study proved to be extremely difficult, much less amortizing the value of training over programs. There were two reasons for this. First, although training fees and manual costs were easily established, documenting time and transportation costs specific to each facilitator were not. Second, facilitators often come together for programs with dissimilar training dates, time durations, and locations. For example, one experienced supervisor reported 52 active program facilitators in her county. With the exception of training fees and manual cost, confidence in the facility training value as representative of training across the state is limited and should be interpreted cautiously. In both cases, larger sample size and prospective data collection may aid future estimates of facilitator training expenses.

The set value of school facilities greatly increases the societal cost of the program. All program respondents considered the use of school facilities as a donation. Only two program respondents reported fees for facility rental space - both substantially lower than my estimated values. Interviews with program respondents revealed that programming in schools is both beneficial and cost-effective for supervisors and program coordinators. Partnerships with schools allow providers access to facilities that would otherwise require rental payments.

In the current study, indirect participant costs associated with attending the program were substantial, ranging from \$687 to \$6,547. Indirect participant cost across programs fluctuated based on participants' heterogeneous economic standing and geographic disparities. The

universal nature of the program itself also may contribute to differences in indirect participant costs. Even within the same county, participants incurred dissimilar costs. For example, Programs 1 and 4 were held in the same community, yet the difference in indirect participant cost was nearly six thousand dollars. This supports evidence that the ratio of cost to benefit may differ across participants depending on income (Plotnic, 1994).

*Volunteer labor and Donated Goods.* I was also interested in the degree volunteer time and donated services contributed to programming as some researchers have indicated this may be more common at the community-level (Foster et al., 2003). The current study confirms this hypothesis. All study programs showed evidence of volunteer labor or donated goods as part of program implementation. As a whole, less experienced providers relied more on volunteer labor and donated goods. Experienced providers as a group acknowledged that, while volunteers and donations contribute to program operation, receipt of these services is program specific, and in most cases, minimal.

With the exception of Program 3, experienced supervisor estimates for nonmarket resources were at or below 5% of reported direct costs. The value of volunteer labor for Program 6 exceeded volunteer labor estimates across all study programs at \$1800. One could speculate reliance on volunteer labor as favorable in reducing operating costs. However, volunteer labor is not a given (neither is funding for that matter), and reliance on volunteer labor for critical programming functions could solidify insufficient funding over time.

A more interesting question than to what degree programs are supported by volunteer labor and donations is asking *what* characteristics and activities of program providers elicit continued support from the community. In both cases, respondents from Programs 3 and 6 noted continued contact with program participants coupled with active participation in community

networks often results in volunteer labor or donated goods for future programming efforts. These responses were echoed by other experienced supervisors.

*Funding Mechanisms.* The current study revealed numerous funding sources contributing to SFP implementations in Washington State. State agencies including the Division of Behavioral Health and Recovery, the Department of Commerce, and the Office of Superintendent for Public Instruction financed the majority of direct program costs. I was unable to determine how funding was acquired for all programs, although experienced supervisors noted most funding was acquired through competitive grants.

Experienced supervisors reported multiple funding sources at the federal and state level compared to less experienced providers, suggesting that funding for established programs is being actively acquired on a continual basis. Support at the district level came mostly from school sites for all programs, with all site coordinators of established programs employed at the program study school. One explanation for reported multiple funding sources is that state agencies may require local agencies to match federal funds (Foster et al., 2003). As discussed above, I found the most evidence for cost sharing as attributable to volunteer labor and donated services. In two programs, Title 1 funding for the school was used to secure childcare and reported as a donation by both providers.

### *Research Question 2*

What accounts for cost variability between programs? The most obvious answer to this question is provider experience. With the exception of a few cost sources, I find that established programs demonstrate less variability among fixed and variable cost sources - higher bounds were usually always common to new programs for fixed cost sources.

I examined fixed cost sources across all study programs and within established and new programs. I then examined variable cost sources across established and new programs with consideration to family size, which could potentially exert considerable influence on cost sources.

*Fixed Costs: Established and New Programs.* Fixed cost sources represent program labor, advertising, childcare and facility rental. Program facilitation, program coordinator, and site coordinator costs were generally more stable in established programs. Program facilitation exhibited the greatest variability between established and new programs. One characteristic of experienced supervisors was predetermined limits for facilitator compensation. For example, the supervisor for Program 2 pays only for contact time with families in the delivery of program content and thus, program facilitation costs were the lowest for this program. Examination of labor data revealed staff for the two most expensive programs were paid a higher hourly rate and worked more hours. It is not possible from available data to determine whether these programs had set limits on facilitator compensation or simply reported total hours invested in program delivery.

The supervisor for Programs 1 and 4 also sets predetermined pay rate for the program coordinator position and it could be suggested that this increases efficiency by reducing the responsibilities assumed by one person in new programs. Coordinator costs in new programs however, should be interpreted with caution. As mentioned previously, coordinator pay in new programs was split evenly among the two positions as one individual functioned in dual roles, while these positions were occupied by two separate people in all but one established program. This assumption may not necessarily reflect actual time spent in either position given increased

duties attributable to site coordinator positions. Nevertheless, when coordinator positions are summed across all programs, estimates for combined positions are relatively consistent.

The site coordinator position was compensated at a higher rate than the program coordinator position across all established programs, with increased responsibilities and time invested justifying this expenditure. All experienced supervisors pointed to the value of the site coordinator position in program implementations. The supervisor for Program 3 noted that the site coordinator position is critical for the SFP in community programming efforts because this person usually works at the school, provides access to facilities and is usually known and trusted by attending families. The supervisor for Program 5 corroborated this, stating that if he is fortunate to get funding for a site coordinator, the program runs much more effectively. A caveat to site coordinator positions within established programs is that the cost of this position is not always reflected in program operating budgets. Interviews with three site coordinators indicated they were able to include their hours in their positions at the school. One site coordinator commented it would be difficult to justify occupying the position without this benefit due to the number of hours required.

Childcare costs varied significantly between all programs and this cost source did not demonstrate an identifiable pattern. As mentioned previously, childcare costs may be absorbed by the schools where programming occurs or may be donated as reported in Programs 1, 3, 4, and 8; contributing to the variability in this cost source across programs. Additionally, the number of childcare providers was not reported by the majority of respondents, leaving open the question if this represents a fixed or variable cost.

*Variable Costs: Established and New Programs.* Variable cost sources represent food and meals, participant incentives, consumable and additional materials. Interestingly, family size

appears to have a direct influence on consumable materials, but the relationship between family size and food and participant incentives was not evident across all programs. Two explanations are possible. First, food and participant incentives represent costs above and beyond those required for actual delivery of program curriculum and may be viewed as secondary by some supervisors and funders. The same may also be true for participant incentives, although interviews with a few respondents indicated participant incentives as unnecessary.

Food and meals represents a large cost across all programs and interestingly this cost remained consistent within established program, irrespective of family size. Two providers for new programs indicated they opted to offer snacks for all but the final session when a meal was offered due to the high cost of meals. Interviews with program respondents indicate that food cost may be extremely variable from one program to the next and funding for food is not guaranteed. This may be due to funders' perception that food costs do not represent a necessary expenditure. Comments from providers suggest otherwise, reporting food during normal dinner hours is crucial for encouraging program attendance and retaining families.

Fewer than half of all programs offered participant incentives, such as gift and video rental cards, or door prizes and this may be attributable to provider preference or cost restrictions. For example, the supervisor for established Program 1 and 4 indicated that she finds participant incentives unnecessary based on her interactions with facilitators and providers. To increase buy-in, this provider charges families a fee. Supplemental program respondents however, indicated all families to be on scholarship. The provider for Program 7 indicated that all participant incentives were donated locally and funding is usually not available for these resources. Due to the dissimilarities in resources offered and lack of data from program participants, one can only speculate on the necessity of participant incentives.

### *Research Question 3*

How do costs from the RCT differ from those of the SFP in Washington State? To answer this question I first examined cost sources similar to both the RCT and community-based disseminations. I compared per family cost comparisons between the RCT and three estimates of the SFP in Washington State. I find per family cost of the SFP as it operates in Washington State exceeds that of RCT by 26% using the most conservative estimate from an established program and by 51% using the highest estimate from a new program. With the exception of participant travel and participant incentives, cost sources were all higher for programming in the RCT (Spoth et al., 2002).

Results of the comparison between the RCT and the SFP in Washington State should be interpreted with caution. The cost sources reported in the RCT were summed across all programs and the total of all cost sources divided by the 117 participating families (Spoth et al., 2002). The cost source sums reported in the RCT make it impossible to determine variability existing between programs. It is highly unlikely all of the RCT programs incurred similar costs. This claim is further substantiated when examining range in attending families (3 to 15) with consideration to variable cost sources (Spoth et al., 2001).

Although I tried to compare all cost sources identified in the RCT with study measures, not all were directly comparable. Programs are often transformed when disseminated under real-world conditions (Ginexi & Hilton, 2006) and the clearest example of this is the inclusion of food and meals for families. Therefore, food and meals represent a participant incentive uncommon to the RCT which subsequently increases the costs of programming, but which makes the program feasible under real-world conditions.



In other cases, capturing cost sources reported in the RCT was not possible. For example, facilitator trainer time, travel, and lodging represent three cost sources not reported in the current study due to the number of SFP trainers and geographic and time disparities. Inclusion of these cost sources however, would only amplify reported cost discrepancies – lending further confidence to the finding that real-world programming costs are higher. Although not included in the comparison, direct costs incurred beyond those reported in the RCT (i.e. supervisor pay) further increases the cost disparity. Despite these caveats, results of the current study suggest community-based disseminations of the SFP incur greater costs compared to the RCT.

There are several possible explanations for the increased cost of the SFP in community based programming. First, it is likely that different prices have been paid for the same input for many cost sources (Foster et al., 2007). As described in the previous section, facilitator pay and hours worked was variable even within established programs. Spoth and colleagues (2001) report that facilitators delivered the program over a period of 13 hours, so one could assume RCT facilitators were compensated less on average than those in the current study. As evidenced within community-based disseminations of the SFP, few cost sources reflected similar values.

### *Implications*

#### *Policy*

The current evaluation has important implications for policymakers at the state and local level. The cost analysis reported here provides cost estimates of the SFP in real-world implementations. This information can be useful in numerous ways, but above all, the cost analysis represents a better cost approximation of the SFP outside a research context because data are derived from actual implementations within the state. Policymakers' value cost

information that relies less on extrapolated data and consider it important in resource allocation decisions (DuPont, 1998; Kellam & Langevin, 2003).

Currently, the only cost estimates to inform funding decisions at the state and local level are derived from inflation-adjusted estimates from the RCT or sample budgets offered through the Iowa SFP website. Costs reported in the present study suggest these estimates may underestimate programming cost in real world conditions – especially for new program providers. New providers or funding agencies may use RCT estimates or sample budgets as proxies for planning and cost projections, to find that program costs exceed requested or supplied funding. Policymakers at the state and local level should consider this when funding new programs. This evaluation suggests that per-family cost of the program, while initially higher in new sites, may reduce over time.

At the local level, accurate estimations of a program costs in similar real-world conditions can increase providers' confidence and justification for requesting funding when cost analyses are available. The current evaluation and interviews with experienced providers suggests inclusion of both program and site coordinator positions in staffing decisions greatly improve the quality and efficiency of program implementations.

### *Program Sustainability*

Cost analysis of the SFP in Washington State revealed efficient resource use was more common to experienced program providers. It is one thing to identify efficient resource use, but *why* these providers are efficient is of primary interest. Interviews with experienced supervisors revealed that these supervisors plan effectively, delegate responsibilities, and make use of existing community resources. Experienced supervisors can be characterized as continually thinking about sustainability as evidenced in discussions regarding funding mechanisms and

planning. Supervisors for all established programs indicate continually attempting to acquire new sources of funding.

Experienced supervisors also demonstrate careful planning with regard to labor decisions with clearly defined, identifiable roles for all program staff. The supervisors for Programs 1, 3, and 4 noted they were very selective in who they employ, especially with regard to facilitators. For example, the supervisor for Program 3, who is also a state-wide trainer, stated that even if an individual has been trained as a facilitator, she looks for evidence that person has actually implemented the program. In contrast, respondents from new programs indicated multiple roles including program coordinator, site coordinator, and facilitator often being fulfilled by one person. Experienced supervisors who employed more staff, in clearly defined positions, exhibited lower labor pay and less cost variation between program staff positions overall.

Partnerships within the community, and specifically schools where programs were held, turned out to be vital. Not only did schools provide space, they also furnish many other resources including the site coordinator. As mentioned previously, all experienced program supervisors pointed to the value of the site coordinator. Agencies who have invested capital for training fees and start-up materials, should consider the site-coordinator as a valuable asset who can contribute to long-term programming efforts.

As evidenced in established program cost sources, the use of resources appears to be more pragmatic when compared to new program cost sources. Program providers should optimize resource use by setting time limits for labor functions, determining which cost sources can be kept to a minimum, and maintaining partnerships with those individuals crucial for optimal program functioning and families who have previously participated in the program. For

the SFP to be sustainable, providers should focus on establishing and maintaining community relationships.

### *Strengths and Limitations*

Including an array of program providers based on experience implementing the program is a strength of the current study – allowing efficient resource use to be determined based on implementation history. The current study highlights the same program can produce different costs given provider experience, staffing infrastructure, and dissimilar geographic locations. The current sample, however, is not inclusive of all programming resource use in the state and represents a limited number of programs.

I conducted interviews with program providers after programs had ended. Information collected from interviews was valuable in identifying costs and resource use. Data collected from program providers was done so retrospectively and therefore respondents had to rely on recall to report costs and resources used in programming. In an effort to minimize recall bias, I sent providers survey questions prior to interviews.

As with any cost analysis, not all cost information is available and certain cost information could not be obtained. Many providers indicated school sites where programs were held contributed numerous resources to programming efforts and detailed cost information from schools was beyond the scope of the current study. I was not able to collect data from all labor staff involved study programs and therefore values for facilitator travel and time rely on only a few respondents.

I estimated values for labor cost sources using time estimates and supplemental data. Although the only data available, readers should keep in mind these values are approximations. In order to compare cost sources across programs, I imputed values for cost sources in which

data was not available. While the number of values imputed was small, imputations may not reflect the true value of these cost sources.

### *Conclusion*

This study contributes to the prevention field by identifying programming cost in community-based disseminations. Program operating budgets reported in evaluation data and cost estimates derived from RCTs may not accurately reflect real-world programming cost. The present study demonstrates that efficient resource use in the SFP is possible but this process takes time. New program providers may incur increased costs compared to experienced providers and require increased support during initial implementations.

Researchers interested in conducting economic evaluations of community-based prevention efforts should initiate and preserve relationships with local providers. Not only did these relationships prove essential in extrapolating program cost in the current study, discussions with providers can offer invaluable information which can later be used to inform the development of future economic evaluations. In turn, cost analyses of community-based programming can be a valuable asset for providers interested in acquiring new funding and evaluating long-term cost projections. Disentangling the cost of programming at the community-level can only be made possible through researcher-provider partnerships (Spoth & Greenberg, 2005).

Collaborations within the community were central to all programming efforts, although specific supports for collaboration were detailed more so by experienced supervisors. Agencies interested in continual implementation of the SFP should identify and select individuals who share the goal of long-term programming efforts. Future cost analyses of prevention programs should further investigate the resources at the school level where programming occurs and use

prospective data collection when possible. Schools often contribute materials, supplies, and labor necessary for programs to occur and investigators should capture these costs comprehensively.

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Table 1

*SFP Cost Sources*

Cost Sources	Description
Facilitator Training <sup>a</sup>	Training and manual fees, transportation costs, food and lodging, personal costs, and time costs.
Labor	Supervisor, program coordinator, site coordinator, and facilitator time and transportation.
Materials	Start-up materials, consumables materials, and additional materials on graduation night.
Facility Value <sup>a</sup>	Value of rooms, audiovisual equipment, and custodial fees.
Facility Rent	Dollar amount reported for use of facility.
Advertising	Brochures, flyers, newsletters, pamphlets, or time.
Copying	Duplication of materials in facilitator manuals.
Childcare	Value of providing care for non participating children.
Participant Time	Value of participant time based on reported hourly wage rates.
Participant Travel	Transportation costs for participants.
Volunteer	Value of volunteer time based on paid program staff.
Donation	Value of contributions to program using market prices.

*Note:* Cost sources include direct and costs. <sup>a</sup>Reported as a set cost for all programs.

Table 2

*SFP Job Descriptions*

Job	Role in the SFP
Supervisor	Responsible for acquiring and dispersing funding; considered most proximal to funding source.
Program Coordinator	Responsible for recruiting/securing facilitators, preparing program curriculum for delivery, program organization.
Site Coordinator	Secures program site, provides access to facilities, and recruiting families.
Facilitator	Delivery of program content.
Childcare Provider	Caring for children attending, but not participating in the program.

*Note:* With the exception of childcare providers, duties may overlap across positions.

Table 3

*RCT Cost Source Descriptions*

Cost Source	Description
Facilitator Ads	
Facilitator Training	Includes trainer travel, time and lodging; facilitator travel, time and meals; training materials (manuals and videotapes).
Family Training Materials	Duplication of materials in facilitator manuals and supplies.
Family Participation Incentives	Grocery and video rental coupons, snacks.
Site Management	Local staff providing access to rooms where training held, setting up rooms, making arrangements for audiovisual equipment.
Program Facilitation	Preparation, facilitator time, travel.
Childcare	
Parent Travel	

*Note.* Adapted from “Universal Family-Focused Interventions in Alcohol-Use Disorder Prevention: Cost-Effectiveness and Cost-Benefit Analyses of Two Interventions.” by R. L. Spoth, M. Gyll, and S. X. Day, 2002. *Journal of Studies on Alcohol*, 63, p. 224.



Table 4

*Cost Source Descriptions: Community-Based Cost Analysis*

Cost Source	Description
Facilitator Ads <sup>a</sup>	
Facilitator Training	Includes training fee and manual cost, facilitator time and travel.
Family Training Materials	Start-up materials (excluding facilitator manuals), consumable and additional materials, copying.
Family Participation Incentives	Food and meals, participant incentives.
Site Management	Site-coordinator time.
Program Facilitation	Program coordinator time, facilitator time and travel.
Childcare	
Parent Travel	

<sup>a</sup>Providers in Washington State did not indicate they advertised for facilitators, however, I include the cost of advertising for the program.

Table 5

*Direct and Indirect Cost of the SFP*

Program <sup>a</sup>	1	2	3	4	5	6	7	8	9
No. of Families <sup>b</sup>	7	5	9	5	10	8	12	10	15
<b>Direct Costs</b>									
<b>Fixed Cost</b>									
Supervisor	\$838 <sup>c</sup>	\$1,190	\$1,048 <sup>c</sup>	\$838 <sup>c</sup>	\$1,868 <sup>c</sup>	-	-	-	-
Program Coordinator	\$320	\$460	\$320	\$320	\$408	\$575 <sup>c</sup>	\$828 <sup>c</sup>	\$863 <sup>c</sup>	-
Site Coordinator	\$690	\$616	\$535	\$920	\$408	\$575 <sup>c</sup>	\$828 <sup>c</sup>	\$862 <sup>c</sup>	-
Program Facilitation <sup>c</sup>	\$2,100	\$1,280	\$1,680	\$2,300	\$2,225	\$1,462	\$2,500	\$4,800	\$3,850
Total Fac.	4	4	4	4	5	3	5	4	4
Advertising	\$20 <sup>d</sup>	\$150	\$21	\$0 <sup>d</sup>	\$0	\$184	\$75	\$38 <sup>e</sup>	\$100
Childcare	\$170 <sup>d</sup>	\$350	\$700	\$327 <sup>d</sup>	\$480	\$212	\$200	\$280	\$750
Facility Rental	\$0	\$0	\$0	\$0	\$0	\$20	\$250	\$0	\$0
Copying	\$40 <sup>g</sup>	\$40	\$50	\$40 <sup>g</sup>	\$100	\$20	\$18	\$0	\$300

Table 5 Continued

*Direct and Indirect Cost of the SFP*

Program <sup>a</sup>	1	2	3	4	5	6	7	8	9
No. of Families <sup>b</sup>	7	5	9	5	10	8	12	10	15
<b>Direct Costs</b>									
<b>Variable Cost</b>									
Consumable Materials	\$75	\$125	\$143	\$75	\$200	\$0	\$178 <sup>e</sup>	\$235	\$300
Additional Materials	\$20 <sup>f</sup>	\$20 <sup>f</sup>	\$20	\$20 <sup>f</sup>	\$20 <sup>f</sup>	\$0 <sup>e</sup>	\$0 <sup>e</sup>	\$0	\$0
Food and Meals	\$1,150	\$1,133	\$1,200	\$1,150	\$1,400	\$650	\$550	\$1,030	\$2,500
Participant Incentives	\$0 <sup>d</sup>	\$275	\$0	\$0 <sup>d</sup>	\$200	\$25	\$179	\$0	\$0
Participant Travel	\$90	\$144	\$361	\$60	\$519	\$111	\$189	\$204	\$528
Facilitator Travel	\$416	\$318 <sup>f</sup>	\$264	\$188	\$149	\$610	\$370	\$39	\$504
<b>Set Costs</b>									
Facilitator Training	\$2,523	\$2,523	\$2,523	\$2,523	\$2,523	\$2,523	\$2,523	\$2,523	\$2,523
Start-up Materials	\$582	\$532	\$614	\$532	\$630	\$598	\$662	\$630	\$710

Table 5 Continued

*Direct and Indirect Cost of the SFP*

Program <sup>a</sup>	1	2	3	4	5	6	7	8	9
No. of Families <sup>b</sup>	7	5	9	5	10	8	12	10	15
Indirect Costs									
Participant Time	\$687	\$991	\$2,334	\$6,547	\$914	\$3,056	\$1,988	\$846	\$1,971
Facility Value	\$1,005	\$1,005	\$1,005	\$1,005	\$1,005	\$1,005	\$1,005	\$1,005	\$1,005
% Volunteer/Donation <sup>h</sup>	2%	3%	32%	5%	5%	55%	29%	25%	0%
<b>Total (2009 dollars)</b>	\$10,725	\$11,152	\$12,817	\$16,844	\$13,049	\$11,626	\$12,343	\$13,437	\$15,041

*Note.* Supervisors could not be determined in new programs given our operationalization of the position. Respondents from new programs indicated the majority of their duties were classifiable under coordinator job descriptions and therefore supervisory roles were not imputed. Coordinator roles could not be determined in new program 9. <sup>a</sup>Programs are ordered from lowest to highest direct cost. <sup>b</sup>Includes families that did not participate in study assessments. <sup>c</sup>Estimated using wage rate from Bureau of Labor Statistics, Washington State (2010) and public salary file. Wage rate multiplied by number of reported hours. <sup>d</sup>Imputed from supplemental program respondent. <sup>e</sup>Imputed from new program cost source average. <sup>f</sup>Imputed from cost source average of established programs. <sup>g</sup>Imputed from established program of similar size. <sup>h</sup>Volunteer labor and donation percentages are based on respondent reported program costs and do not include supervisor and coordinator positions, facilitator travel, imputed/estimated values, participant time and travel, or indirect and set costs.

Table 6

*Program 1 Cost Profile*

No. of Families	7	
<hr/>		
Direct Program Costs		
Labor <sup>a</sup>	\$4,534	
Materials <sup>b</sup>	\$155	
Food/Participant Incentives	\$1,150	
% Volunteer/Donations <sup>c</sup>	2%	
Total (2009 dollars)	\$5,839	
<hr/>		
Indirect/Set Costs		
Start-up Materials	\$582	
Facilitator Training	\$2,523	
Facility Value	\$1,005	
<hr/>		
Participant Costs	\$777	
<hr/>		
Funding Mechanism	Type	% of Reported Cost
Federal/State	Division of Behavioral Health and Recovery	100%
Local Donation <sup>d</sup>	Bellingham School District	School Resources

<sup>a</sup>Includes supervisor, program coordinator, site-coordinator, facilitator pay and travel, and childcare. <sup>b</sup>Includes consumable and additional materials, copying and advertising costs.

<sup>c</sup>Volunteer labor and donation percentages are based on respondent reported program costs and do not include supervisor and coordinator positions, facilitator travel, imputed/estimated values, participant time and travel, or indirect and set costs. <sup>d</sup>Site coordinator time (\$690) and facilities donated by Bellingham School District.

Table 7

*Program 2 Cost Profile*

No. of Families	5	
<hr/>		
Direct Program Costs		
Labor <sup>a</sup>	\$4,214	
Materials <sup>b</sup>	\$335	
Food/Participant Incentives	\$1,408	
% Volunteer/Donations <sup>c</sup>	3%	
Total (2009 dollars)	\$5957	
<hr/>		
Indirect/Set Costs		
Start-up Materials	\$532	
Facilitator Training	\$2,523	
Facility Value	\$1,005	
<hr/>		
Participant Costs	\$1,135	
<hr/>		
Funding Mechanism	Type	% of Reported Cost
Federal/State	OSPI Safe Schools Healthy Youth Grant	100%
Donation <sup>d</sup>	Drug Free Communities Support Grant	School resources

<sup>a</sup>Includes supervisor, program coordinator, site-coordinator, facilitator pay and travel, and childcare. <sup>b</sup>Includes consumable and additional materials, copying and advertising costs.

<sup>c</sup>Volunteer labor and donation percentages are based on respondent reported program costs and do not include supervisor and coordinator positions, facilitator travel, imputed/estimated values, participant time and travel, or indirect and set costs. <sup>d</sup>School staff conducted all registration and facilities are donated (\$166).

Table 8

*Program 3 Cost Profile*

No. of Families	9
<hr/>	
Direct Program Costs	
Labor <sup>a</sup>	\$4,547
Materials <sup>b</sup>	\$234
Food/Participant Incentives	\$1,200
% Volunteer/Donations <sup>c</sup>	32%
Total (2009 dollars)	\$5,981
<hr/>	
Indirect/Set Costs	
Start-up Materials	\$614
Facilitator Training	\$2,523
Facility Value	\$1,005
<hr/>	
Participant Costs	\$2,695

Funding Mechanism	Type	% of Reported Cost
Federal/State	Community Mobilization.	58%
County Donation <sup>d</sup>	Port Madison Enterprises	27%
Local Donation <sup>e</sup>	Snoquamish Elementary School – Title 1	15%

<sup>a</sup>Includes supervisor, program coordinator, site-coordinator, facilitator pay and travel, and childcare. <sup>b</sup>Includes consumable and additional materials, copying and advertising costs. <sup>c</sup>Volunteer labor and donation percentages are based on respondent reported program costs and do not include supervisor and coordinator positions, facilitator travel, imputed/estimated values, participant time and travel, or indirect and set costs. <sup>d</sup>Food and meals donated by Port Madison Enterprises. <sup>e</sup>Childcare donated by Title 1 funding through Snoquamish Elementary School.

Table 9

*Program 4 Cost Profile*

No. of Families		5
Direct Program Costs		
Labor <sup>a</sup>		\$4,893
Materials <sup>b</sup>		\$135
Food/Participant Incentives		\$1,150
% Volunteer/Donations <sup>c</sup>		5%
Total (2009 dollars)		\$6,178
Indirect/Set Costs		
Start-up Materials		\$532
Facilitator Training		\$2,523
Facility Value		\$1,005
Participant Costs		\$6,607
Funding Mechanism	Type	% of Reported Cost
Federal/State	Division of Behavioral Health and Recovery	100%
Local Donation <sup>d</sup>	Bellingham School District	School Resources

<sup>a</sup>Includes supervisor, program coordinator, site-coordinator, facilitator pay and travel, and childcare. <sup>b</sup>Includes consumable and additional materials, copying and advertising costs. <sup>c</sup>Volunteer labor and donation percentages are based on respondent reported program costs and do not include supervisor and coordinator positions, facilitator travel, imputed/estimated values, participant time and travel, or indirect and set costs. <sup>d</sup>Site coordinator time (\$920) and facilities donated by Bellingham School District.



Table 10

*Program 5 Cost Profile*

No. of Families		10
<hr/>		
Direct Program Costs		
Labor <sup>a</sup>		\$5,538
Materials <sup>b</sup>		\$320
Food/Participant Incentives		\$1,600
% Volunteer/Donations <sup>c</sup>		5%
Total (2009 dollars)		\$7,458
<hr/>		
Indirect/Set Costs		
Start-up Materials		\$630
Facilitator Training		\$2,523
Facility Value		\$1,005
<hr/>		
Participant Costs		\$1,433
<hr/>		
Funding Mechanism	Type	% of Reported Cost
Federal/State	Division of Behavioral Health and Recovery	100%
Donation Local <sup>d</sup>	One Volunteer Childcare provider	4%
Donation Local	Discount on Food Prices	1%

<sup>a</sup>Includes supervisor, program coordinator, site-coordinator, facilitator pay and travel, and childcare. <sup>b</sup>Includes consumable and additional materials, copying and advertising costs.

<sup>c</sup>Volunteer labor and donation percentages are based on respondent reported program costs and do not include supervisor and coordinator positions, facilitator travel, imputed/estimated values, participant time and travel, or indirect and set costs. <sup>d</sup>Additional volunteer childcare provider valued at (\$240).

Table 11

*Program 6 Cost Profile*

No. of Families		8
<hr/>		
Direct Program Costs		
Labor <sup>a</sup>		\$3,434
Materials <sup>b</sup>		\$204
Food/Participant Incentives		\$675
Facility Rental		\$20
% Volunteer/Donations <sup>c</sup>		55%
Total (2009 dollars)		\$4,333
<hr/>		
Indirect/Set Costs		
Start-up Materials		\$598
Facilitator Training		\$2,523
Facility Value		\$1,005
<hr/>		
Participant Costs		\$3,167
<hr/>		
Funding Mechanism	Type	% of Reported Cost
Federal/State	Community Mobilization/DBHR	100%
Donation Nation <sup>d</sup>	United Way	19%
Donation Local <sup>e</sup>	Volunteer Labor	36%

<sup>a</sup>Includes supervisor, program coordinator, site-coordinator, facilitator pay and travel, and childcare. <sup>b</sup>Includes consumable and additional materials, copying and advertising costs.

<sup>c</sup>Volunteer labor and donation percentages are based on respondent reported program costs and do not include supervisor and coordinator positions, facilitator travel, imputed/estimated values, participant time and travel, or indirect and set costs. <sup>d</sup>Donated for infrastructure/administration support. <sup>e</sup>Five volunteers at a total of 120 hours functioning as facilitators.

Table 12

*Program 7 Cost Profile*

No. of Families		10
<hr/>		
Direct Program Costs		
Labor <sup>a</sup>		\$4,726
Materials <sup>b</sup>		\$271
Food/Participant Incentives		\$729
Facility Rental		\$250
% Volunteer/Donations <sup>c</sup>		29%
Total (2009 dollars)		\$5,976
<hr/>		
Indirect/Set Costs		
Start-up Materials		\$662
Facilitator Training		\$2,523
Facility Value		\$1,005
<hr/>		
Participant Costs		\$2,177
<hr/>		
Funding Mechanism	Type	% of Reported Cost
Federal/State	Division of Behavioral Health and Recovery	100%
Donation Local <sup>d</sup>	Food – donated by PTA, two local restaurants	22%
Donation Local <sup>e</sup>	Participant Incentives	7%

<sup>a</sup>Includes supervisor, program coordinator, site-coordinator, facilitator pay and travel, and childcare. <sup>b</sup>Includes consumable and additional materials, copying and advertising costs.

<sup>c</sup>Volunteer labor and donation percentages are based on respondent reported program costs and do not include supervisor and coordinator positions, facilitator travel, imputed/estimated values, participant time and travel, or indirect and set costs. <sup>d</sup>All program food donated (\$550).

<sup>e</sup>Participant Incentives donated by various local groups.

Table 13

*Program 8 Cost Profile*

No. of Families		12
<hr/>		
Direct Program Costs		
Labor <sup>a</sup>		\$6,844
Materials <sup>b</sup>		\$355
Food/Participant Incentives		\$1,030
% Volunteer/Donations <sup>c</sup>		25%
Total (2009 dollars)		\$8229
<hr/>		
Indirect/Set Costs		
Start-up Materials		\$630
Facilitator Training		\$2,523
Facility Value		\$1,005
<hr/>		
Participant Costs		\$1,050
<hr/>		
Funding Mechanism	Type	% of Reported Cost
Federal/State	OSPI – Education Service District 113	100%
Local Donation <sup>d</sup>	All Meals - South Bend School District	12%
Local Donation <sup>e</sup>	Childcare - South Bend School District Title 1	13%
Local Donation <sup>f</sup>	Undetermined amount of staff donations	

<sup>a</sup>Includes supervisor, program coordinator, site-coordinator, facilitator pay and travel, and childcare. <sup>b</sup>Includes consumable and additional materials, copying and advertising costs.

<sup>c</sup>Volunteer labor and donation percentages are based on respondent reported program costs and do not include supervisor and coordinator positions, facilitator travel, imputed/estimated values, participant time and travel, or indirect and set costs. <sup>d</sup>Total value of meals donated by SB School District (\$680). <sup>e</sup>Value of childcare provided by SB School District (\$750). <sup>f</sup>Random staff donations for which market values could not be identified.

Table 14

*Program 9 Cost Profile*

No. of Families	15	
<hr/>		
Direct Program Costs		
Labor <sup>a</sup>	\$5,104	
Materials <sup>b</sup>	\$700	
Food/Participant Incentives	\$2,500	
% Volunteer/Donations <sup>c</sup>	0%	
Total (2009 dollars)	\$8,304	
<hr/>		
Indirect/Set Costs		
Start-up Materials	\$710	
Facilitator Training	\$2,523	
Facility Value	\$1,005	
<hr/>		
Participant Costs	\$2,499	
<hr/>		
Funding Mechanism	Type	% of Reported Cost
Federal/State	Division of Behavioral Health and Recovery	100%
Local Donation	School Space was donated	

<sup>a</sup>Includes supervisor, program coordinator, site-coordinator, facilitator pay and travel, and childcare. <sup>b</sup>Includes consumable and additional materials, copying and advertising costs.

<sup>c</sup>Volunteer labor and donation percentages are based on respondent reported program costs and do not include supervisor and coordinator positions, facilitator travel, imputed/estimated values, participant time and travel, or indirect and set costs.

Table 15

*Direct Program Costs: Established Strengthening Family Programs*

Established Program <sup>a</sup>	1	2	3	4	5
No. of Families	7	5	9	5	10
<b>Cost Source</b>					
Supervisor	\$838 <sup>b</sup>	\$1,190	\$1,048 <sup>b</sup>	\$838 <sup>b</sup>	\$1,868 <sup>b</sup>
Program Coordinator	\$320	\$460	\$320	\$320	\$408
Site Coordinator	\$690	\$616	\$535	\$920	\$408
Program Facilitation	\$2,100	\$1,280	\$1,680	\$2,300	\$2,225
Start-up Materials	\$958	\$926	\$990	\$926	\$1,006
Consumable Materials	\$75	\$125	\$143	\$75	\$200
Additional Materials	\$20 <sup>c</sup>	\$20 <sup>c</sup>	\$20	\$20 <sup>c</sup>	\$20 <sup>c</sup>
Copying	\$40 <sup>d</sup>	\$40	\$50	\$40 <sup>d</sup>	\$100
Food and Meals	\$1,150	\$1,133	\$1,200	\$1,150	\$1,400
Participant Incentives	\$0 <sup>e</sup>	\$275	\$0	\$0 <sup>e</sup>	\$200
Facility Rental	\$0	\$0	\$0	\$0	\$0
Advertising	\$20 <sup>e</sup>	\$150	\$21	\$0 <sup>e</sup>	\$0
Childcare	\$170 <sup>e</sup>	\$350	\$700	\$327 <sup>e</sup>	\$480
<b>Total (2009 dollars)</b>	<b>\$6,381</b>	<b>\$6,565</b>	<b>\$6,707</b>	<b>\$6,916</b>	<b>\$8,315</b>

Table 15 Continued

*Direct Program Costs: Established Strengthening Family Programs*

Established Program <sup>a</sup>	1	2	3	4	5
No. of Families	7	5	9	5	10
Cost Source					
Facilitator Travel	\$416	\$318	\$264	\$188	\$149
Participant Travel	\$90	\$144	\$361	\$60	\$519
<b>Total (2009 dollars)</b>	<b>\$6,887</b>	<b>\$7,027</b>	<b>\$7,332</b>	<b>\$7,164</b>	<b>\$8,983</b>

<sup>a</sup>Established programs determined by minimum of three years experience implementing the SFP.

<sup>b</sup>Estimated using wage rate from BLS, Washington State (2010) and public salary file. <sup>c</sup>Imputed from cost source average of established programs. <sup>d</sup>Imputed from established program of similar size. <sup>e</sup>Imputed from supplemental program respondent.

Table 16

*Direct Program Costs: New Strengthening Family Programs*

New Program <sup>a</sup>	6	7	8	9
No. of Families	8	12	10	15
<b>Cost Source</b>				
Supervisor <sup>b</sup>	-	-	-	-
Program Coordinator <sup>c</sup>	\$575	\$828	\$863	-
Site Coordinator <sup>c</sup>	\$575	\$828	\$862	-
Program Facilitation	\$1,462	\$2,500	\$4,800	\$3,850
Start-up Materials	\$974	\$1,038	\$1,006	\$1,100
Consumable Materials	\$0	\$178 <sup>d</sup>	\$235	\$300
Additional Materials	\$0 <sup>d</sup>	\$0 <sup>d</sup>	\$0	\$0
Copying	\$20	\$18	\$0	\$300
Food and Meals	\$650	\$550	\$1,030	\$2,500
Participant Incentives	\$25	\$179	\$0	\$0
Facility Rental	\$20	\$250	\$0	\$0
Advertising	\$184	\$75	\$120 <sup>d</sup>	\$100
Childcare	\$212	\$200	\$280	\$750
<b>Total (2009 dollars)</b>	<b>\$4,697</b>	<b>\$6,644</b>	<b>\$9,196</b>	<b>\$8,900</b>



Table 16 Continued

*Direct Program Costs: New Strengthening Family Programs*

New Program <sup>a</sup>	6	7	8	9
No. of Families	8	12	10	15
<b>Cost Source</b>				
Facilitator Transportation	\$610	\$370	\$39	\$504
Parent Transportation	\$111	\$189	\$204	\$528
<b>Total (2009 dollars)</b>	<b>\$5,418</b>	<b>\$7,203</b>	<b>\$9,439</b>	<b>\$9,932</b>

<sup>a</sup>New programs determined by providers with less than three years experience implementing the SFP. <sup>b</sup>Respondents indicated the majority of their duties were classifiable under coordinator job descriptions and therefore supervisory roles were not imputed. <sup>c</sup>Determination of exact hours functioning in either program coordinator or site coordinator position was not possible and therefore hours were equally divided between the two positions; a set wage rate from the BLS (2010) was used for all respondents. <sup>d</sup>Imputed from new program cost source average.

Table 17

*Direct Program Cost Comparison of Established Program 1 and New Program 9*

Cost Source	Established Program 1 <sup>a</sup>	New Program 9 <sup>b</sup>
Supervisor	\$838 <sup>c</sup>	-
Program Facilitation	\$2,100	\$3,850
Program Coordinator	\$320	-
Site Coordinator	\$690	-
Start-up Materials	\$958	\$1,100
Consumable Materials	\$75	\$300
Additional Materials	\$20 <sup>d</sup>	\$0
Copying	\$40 <sup>e</sup>	\$300
Food and Meals	\$1,150	\$2,500
Participant Incentives	\$0 <sup>f</sup>	\$0
Facility Rental	\$0	\$0
Advertising	\$20 <sup>f</sup>	\$100
Childcare	\$170 <sup>f</sup>	\$750
No. of Families	7	15
<b>Total (2009 dollars)</b>	<b>\$6,381</b>	<b>\$8,900</b>

*Note.* Facilitator and participant travel is not included in the direct programming cost because of geographic disparities between programs. Coordinator positions could not be determined from program 9. <sup>a</sup>Established programs were determined by a minimum of three years experience implementing the SFP. <sup>b</sup>New programs were determined by providers having less than three years experience implementing the SFP. <sup>c</sup>Estimated using wage rate from Bureau of Labor Statistics, Washington State (2010) and public salary file <sup>d</sup>Imputed from cost source average of established programs. <sup>e</sup>Imputed from established program of similar size. <sup>f</sup>Imputed from supplemental program respondent.

Table 18

*Direct Program Cost Comparison of Established Program 1 and New Program 8*

Cost Source	Established Program 1 <sup>a</sup>	New Program 8 <sup>b</sup>
Supervisor	\$838 <sup>c</sup>	-
Program Facilitation	\$2,100	\$4,800
Program Coordinator	\$320	\$863 <sup>d</sup>
Site Coordinator	\$690	\$862 <sup>d</sup>
Start-up Materials	\$958	\$1,006
Consumable Materials	\$75	\$235
Additional Materials	\$20 <sup>e</sup>	\$0
Copying	\$40 <sup>f</sup>	\$0
Food and Meals	\$1,150	\$1,030
Participant Incentives	\$0 <sup>g</sup>	\$0
Facility Rental	\$0	\$0
Advertising	\$20 <sup>g</sup>	\$120 <sup>h</sup>
Childcare	\$170 <sup>g</sup>	\$280
No. of Families	7	10
<b>Total (2009 dollars)</b>	<b>\$6,381</b>	<b>\$9,196</b>

*Note.* Facilitator travel is not included in the direct programming cost because of geographic disparities between programs. <sup>a</sup>Established programs were determined by a provider minimum of three years experience implementing the SFP. <sup>b</sup>New programs were determined by providers having less than three years experience implementing the SFP. <sup>c</sup>Estimated using wage rate from BLS, Washington State (2010) and public salary file. <sup>d</sup>Determination of exact hours functioning in coordinator positions was not possible - hours were divided equally between the two positions; a set wage rate from the BLS (2010) was the respondent. <sup>e</sup>Imputed from cost source average of established programs. <sup>f</sup>Imputed from established program of similar size. <sup>g</sup>Imputed from supplemental program respondent. <sup>h</sup>Imputed from new program cost source average.

Table 19

*Cost Source Variability: Fixed Cost Sources*

Program <sup>a</sup>	1	2	3	4	5	6	7	8	9	Bounds	
No. of Families	7	5	9	5	10	8	12	10	15		
Direct Costs										Lower	Upper
Supervisor	\$838 <sup>b</sup>	\$1,190	\$1,048 <sup>b</sup>	\$838 <sup>b</sup>	\$1,868 <sup>b</sup>	-	-	-	-	\$838	\$1,868
Program Coordinator	\$320	\$460	\$320	\$320	\$408	\$575	\$828	\$863	-	\$320	\$863
Site Coordinator	\$690	\$616	\$535	\$920	\$408	\$575	\$828	\$862	-	\$408	\$862
Program Facilitation	\$2,100	\$1,280	\$1,680	\$2,300	\$2,225	\$1,462	\$2,500	\$4,800	\$3,850	\$1,280	\$4,800
Advertising	\$20 <sup>c</sup>	\$150	\$21	\$0 <sup>c</sup>	\$0	\$184	\$75	\$38 <sup>d</sup>	\$100	\$0 <sup>d</sup>	\$184
Copying	\$40 <sup>e</sup>	\$40	\$50	\$40 <sup>e</sup>	\$100	\$20	\$18	\$0	\$300	\$0	\$300
Childcare	\$170 <sup>d</sup>	\$350	\$700	\$327 <sup>d</sup>	\$480	\$212	\$200	\$280	\$750	\$200	\$750
Facility Rental	\$0	\$0	\$0	\$0	\$0	\$20	\$250	\$0	\$0	\$0	\$250

*Note.* New programs did not have an identifiable supervisor position. Coordinator positions could not be determined for new program 9. <sup>a</sup>Programs are ordered from lowest to highest direct cost. <sup>b</sup>Estimated using wage rate from Bureau of Labor Statistics, Washington State (2010) and public salary file. New programs did not have an identifiable supervisor position. Coordinator positions could not be determined for new program 9. <sup>c</sup>Imputed from supplemental program respondent. <sup>d</sup>Imputed from average of established programs cost source.

Table 20

*SFP Labor Costs*

Program <sup>a</sup>	1	2	3	4	5	6	7	8	9	Bounds	
No. of Families	7	5	9	5	10	8	12	10	15		
Position										Lower	Upper
Supervisor	\$838 <sup>b</sup>	\$1,190	\$1,048 <sup>b</sup>	\$838 <sup>b</sup>	\$1,868 <sup>b</sup>	-	-	-	-	\$838 <sup>b</sup>	\$1,868 <sup>b</sup>
Program Facilitation	\$2,100	\$1,280	\$1,680	\$2,300	\$2,225	\$1,462	\$2,500	\$4,800	\$3,850	\$1,280	\$4,800
No. of Fac.	4	4	4	4	5	3	5	4	4		
Program Coordinator	\$320	\$460	\$320	\$320	\$408	\$575 <sup>b</sup>	\$828 <sup>b</sup>	\$863 <sup>b</sup>	-	\$320	\$863 <sup>b</sup>
Hours worked	20	20	16	20	24	25	36	37.5			
Site Coordinator	\$690	\$616	\$535	\$920	\$408	\$575 <sup>b</sup>	\$828 <sup>b</sup>	\$862 <sup>b</sup>	-	\$408	\$862 <sup>b</sup>
Hours worked	30	28	35	40	24	25	36	37.5			
Facilitator Travel	\$416	\$318	\$264	\$188	\$149	\$610	\$370	\$39	\$504	\$39	\$610
Childcare	\$170 <sup>c</sup>	\$350	\$700	\$327 <sup>c</sup>	\$480	\$212	\$200	\$280	\$750	\$170 <sup>c</sup>	\$750
<b>Total<sup>d</sup></b>	\$3,526	\$3,024	\$3,499	\$3,728	\$3,670	\$2,284	\$3,070	\$5,119	\$5,104		

*Note.* New programs did not have an identifiable supervisor position. Coordinator positions could not be determined for new program 9. <sup>a</sup>Programs are ordered from lowest to highest by direct cost. <sup>b</sup>Estimated using wage rate from BLS, Washington State (2010) and public data file and number of coordinator hours reported. <sup>c</sup>Imputed from supplemental program respondent. <sup>d</sup>Total does not include Supervisor positions because these positions could not be determined for new programs.

Table 21

*Facility Value*

	Average		Lower		Upper	
	Hourly	Total	Hourly	Total	Hourly	Total
Custodial Services	\$28	\$588	\$21	\$441	\$40	\$840
Room	\$11.5	\$242	\$7.5	\$157.5	\$20	\$420
Cafeteria	\$15	\$53	\$10	\$35	\$25	\$88
Audiovisual Equip.	17.5	\$123	\$15	\$105	\$20	\$140
<b>Total (2009 dollars)</b>		\$1,005		\$739		\$1,488

*Note.* Facility Value represents a set cost used for all programs. Audiovisual equipment was valued per day. Custodial services, room, and cafeteria were valued at 21 hours.

Table 22

*SFP Materials*

Program <sup>a</sup>	1	2	3	4	5	6	7	8	9	Bounds	
Number of Families <sup>b</sup>	7	5	9	5	10	8	12	10	15		
Material										Lower	Upper
Consumable	\$75	\$125	\$143	\$75	\$200	\$0	\$178 <sup>c</sup>	\$235	\$300	\$0	\$300
78 Start-up	\$958	\$926	\$990	\$926	\$1,006	\$974	\$1,038	\$1,006	\$1,100	\$926	\$1,110
Additional	\$20 <sup>d</sup>	\$20 <sup>d</sup>	\$20	\$20 <sup>d</sup>	\$20 <sup>d</sup>	\$0 <sup>c</sup>	\$0 <sup>c</sup>	\$0	\$0	\$0	\$20
Copying	\$40 <sup>e</sup>	\$40	\$50	\$40 <sup>e</sup>	\$100	\$20	\$18	\$0	\$300	\$0	\$300
<b>Total (2009 dollars)</b>	\$1,093	\$1,111	\$1,203	\$1,061	\$1,326	\$994	\$1,234	\$1,241	\$1,700	\$1,014	\$1,700

<sup>a</sup>Programs are ordered from lowest to highest direct cost. <sup>b</sup>The number of families includes all families in the study program, not just those who completed economic surveys. <sup>c</sup>Imputed from new program cost source average. <sup>d</sup>Imputed from established program cost sources. <sup>e</sup>Imputed from established program of similar size.

Table 23

*SFP Food and Participant Incentives*

Program <sup>a</sup>	1	2	3	4	5	6	7	8	9	Bounds	
Number of Families <sup>b</sup>	7	5	9	5	10	8	12	10	15		
Incentive										Lower	Upper
Food and Meals	\$1,150	\$1,133	\$1,200	\$1,150	\$1,400	\$650	\$550	\$1,030	\$2,500	\$550	\$2,500
Participant Incentives	\$0 <sup>c</sup>	\$275	\$0	\$0 <sup>c</sup>	\$200	\$25	\$179	\$0	\$0	\$0	\$275
<b>Total (2009 dollars)</b>	\$1,150	\$1,408	\$1,200	\$1,150	\$1,600	\$675	\$729	\$1,030	\$2,500		

<sup>a</sup>Programs are ordered from lowest to highest direct cost. <sup>b</sup>The number of families includes all families in the study program, not just those who completed economic surveys. <sup>c</sup>Imputed from supplemental program respondent.



Table 24

*Participant Costs*

Program	1	2	3	4	5	6	7	8	9
% Families Reporting	71%	100%	78%	100%	90%	63%	67%	80%	100%
Time (Indirect)	\$687	\$991	\$2,334	\$6,547	\$914	\$3,056	\$1,988	\$846	\$528
Travel (Direct)	\$90	\$144	\$361	\$60	\$519	\$111	\$189	\$204	\$1,971
<b>Total (2009 dollars)</b>	<b>\$777</b>	<b>\$1,135</b>	<b>\$2,695</b>	<b>\$6,607</b>	<b>\$1,433</b>	<b>\$3,167</b>	<b>\$2,177</b>	<b>\$1,050</b>	<b>\$2,499</b>

*Note.* Participant time is valued at the reported hourly rate of attending adults multiplied by 18 hours (6 nights) to account for program nonattendance. Participant travel is valued at reported round trip miles to the program multiplied by six nights using the federal rate for mileage rate for travel (.50).

Table 25

*Cost Comparison: RCT*

Cost Source	RCT <sup>a</sup>	Program 2 <sup>b</sup>	Average <sup>c</sup>	Program 8 <sup>d</sup>
Advertising	\$38	\$150	\$74	\$38
Facilitator Training	\$1,776	\$2,523	\$2,523	\$2,523
Family Training Materials	\$191	\$717	\$837	\$833
Family Participation Incentives	\$939	\$1408	\$1,271	\$1030
Program Facilitation	\$371	\$2058	\$3,239	\$5702
Site Management	\$2,204	\$616	\$604	\$862
Childcare	\$318	\$350	\$385	\$280
Parent travel	\$31	\$144	\$245	\$204
Cost Per Program	\$5,869	\$7,966	\$9,177	\$11,472
<b>Cost Per Family (2009 dollars)<sup>e</sup></b>	\$587	\$797	\$918	\$1,147

<sup>a</sup>Costs are inflation adjusted to 2009 dollars (Bureau of Labor Statistics, 2010). <sup>b</sup>To maximize comparability between the RCT and the SFP in Washington State, Program 2 was used due to number of paid facilitator hours at 14 which is more comparable to the 13 hours worked in the RCT (Spoth et al., 2001). <sup>c</sup>Represents average of all study programs. <sup>d</sup>New Program 9 was not used because estimates for coordinator positions could not be estimated. <sup>e</sup>Program costs were divided by ten families across all estimates.

Table 26

*Comparison between RCT and SFP in Washington State: Cost Source Totals*

Cost Source	RCT <sup>a</sup>	WA <sup>b</sup>
Facilitator ads	\$796	\$670
Facilitator training	\$37,288	\$22,707
Family training materials	\$4,019	\$7,528
Family participation incentives	\$19,717	\$11,442
Site management	\$7,795	\$5,434
Program facilitation	\$46,283	\$29,149
Child care	\$6,688	\$3,469
Parent travel	\$659	\$2,206
Cost Per Program	\$5,869	\$9,177
<b>Cost Per Family (2009 dollars)<sup>c</sup></b>	<b>\$587</b>	<b>\$917</b>

<sup>a</sup>Represents 21 programs. <sup>b</sup>Represents nine study programs. <sup>c</sup>Divided by ten families.

# Parent/Caregiver Demographics

Washington State University  
Strengthening Families Program

If you have questions or comments about this survey or the Strengthening Families Program please contact Laura Hill at (509)335-8478 or by email at laurahill@wsu.edu

The information you provide on this form will help us better understand how the Strengthening Families Program works -- *who is coming* to the program, *how much it costs families* to attend (for childcare, transportation, and lost wages), and *how much it costs to deliver* the program. The purpose of the study is to be able to show legislators and funders the program's benefits in relation to its costs.

Your answers will be kept completely confidential and can not be linked to your personal information. You may choose not to answer any questions you do not want to.

One parent/caregiver should fill out this form as a spokesperson for the entire family.

1. **How many adults from your family are participating in the program?** \_\_\_\_\_
  
2. **How many children from your family are participating in the program?** \_\_\_\_\_
  
3. **The following information is to ensure your answers will not be linked with your personal information. PLEASE DO NOT PROVIDE NAMES. Feel free to leave blank if it does not apply.**

**Describe the attending members of your family below.**

	Birth date	Gender
<b>Self</b>	____/____/____	<input type="checkbox"/> <sub>1</sub> Female <input type="checkbox"/> <sub>0</sub> Male
<b>Partner/Spouse</b>	____/____/____	<input type="checkbox"/> <sub>1</sub> Female <input type="checkbox"/> <sub>0</sub> Male
<b>Child #1</b>	____/____/____	<input type="checkbox"/> <sub>1</sub> Female <input type="checkbox"/> <sub>0</sub> Male
<b>Child #2</b>	____/____/____	<input type="checkbox"/> <sub>1</sub> Female <input type="checkbox"/> <sub>0</sub> Male
<b>Child #3</b>	____/____/____	<input type="checkbox"/> <sub>1</sub> Female <input type="checkbox"/> <sub>0</sub> Male

Child #4

\_\_\_\_/\_\_\_\_/\_\_\_\_

\_1 Female \_0 Male


## About You

12. Your age: \_\_\_\_\_ years

13. Ethnicity (check **all** that apply):

- \_1 African American/Black      \_4 Hispanic/Latino/Chicano  
\_2 Asian/Pacific Islander      \_5 Middle Eastern  
\_3 Caucasian/White      \_6 Native American/Indian  
\_7 Other \_\_\_\_\_

14a. Are you currently working for pay?

\_1 Yes      \_0 No 

14b. Which best describes your situation?

- \_1 Unemployed and looking for work  
\_2 Retired  
\_3 Disabled  
\_4 Not working and not looking for work

**SKIP TO QUESTION 22 NEXT PAGE →**

15. Number of hours worked last week: \_\_\_\_\_ hrs

16. Usual number of hours worked per week: \_\_\_\_\_ hrs

17. Number of weeks worked in the last year: \_\_\_\_\_ weeks (there are 52 weeks in a year)

18. How often do you receive a paycheck?

- \_1 Weekly  
\_2 Every other week  
\_3 Twice a month  
\_4 Monthly

Please continue  
on the next page



<sub>5</sub> Other \_\_\_\_\_

19. How much is an average paycheck? \$ \_\_\_\_\_

20. How much do you earn per hour? \$ \_\_\_\_\_

21. Which of these categories describes the highest level of education that you have *completed*:

\_\_\_\_ 1 6<sup>th</sup> grade

\_\_\_\_ 2. 9<sup>th</sup> grade

\_\_\_\_ 3 11<sup>th</sup> grade

\_\_\_\_ 4 GED/12<sup>th</sup> grade

\_\_\_\_ 5 Associate's degree

\_\_\_\_ 6 Bachelor's degree

\_\_\_\_ 7 Master's degree

\_\_\_\_ 8 PhD/Professional training (MD, DDS, JD)

22. Do you have a partner/spouse?

<sub>1</sub> Yes

<sub>0</sub> No



**IF 'NO', SKIP TO QUESTION 33 ON NEXT PAGE →**

## About Your Partner/Spouse

23. Is your partner/spouse attending the program?

<sub>1</sub> Yes

<sub>0</sub> No

24. Age: \_\_\_\_\_ years

25. Ethnicity (check all that apply):

<sub>1</sub> African American/Black

<sub>4</sub> Hispanic/Latino/Chicano

<sub>2</sub> Asian/Pacific Islander

<sub>5</sub> Middle Eastern

<sub>3</sub> Caucasian/White

<sub>6</sub> Native American/Indian

<sub>7</sub> Other \_\_\_\_\_

25a. Is he/she currently working for pay?

<sub>1</sub> Yes

<sub>0</sub> No



25b. Which best describes his/her situation?

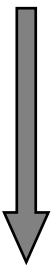
<sub>1</sub> Unemployed and looking for work

<sub>2</sub> Retired

<sub>3</sub> Disabled

<sub>4</sub> Not working and not looking for work

**SKIP TO QUESTION 32 ON NEXT PAGE →**



26. Number of hours he/she worked last week: \_\_\_\_\_ hrs

27. Usual number of hours he/she works per week: \_\_\_\_\_ hrs

28. Number of weeks worked in the last year: \_\_\_\_\_ weeks (there are 52 weeks in a year)

29. How often does he/she receive a paycheck?

- <sub>1</sub> Weekly
- <sub>2</sub> Every other week
- <sub>3</sub> Twice a m
- <sub>4</sub> Monthly
- <sub>5</sub> Other \_\_\_\_\_

**Almost done! continue on the back**



30. How much is his/her average paycheck? \$ \_\_\_\_\_

31. How much does he/she earn per hour? \$ \_\_\_\_\_

32. Which of these categories describes the highest level of education that your spouse/partner has completed:

- |                                    |   |
|------------------------------------|---|
| _____ 1 6 <sup>th</sup> grade      | _____ 5 Associate's degree                      |
| _____ 2. 9 <sup>th</sup> grade     | _____ 6 Bachelor's degree                       |
| _____ 3 11 <sup>th</sup> grade     | _____ 7 Master's degree                         |
| _____ 4 GED/12 <sup>th</sup> grade | _____ 8 PhD/Professional training (MD, DDS, JD) |

## About Your Family

33. In the last year, did anyone in your family receive any of the following?

Check **all** that apply

- <sub>1</sub> Unemployment cash benefits
- <sub>2</sub> TANF/Cash assistance
- <sub>3</sub> Child care assistance
- <sub>4</sub> Social security retirement cash benefits
- <sub>5</sub> Social security disability cash benefits

34. In the last year, did anyone in your family receive any of the following?

Check **all** that apply

- <sub>6</sub> Food stamps/EBT food money
- <sub>7</sub> Medicaid/Medical coupon
- <sub>8</sub> WIC
- <sub>9</sub> Energy assistance
- <sub>10</sub> Housing assistance (i.e. Section 8, rental assistance, transitional housing)
- <sub>11</sub> Other community/church-based assistance

**35. How many people are in your household?** \_\_\_\_\_ people

**36. About how much was your family's income in the last year?**

- <sub>1</sub> Less than \$10,000
- <sub>2</sub> \$10,001 – 20,000
- <sub>3</sub> \$21,000 – 30,000
- <sub>4</sub> \$30,001 – 40,000
- <sub>5</sub> \$40,001 – 50,000
- <sub>6</sub> \$50,001 – 60,000
- <sub>7</sub> \$60,001 – 70,000
- <sub>8</sub> Over \$70,000

37. How far do you live from where the Strengthening Families Program is being held?

About \_\_\_\_\_ miles

38. Do you drive to the program?

39. If not, how do you get to the program?

40. Did you have to pay childcare in order to attend the Strengthening Families Program meetings?

If yes, how much per evening? \$ \_\_\_\_\_



43. If, instead of payment, this program were to require you to volunteer in your community, how many hours would you be willing to volunteer for all seven sessions?

- a) 0 hours
- b) 5 hours
- c) 10 hours
- d) 15 hours
- e) 20 hours
- f) 25 hours
- g) 30 hours
- h) 35 or more hours

**Thank you for your time!**  
The information you have provided  
is very important to the success of this program!

## APPENDIX B

### **Supervisor/Coordinator Interview**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What is your formal job?

What is your role with the implementation of SFP (is it local to SFP?)

How does the funding for training and programs work?

Does the money come from your budget?

For the purposes of this questionnaire, some questions refer specifically to the program which participated in the cost-benefit whereas others reference more general characteristics about your experience with the program. All questions concerning the program which participated in the cost-benefit study will be denoted with (CB study) program or cost-benefit study program.

### **SECTION 1: Facilitator Training**

The following questions refer to costs and resources associated with training facilitators.

1a) Do you pay for SFP facilitator training in your county? How much do you spend on facilitator training per program provided? How much have you spent on trainings for facilitators in the past year? How much did their training cost?

2a) Do you require facilitators to purchase their own manual for trainings? Did you purchase any training manuals for the program which participated in the CB study?

3a) Do you provide any financial incentives to facilitators for trainings? Did any of the trainers facilitate the program which participated in the cost-benefit study?

10a) How much of the facilitators training would you be willing to pay for?

### **SECTION 2: Labor Costs**

The following questions refer to the costs associated with you and other assistants' compensation for facilitating SFP in your county.

11a) Are you paid to fund/coordinate the program in your county? If yes, how much per program?

13a) Do you receive any additional incentives for funding/coordinates or participating in SFP? Did you receive any additional incentives for coordinating or participating in the CB study SFP?

14a) How many hours do you think you spent preparing for the SF program which participated in the cost-benefit study?

15a) Once the (CB study) program ended, how many hours did you spend on program related tasks?

**SECTION 3: Program Goods/Materials**

The following questions refer to materials needed for program operation.

16a) Were any materials purchased specifically for the (CB study) program you were coordinating and if so, what were those costs?

17a) Were materials used during the operation of the (CB study) program also used for other purposes (used in a school setting, were brought from home, etc).

18a) Did the (CB study) program have a specific budget for food and snacks? Can you give an estimate how much food and snack ran per session? Were additional food/snacks provided on graduation night?

20a) Were you required to rent any audiovisual equipment for the CB study program? If yes, how much?

21a) Thinking back to all the CB study program materials/goods was there ever a time you had to purchase materials out of your own pocket? How much? Were you later compensated for such purchases? Who compensated you for such purposes?

22a) Were you required to purchase additional materials on graduation night?

In general, what kinds of donations do you have for SF programs? What kinds of donations did you have for the CB study program?

Do you provide any incentives for program participants?

Did you provide any incentives for CB study program participants?

**SECTION 4: Site Management/Child Care/Misc.**

The following questions refer to the facility and potential child care costs.

23a) Where was the CB study program held?

24) Did you have to travel at all for the CB study program? If yes, how far?

25a) Was rent required for the facility in use during the CB study program?

26a) Did you provide child care for participating families and if so, for how much was the child care provider compensated.

28a) Did you advertise at all for the CB study program? If so, how much would you say you spent on advertisement costs?

**SECTION 5: Program Operating Budget / Cost Allocation**

The following questions refer to sources and costs associated with program funding. We will start with some general questions about the overall funding of the program and then progress into more specific questions regarding program costs.

- 29) To your knowledge how was the \_\_\_\_\_ CB study program funded?
- a.
  - b.
  - c.
  - d.
- 30) Can you give a general estimate of the overall cost of the CB study program you funded or coordinated?
- 31) What percent of funding came from state or local funding?
- 32) What percent of funding came from donations?
- 33) Are you given guidelines for how to spend SFP funding? In other words, how were funding allocation decisions made? Say you were given five thousand, does someone tell you – spend 1000 on A, 500 on B, etc.
- 33a) Is coordinating the program part of your regular job? How much time is devoted to coordination of SF programs? How much time was devoted to the CB study program?
- 34) Were participants charged any fees for participating in the CB study program?
- 35) As a facilitator/site-coordinator were you responsible for fundraising and if so, about percent of program funding was made possible through donations/volunteer time? How much time was spent fundraising?
- 36) For funders/ site coordinators:
- Are you paid to promote SFP in \_\_\_\_\_ county? How much? \_\_\_\_\_  
Did you pay facilitators? \_\_\_\_\_ How much? \_\_\_\_\_
- 38) How much time did you spend preparing for CB study program sessions, not including the facilitator training?
- 39) Do you provide any other programs besides SFP? If yes, how many and which are they?
- 40) Is there ever a situation when funds are actually not completely used up and if yes, do they carry it forward to the next SFP or diverge it to some other program.
- 41) We know each program is unique...Are there any costs in which I have not asked you?

APPENDIX C

**FACILITATOR/SITE-COORDINATOR INTERVIEW**

Facilitator/Site-coordinator (circle one): \_\_\_\_\_

City/County \_\_\_\_\_

Date: \_\_\_\_\_

Time (start-stop): \_\_\_\_\_

Duration of Interview: \_\_\_\_\_

*Introduction*

Hi \_\_\_\_\_, I really appreciate your taking the time to speak with me today. As you know, I have been working on a cost-benefit analysis of the SF program and your responses in this interview will further inform estimates of costs and benefits associated with the program and ultimately the overall functioning of SFP in Washington State. Do you have any questions before we begin?

*Content Areas*

- Facilitator Training
- Material Costs
- Program Funding
- Operating Budget
- Cost Allocation

**Read question # prior to each question.**

What is your formal job?

What is your role with the implementation of SFP (is it local to SFP?)

How does the funding for training and programs work?

### **SECTION 1: Facilitator Training**

The following questions refer the costs and resources associated with your training:

1) Train\_amt (\$) Thinking back to your SFP facilitator training, do you recall the amount of fees or dues for the training?

2a) Manual\_purch (y/n) Were you required to purchase a facilitator manual for the training?

2b) Manual\_cost (\$) If so, how much?

3) Train\_supply (y/n) Were you required to purchase any outside literature, training supplies or materials specific to the training not covered by the initial training fee?

4a) T\_trav (y/n) Were you required to travel to the training and

4b) Ttrav\_cost (\$) if so how much would you estimate were your associated costs (read question and prompt with rental car, food, hotel, etc.)?

5) How much did you spend on:

a. Rental car/transportation: Training\_transport (\$)

b. Food/Meals for the entire training: Training\_food (\$)

c. Hotel/lodging for the training: Training\_hotel (\$)

6a) Training\_distance (#) How far away was the training?

6b) Training\_city In what city was the training located?

6c) Training\_drive (y/n) Did you drive and

6d) Mileage\_oneway (#) if so how many miles was the training (one-way)?

6e) Training\_fly (y/n) Did you fly and

6f) Trainingfly\_hours (#) and if so how long was the flight (hours)?

7) Training\_facilitytype (string) What facility was the training held in?

8) Tduration (days) How long was the facilitator training in days?

9) Tper\_exp (y/n) Were costs associated with training personal out-of-pocket expenses or were they paid for by your place of employment by?

10) Twillingness (\$) How much would you have been willing to pay for the training?

### **SECTION 2: Labor Costs**

The following questions refer to the costs associated with you and other assistants' compensation for facilitating SFP in your county.

11a) Labor (y/n) Were you paid to facilitate the program?

11b) Laborpay (\$) If yes, how much?

12a) Fac\_total (#) How many others facilitated the program with you? \_\_\_\_

12b) Fac\_comp (y/n) Were they compensated as well?

12c) Fac\_cost (\$) How much?

13a) Labor\_add\_incentives (string) Do you receive any additional incentives for facilitating/participating in SFP?

14) Labor\_sessionprep (# in hours) How many hours per week did you spend *preparing* for the SF program which participated in the costs benefit study. This may include planning a nightly session or reading/rehearsing material to be present that night or rehearsing/planning with co-facilitators.

15) Labor\_sessionpost (# in hours) Once the actual program ended, how many hours did you spend tying up loose ends, getting paper work together etc, basically how much did you spend on program related tasks *after* the program was complete?

### **SECTION 3: Program Goods/Materials**

The following questions refer to materials needed for program operation.

16a) Materials\_purchased (y/n) Were any materials (manuals and videotapes/dvds) purchased specifically for the program you were facilitating and

16b) Materials\_cost (\$) if so, what were those costs?

17a) Material\_transfer (y/n) Were materials used during the operation of the program also used for other purposes (used in a school setting, were brought from home, etc).

17b) Material\_trans\_desc (string)

18a) Food\_budget (y/n) Did the program have a specific budget for food and snacks?

18b) Food\_total (\$)

18c) Foodper\_session (\$) Can you give an estimate how much food and snack ran per session?

18d) Gnight\_food (y/n) Were additional food/snacks provided on graduation night?

18e) Gnight\_ftotal (\$)

19a) Persgood\_purch (y/n) Were *you* YOURSELF required to purchase SFP dvds, supplies for activities, or any other materials participants utilized?

a. cost per dvds:\_\_\_\_\_ 19b) dvdpurchase (y/n) 19c) dvdcost (\$)

b. cost of activity supplies per night:\_\_\_\_\_ 19d) activity\_supply (\$)

c. cost per additional materials (making copies, pens, paper, etc):\_\_\_\_\_

19e) addmaterials (\$)

20a) Audiovid\_rent (y/n) Were you required to rent any audiovisual equipment?

20b) Audiovid\_cost (\$) If yes, how much?

21a) Goodpersonal (y/n) Thinking back to all the program materials/goods was there ever a time you had to purchase materials out of your own pocket?

21b) Goodpersonal\_cost (\$) How much?

21c) Good\_comp (y/n) Were you later compensated for such purchases?

21d) Goodcomp\_source (string) Who compensated you for such purposes?

22) Personal\_gradnight (\$) Were you required to purchase additional materials on graduation night?

23a) Part\_incent (y/n) Did you provide any incentives for program participants?

23b) Part\_type (string)

24a) Donations (string) What kinds of donations did you have?

#### **SECTION 4: Site Management/Child Care/Misc.**

The following questions refer to the facility and potential child care costs.

25a) Program\_loc (string) Where was the SF program held?

25b) Prog\_travelmiles (# in miles) How far did you travel to get to and from the program?

26a) Other\_time (string) Was anyone else's time taken up where the program was held?

27a) Facilityrent (y/n) Was rent required for the facility in use during the program?

28a) Childcare (y/n) Did you provide child care for participating families and if so,

28b) Childcare\_cost (\$) How much was the child care provider compensated.

29) Session\_setup (hours per night) How much time in hours was required to set up for each night of the program? This does not include time planning or rehearsing or practicing but refers to actual room set up, activity set up at the location which the program took place.

30a) Advertise (y/n) Did you advertise at all for the SFP? If so,

30b) Advertise\_cost (\$) How much would you say you spent on advertisement costs?

#### **SECTION 5: Program Operating Budget / Cost Allocation**

The following questions refer to sources and costs associated with program funding. We will start with some general questions about the overall funding of the program and then progress into more specific questions regarding program costs.



- 31) To your knowledge how was the \_\_\_\_\_ SFP program funded?  
 a. Sfpfunding\_a (string)  
 b. Sfpfunding\_b (string)  
 c. Sfpfunding\_c (string)  
 d. Sfpfunding\_d (string)
- 32) Totalprog\_cost (\$) Can you give a general estimate of the overall cost of the program you coordinated/ facilitated?
- 33a) Fundingstate (#) What percent of funding came from state funding?  
 33b) Fundinglocal (#) What percent of funding came from local funding?
- 34) Funding\_donation (#) What percent of funding came from donations?
- 35a) Funding\_guide (y/n) Were you given guidelines for how to spend SFP funding?  
 35b) Funding\_decisions (string) how were funding allocation decisions made? Say you were given five thousand, does someone tell you – spend 1000 on A, 500 on B, etc.
- 36a) Participant\_fee (y/n) Were participants charged any fees for participating in the program?  
 36b) Participant\_charge (\$)
- 37a) Fundrais\_resp (y/n) As a facilitator/site-coordinator were you responsible for fundraising  
 37b) Percent\_fund (#%) Percent of program funding was made possible through donatations/volunteer time?  
 37c) Fundrais\_time (string) How much time was spent fundraising?
- For site coordinators only:**
- 38a) Paidpromote (y/n) Are you paid to promote SFP in \_\_\_ county?  
 38b) Paidpromote\_cost (\$) How much?  
 38c) Paid\_facilitators (y/n) Did you pay facilitators?\_\_\_\_  
 38d) Paid\_fac\_cost (\$) How much?\_\_\_\_\_
- 39a) Timeaway (y/n) Did facilitating the program ever take time away from your regular job?  
 39b) Timeaway\_total (string) How much?
- 40) Totaltime (string) How much time did you spend preparing for program sessions, not including the facilitator training?
- 41) Othercosts (string) We know each program is unique...Are there any costs in which I have not asked you?
- 42) Is it okay to call you back?