



IRVINE NETWORK ON
INTERVENTIONS IN DEVELOPMENT

State Education Standards for Alcohol, Tobacco, and Other Drugs, Version 1

STATE EDUCATION STANDARDS FOR ALCOHOL,
TOBACCO, AND OTHER DRUGS, VERSION 1

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DATA DISCLAIMER

The original collector of the data, INID, and the relevant funding agency bear no responsibility for uses of this collection or for interpretations or inferences based upon such uses.

DATA COLLECTION DESCRIPTION

Carpenter, Christopher, Thurston Domina, Sara Wakefield, and Tim Bruckner. 2013.
"State Education Standards for Alcohol, Tobacco, and Other Drugs, Version 1."
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Available at: <http://inid.gse.uci.edu/public-use-data/> Accessed on 04/05/2013.

DATE(S) OF COLLECTION: 2012

COUNTRY: United States

GEOGRAPHIC COVERAGE: United States

GEOGRAPHIC UNIT: State

UNIT OF ANALYSIS: State

SUMMARY: We collected K-12 health education variables related to alcohol, tobacco, and other drugs (ATOD) curricula. We retrieved current state-level education standards from all 50 states and the District of Columbia in 2012. This public-use dataset includes summaries of the extent to which state standards recommend instruction to students in each grade from Kindergarten through 12th grade related to the following topics: Knowledge (biology and behavior), Knowledge (context), Affective, Refusal, and Generic Social Skills. In addition, the dataset includes a variable indicating the presence of language in the state standards recommending interactive instructional methods in ATOD curricula.

UNIVERSE AND SAMPLING: This file includes data from all U.S. states that had curricular standards related to ATOD education in place in 2012. The sample thus includes 44 states, plus the District of Columbia.

NOTE: The health education standards were collected from each state's Department of Education website or by contacting a state-level administrator directly if a version was not available online. A small team of researchers then coded the standards to create the data.

DATA FORMAT: Microsoft XLS

TABLE OF CONTENTS

	Page Number
INTRODUCTION	
Data Collection Description	i
Data Collection Procedures	i
Variable Description List	1
CODEBOOK	
Version 1	1

INTRODUCTION

DATA COLLECTION DESCRIPTION

IRVINE NETWORK ON INTERVENTIONS IN DEVELOPMENT:

The overall purpose of this research, which is organized as four subprojects, is to examine why human capital-oriented intervention programs and policies, directed at children in the preschool, middle childhood, and adolescent stages of development, have the effects, non-effects, and, in some cases, perverse effects that they do. The study focuses on the congruence (“fit”) between the developmental needs of children and youth and the design and nature of educational interventions designed to augment human capital and promote positive outcomes, particularly for individuals raised in economically disadvantaged families.

THIS PARTICULAR DATASET IS PART OF PROJECT II:

Project II employs a developmental perspective to understand the conditions under which state health education curriculum requirements regarding alcohol, tobacco and other drugs have protective or harmful effects on youth substance use. The public dataset is a portion of the data collected in Project II.

DATA COLLECTION PROCEDURES

Each state’s health education standard was collected and coded by at least three researchers from a team that included one PI, one graduate student researcher, and four undergraduate student researchers. If there were any discrepancies regarding the codes, the team would discuss the issue in their weekly meetings until they reached an agreement, setting precedent for similar divergences. After training, researchers reached an inter-rater reliability of 0.997, 1.00, and 0.987 for the Knowledge-Biology and Behavior, Knowledge-Context, and Refusal Skills summary variables, respectively. One researcher retrieved the information on Affective Skills and General Social Skills, and therefore no inter-rater reliability score was calculated.

As summarized in detail below, the data file contains state-by-grade data on six basic topics: (1) Knowledge (biology and behavior), which addresses the biological and behavior consequences of ATOD; (2) Knowledge (context), which the empirical prevalence and causes of ATOD use; (3) Affective education, which includes topics such as self-esteem education; (4) Refusal, which includes skills related to information gathering and saying no to ATOD; (5) General social skills, which includes communication and general topics about peer relations; and (6) Interactive delivery, which flags states in which standards recommend role-playing, discussion, or other non-didactic approaches to ATOD education. The first 5 variables measure the extent to which state standards cover the focal issue by summing the number of relevant topics covered in state standards for a given grade.

VARIABLE DESCRIPTION LIST

The Microsoft XLS file provides data for six basic topics in K-12 ATOD curricula, each broken down by state and grade-level. Individual grade-level and state-level variables can be generated using these data. If users are interested in grade-level variations of these topics, we recommend adding a grade-level indicator (e.g. _g0, _g1, ... _g12) after each variable name. For some statistical software, we also recommend creating a state indicator variable (i.e. 1-51) for state variation analyses. If state standards did not mention instruction on any of the six basic topics, data for these states are coded as missing.

Var #	Variable Name	Variable Description
1	Variable name: State Description: Coding: Notes:	State abbreviation Character (XX)
2	Variable name: Knowledge_Biology_Behavior) Description: Coding: Notes:	Number of topics standards cover related to the short and long-term physiological and behavioral effects of ATOD. (Variable represents the sum of topics including short-term health consequences; long-term health consequences; other short-term consequences; other long-term consequences; psychological consequences; economic consequences; social consequences; legal consequences; personal consequences; risks associated with driving under the influence of alcohol and other drugs; consequences for decision-making; unspecified short-term consequences; unspecified long-term consequences.) 0-13. This variable is available for each grade from Kindergarten through 12.
3	Variable name: Knowledge_Context Description: Coding:	Number of topics standards cover related to the empirical prevalence and causes of ATOD use. 0- Standards do not cover prevalence and causes of ATOD use. 1- Standards cover prevalence OR causes of ATOD

- use.
2- Standards cover prevalence AND causes of ATOD use.
- Notes: This variable is available for each grade from Kindergarten through 12.
- 4 Variable name: Affective
Description: Number of topics standards cover related to affective education as an ATOD prevention strategy.
Coding: 0- Standards do not cover affective education as ATOD prevention strategy.
1- Standards cover self-awareness OR self-management skills.
2- Standards cover self-awareness AND self-management skills.
Notes: This variable is available for each grade from Kindergarten through 12.
- 5 Variable name: Refusal
Description: Number of topics standards cover related to refusal skills as ATOD prevention strategy. (Variable represents the sum of topics including decision-making skills, strategies for saying no, information-gathering strategies, alternatives to ATOD use, and strategies for encouraging peers to say no.)
Coding: 0-5.
Notes: This variable is available for each grade from Kindergarten through 12.
- 6 Variable name: General_Social_Skills
Description: Number of topics standards cover related to student social skills (either in direct relation to ATOD education or elsewhere in health standards documents.) (Variable represents the sum of topics including social awareness, relationship and dating skills, decision-making skills, and other social skills.)
Coding: 0-4.

Notes: This variable is available for each grade from Kindergarten through 12.

7 Variable name: Interactive_Delivery

Description: Variable indicates whether or not standards include language encouraging instructors to adopt interactive pedagogical styles (including “role-play,” “discuss,” “practice.”)

Coding: 0- Standards do not recommend interactive instruction.
1- Standards do recommend interactive instruction.

Notes: This variable is available for each grade from Kindergarten through 12.