



OMB No. 0930-0297
Expiration Date: 01/31/12

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Close

As SS/HS Project Director, you are responsible for the annual completion of this survey. This survey solicits information about the SS/HS project since grant award. The questions ask about grant-sponsored activities and interventions, coordination and service integration, and sustainability. In some sites, the Project Director consults with the SS/HS local evaluator and other project staff and partner agencies to obtain accurate answers to these questions. Please be assured your responses will be kept private and will be used only in aggregate form for analytic and reporting purposes.

While completing the survey, please be sure to use the "Next" and "Back" buttons within the survey instead of using the browser navigation buttons to ensure that your responses are recorded if you decide to complete the survey at a later time. If you have any questions, please email SSHS@manilasurvey.net.

If you have questions regarding the national evaluation, the researcher conducting this evaluation is Dr. Gary Hill. Please ask any questions you have now. If you have questions later, you can reach Dr. Hill at ghill@manilaconsulting.net or 571-633-9797 ext 208. If you have any questions or concerns regarding your rights as a subject in this study, you may contact Lisa Lunghofer, chair of the MANILA Institutional Review Board (IRB), at llunghofer@manilaconsulting.net or at 240-271-4941.

Local Project Characteristics

Please describe the working relations between the SS/HS project-level grant administration (GA) and the individual schools. For the following items, please check the response that best describes the relationship.

	GA makes most major decisions, and schools facilitate implementation	School-level staff make most major decisions	Project-level GA and school-level staff jointly make most major decisions
Selecting programs or activities to implement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal, ongoing program monitoring and feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of safe school policies and/or procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with other agencies/partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic planning for the grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding/resource allocations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal, scheduled data collection and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical assistance and training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation of system changes (e.g., referral protocols)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Routine logistical matters (scheduling of meetings, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SS/HS Partnership Effectiveness

These items are designed to assess the types of processes and activities relevant to SS/HS partnerships across grant years.

For each item listed, please select the option that most closely reflects your opinion about the presence or absence of the characteristic in your partnership at this time: Absent, Present but Limited, or Present. If you don't know, or are not sure if a characteristic is present, check Don't Know.

	Absent	Present but Limited	Present	Don't Know
Permanent project staff are designated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broad membership includes community leaders, professionals, and grassroots organizers representing target population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project office and meeting space are designated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnership structures are in place (examples of structures are having a mission statement, goals, and objectives in writing; having bylaws or rules of operation; providing regular, structured meetings; establishing effective communication mechanisms; having an organizational chart; having written job descriptions; having a core planning group; and having committee)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnership processes are in place (examples of processes are decision making, resolving conflict, allocating resources, orienting and training new members, holding members accountable for completing assignments in a timely manner, and having mechanisms for evaluation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs assessment is conducted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic plan for implementation is developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies are implemented as planned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies are revised as necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial and material resources are secured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnership is broadly recognized as an authority on the issues it addresses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numbers of members are maintained or increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Membership benefits outweigh costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members agree to disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnership is accessible to the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accomplishments are shared with members and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnership is included in other collaborative efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnership's sphere of influence includes state and private agencies and governing bodies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnership has access to power within legislative and executive branches of agencies and the government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnership activities are incorporated within other agencies or institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long-term funding is obtained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mission is refined or changed to encompass other issues and populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you characterize the ability of your local project regarding performance measurement?

- Very limited measurement and tracking of performance; all or most evaluation based on anecdotal evidence; organization collects some data on program activities and outputs (e.g., number of children served) but has no social impact measurement (measurement of social outcomes; e.g., drop-out rate lowered)
- Performance partially measured and progress partially tracked; organization regularly collects solid data on program activities and outputs (e.g., number of children served) but lacks data-driven, externally validated social impact measurement
- Performance measured and progress tracked in multiple ways, several times a year, considering social, financial, and organizational impact of program and activities; multiplicity of performance indicators; social impact measured, but control group, longitudinal (i.e., long-term) or third-party nature of evaluation is missing
- Well-developed, comprehensive, integrated system (e.g., balanced scorecard) used for measuring organization's performance and progress on continual basis, including social, financial, and organizational impact of program and activities; small number of clear, measurable, and meaningful key performance indicators; social impact measured based on longitudinal studies with control groups and performed or supervised by third-party experts

How would you characterize the ability of your local project regarding databases and management reporting systems?

- No systems for tracking clients, staff volunteers, program outcomes, and financial information
- Electronic databases and management reporting systems exist only in few areas; systems perform only basic features, are awkward to use, or are used only occasionally by staff
- Electronic database and management reporting systems exist in most areas for tracking clients, staff, volunteers, program outcomes, and financial information; commonly used and help increase information-sharing and efficiency
- Sophisticated, comprehensive electronic database and management reporting systems exist for tracking clients, staff, volunteers, program outcomes, and financial information; widely used and essential in increasing information-sharing and efficiency

Comprehensive Programs and Activities

In the following sections, we will ask you questions about activities and interventions, evidence-based programs and activities, improved coordination, and sustainability for each of the elements. Please indicate the level of implementation for each activity using the scale:

- Exploration: matching between needs, resources, and program or activity characteristics
- Installation: making structural and other changes necessary to implement the program or activity within an organization
- Initial Implementation: putting into practice all that has been planned for during exploration and installation
- Full Implementation: integrating the program or activity into the service, organization, and system settings
- Sustainability: maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

Safety and Violence Prevention

	Not Part of SS/HS Grant	Initial Implementation					Sustainability
		Exploration	Installation	Implementation	Implementation	Implementation	
Assessing and correcting deficiencies in physical security of the school grounds and facilities (e.g., security devices, safety equipment, bike patrols, identification cards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School safety plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training staff on the early warning signs of violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training staff and identified students on conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research-based violence prevention curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy for assessment and referral to parenting programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case management and coordinated services for students reentering schools from juvenile justice or alternative school placements, and student courts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Safety and Violence Prevention

For each program or activity, please indicate the participants in decisionmaking (select all that apply).

	School Board	School Staff (e.g., principal, administrator, teacher)	Parents	Students	Key Partners (i.e., Core Management Team organizations)
Assessing and correcting deficiencies in physical security of the school grounds and facilities (e.g., security devices, safety equipment, bike patrols, identification cards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School safety plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training staff on the early warning signs of violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training staff and identified students on conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research-based violence prevention curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policy for assessment and referral to parenting programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case management and coordinated services for students reentering schools from juvenile justice or alternative school placements, and student courts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternative programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Substance Use Prevention

- Please indicate the level of implementation for each program or activity using the scale:
- Exploration: matching between needs, resources, and program characteristics
 - Installation: making structural and other changes necessary to implement the program or activity within an organization
 - Initial Implementation: putting into practice all that has been planned for during exploration and installation
 - Full Implementation: integrating the program or activity into the service, organization, and system settings
 - Sustainability: maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

	Not Part of SS/HS Grant	Exploration	Installation	Initial Implementation	Full Implementation	Sustainability
Design and delivery of substance use programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substance use programs aimed at key transition points (such as transition to middle school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying alcohol and drug use problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selective alcohol and drug use interventions (for youth who show signs of potential drug involvement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Substance Use Prevention

For each program or activity, please indicate the participants in decisionmaking (select all that apply).

	School Board	School Staff (e.g., principal, administrator, teacher)	Parents	Students	Key Partners (i.e., Core Management Team organizations)
Design and delivery of substance use programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance use programs aimed at key transition points (such as transition to middle school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parental involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying alcohol and drug use problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selective alcohol and drug use interventions (for youth who show signs of potential drug involvement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mental Health Services Access

- Please indicate the level of implementation for each activity using the scale:
- Exploration: matching between needs, resources, and program characteristics
 - Installation: making structural and other changes necessary to implement the activity within an organization
 - Initial Implementation: putting into practice all that has been planned for during exploration and installation
 - Full Implementation: integrating the activity into the service, organization, and system settings
 - Sustainability: maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

	Not Part of SS/HS Grant	Exploration	Installation	Initial Implementation	Full Implementation	Sustainability
	In-school screening and assessment for early identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-based mental health services for at-risk children and adolescents and their families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral and followup with local public mental health agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training and consultation of school personnel on mental health topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child and family support services for mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies and procedures to ensure enhanced communication and information-sharing (e.g., common referral or intake forms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mental Health Services Access

For each activity, please indicate the participants in decisionmaking (select all that apply).

	School Board	School Staff (e.g., principal, administrator, teacher)	Parents	Students	Key Partners (i.e., Core Management Team organizations)
	In-school screening and assessment for early identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-based mental health services for at-risk children and adolescents and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referral and followup with local public mental health agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training and consultation of school personnel on mental health topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child and family support services for mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policies and procedures to ensure enhanced communication and information-sharing (e.g., common referral or intake forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Early Childhood Social and Emotional Development

- Please indicate the level of implementation for each activity using the scale:
- Exploration: matching between needs, resources, and program characteristics
 - Installation: making structural and other changes necessary to implement the activity within an organization
 - Initial Implementation: putting into practice all that has been planned for during exploration and installation
 - Full Implementation: integrating the activity into the service, organization, and system settings
 - Sustainability: maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

	Not Part of SS/HS Grant	Exploration	Installation	Initial Implementation	Full Implementation	Sustainability
	Early screening and assessment for pre-k children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parenting training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent and caregiver support groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre- and postnatal nurse home visitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training of professionals working in early child care centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intensive therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Early Childhood Social and Emotional Development

For each activity, please indicate the participants in decisionmaking (select all that apply).

	School Board	School Staff (e.g., principal, administrator, teacher)	Parents	Students	Key Partners (i.e., Core Management Team organizations)
	Early screening and assessment for pre-k children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent and caregiver support groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre- and postnatal nurse home visitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of professionals working in early child care centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crisis intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intensive therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Connecting Family, Schools, and Communities

- Please indicate the level of implementation for each program or activity using the scale:
- Exploration: matching between needs, resources, and program characteristics
 - Installation: making structural and other changes necessary to implement the program or activity within an organization
 - Initial Implementation: putting into practice all that has been planned for during exploration and installation
 - Full Implementation: integrating the program or activity into the service, organization, and system settings
 - Sustainability: maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

	Not Part of SS/HS Grant	Exploration	Installation	Initial Implementation	Full Implementation	Sustainability
Linking students and families with community resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School contact person for parents to work with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home visits to families of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent training on building young children's socioemotional skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent training on addressing aggressive or mental and emotional health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops for parents on school safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer opportunities for parents on school safety issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Connecting Family, Schools, and Communities

For each program or activity, please indicate the participants in decisionmaking (select all that apply).

	School Board	School Staff (e.g., principal, administrator, teacher)	Parents	Students	Key Partners (i.e., Core Management Team organizations)
Linking students and families with community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School contact person for parents to work with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home visits to families of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent training on building young children's socioemotional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent training on addressing aggressive or mental and emotional health issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshops for parents on school safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteer opportunities for parents on school safety issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence-Based Programs

For each of the following evidence-based programs (EBPs), please select all that are part of your SS/HS grant.

Please indicate the level of implementation using the scale:

- Exploration: matching between needs, resources, and program characteristics
- Installation: making structural and other changes necessary to implement the program within an organization
- Initial Implementation: putting into practice all that has been planned for during exploration and installation
- Full Implementation: integrating the program into the service, organization, and system settings
- Sustainability: maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

	Not Part of SS/HS Grant	Exploration	Installation	Initial Implementation	Full Implementation	Sustainability
Second Step	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Skills Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents as Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Alert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strengthening Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too Good for Drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Mediation Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reconnecting Youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incredible Years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Behavioral Interventions and Supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Assistance Program (SAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olweus Bullying Prevention Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steps to Respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the EBPs not listed above, list up to five other EBPs implemented under the SS/HS grant. List all that apply.

Other, please specify	<input type="text"/>
Other, please specify	<input type="text"/>
Other, please specify	<input type="text"/>
Other, please specify	<input type="text"/>
Other, please specify	<input type="text"/>

For each EBP below, please indicate the types of schools targeted (select all that apply).

	Elementary	Middle	High	Alternative	Other Grade Level Grouping	Not School-Based
Second Step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Skills Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents as Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Alert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthening Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Too Good for Drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Mediation Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reconnecting Youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incredible Years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive Behavioral Interventions and Supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Assistance Program (SAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Olweus Bullying Prevention Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steps to Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive Action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Funding

Please indicate the approximate percentage of SS/HS funding being used for each topical area below.

Safety and Violence Prevention	<input type="text" value="0"/> %
Substance Use Prevention	<input type="text" value="0"/> %
Access to Mental Health Services	<input type="text" value="0"/> %
Early Childhood Development and Social Supports	<input type="text" value="0"/> %
Connecting Schools and Community	<input type="text" value="0"/> %
Total	<input type="text" value="0"/> %

Approximately what percentages of funds are dedicated to the following categories?

Staffing	<input type="text" value="0"/> %
Infrastructure	<input type="text" value="0"/> %
Programming	<input type="text" value="0"/> %
Total	<input type="text" value="0"/> %

Evidence-Based Programs and Activities, Service Integration, and Coordination

For each of the following collaborative coordination activities, select the one response that best describes the activities of the SS/HS grant partners.

- Exploration: matching between needs, resources, and program or activity characteristics
- Installation: making structural and other changes necessary to implement the program or activity within an organization
- Initial Implementation: putting into practice all that has been planned for during exploration and installation
- Full Implementation: integrating the program or activity into the service, organization, and system settings
- Sustainability: maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

	Not Part of the SS/HS Grant	Exploration	Installation	Initial Implementation	Full Implementation	Sustainability
Jointly plan and implement SS/HS activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop common long-range goals for the sustainability of programs implemented through SS/HS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jointly plan and select comprehensive evidence-based intervention strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share resources and materials to implement SS/HS programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jointly develop procedures to facilitate collaboration within the SS/HS partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cosponsor events (e.g., health fairs, joint staff workshops)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share information or data to conduct ongoing evaluation of SS/HS activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share responsibility for youth outcomes associated with the SS/HS Initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning future activities including sustaining evidence-based practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please select an option from the list below that best describes your local project this year.

- Different programs and organizational units function in silos; little or dysfunctional coordination between them
- Interactions between different programs and organizational units are generally good, though coordination issues do exist; some pooling of resources
- All programs and units function together effectively with sharing of information and resources; few coordination issues
- Constant and seamless integration between different programs and organizational units with few coordination issues; relationships are dictated by organizational needs (rather than hierarchy or politics)

Sustainability

The following statements illustrate possible ways your SS/HS project may contribute to the development of a sustainable partnership beyond the SS/HS grant. Please indicate whether the following SS/HS project activities have been completed below.

	Yes	No
Developed a sustainability plan that includes strategies to identify other sources of revenue and building organizational capacity such as infrastructure	<input type="radio"/>	<input type="radio"/>
Developed a communication plan that highlights success of the project to maintain support	<input type="radio"/>	<input type="radio"/>

The following statements illustrate possible ways your SS/HS project may contribute to the development of a sustainable partnership beyond the SS/HS grant. Please indicate the extent to which you agree or disagree with the following statements about your SS/HS project activities.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Established strong collaboration among local stakeholders and agencies intended to continue after the life of the grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have received financial support from State or Federal agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial support received has been formalized in the line item budgets in these agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluated the project's effectiveness as part of the sustainability plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The NET seeks to enhance its understanding of the level of support that offices of the superintendent have provided to SS/HS projects overall and to efforts to sustain the programs and services that have been implemented.

Please respond to each question below using the 7-point scale provided. Please base your ratings on the office of the superintendent to which you have most directly reported during the course of this year on the SS/HS project.

If you had to characterize the **nature of the involvement in the SS/HS project from the office of the superintendent**, what point on the following 7-point scale would you say best describes the involvement?

- 1 - Uninterested in any SS/HS activities and unresponsive to requests for support
- 2 -
- 3 -
- 4 - Receives information and updates regarding SS/HS activities and supports the project as a grant, but is not fully vested in collaborative planning
- 5 -
- 6 -
- 7 - Is a project advocate who knows and understands what we are doing

If you had to characterize the **nature of the support by the office of the superintendent for sustaining SS/HS programs and services**, what point on the following 7-point scale would you say best describes the support?

- 1 - No effort toward or interest in sustaining SS/HS-programs and services
- 2 -
- 3 -
- 4 - Recognizes the need to continue SS/HS programs and services but takes no interest in efforts to sustain them
- 5 -
- 6 -
- 7 - Helps to identify and/or leads activities that are likely to sustain SS/HS programs and services

Thank you for completing the Safe Schools/Healthy Students Project-Level Survey. If you would like to review your responses or make any changes, you may use the "Back" button to go back to the previous pages. Please use the "Submit" button to indicate that you have completed the survey. Your survey will not be recorded as complete until you do so.