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Next

Welcome to the Safe Schools/Healthy Students Partnership Inventory!

The SS/HS Partnership Inventory assesses your perceptions of how your local partnership functions. This inventory should only take approximately 5 to 10 minutes to complete. It is not necessary to complete the entire inventory in one sitting. Your participation is voluntary. **Please be assured that responses will be kept private and will be used only in aggregate form for analytic and reporting purposes.** If you have any questions, please email SSHS@manilasurvey.net."

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.

Which sector does your agency or organization represent?

- Education
- Juvenile Justice
- Law Enforcement
- Mental Health
- Other

What is the name of the agency/organization you represent?

Does a partnership exist in your SS/HS project?

- Yes
- No

Please rate your level of agreement with the following statements:

| | Strongly Agree | Somewhat Agree | Neither Agree nor Disagree | Somewhat Disagree | Strongly Disagree | Don't Know |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| The organizers stay with the effort even through the hard times to help the partnership overcome obstacles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The partnership has kept the demands on members simple and realistic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The partnership does not rely too heavily on any one member | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The partnership has explored ways of securing continued financial support | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please rate your level of agreement with the following statements:

| | Strongly Agree | Somewhat Agree | Neither Agree nor Disagree | Somewhat Disagree | Strongly Disagree | Don't Know |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| As a result of this partnership, services/programs to address the identified need in the community have improved | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of this partnership, accessibility to services and programs has improved | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of this partnership, policies, rules, or laws have been changed to support a new, effective way of "doing business" | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of this partnership, people are better off in our community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please select the response option that best describes your SS/HS partnership's membership.

- Membership with limited diversity of fields of practice and expertise; drawn from a narrow spectrum of constituencies (from among nonprofit, academia, corporate, government, etc.); little or no relevant experience; low commitment to organization's success, vision and mission; meetings infrequent and/or poor attendance
- Some diversity in fields of practice; membership represents a few different constituencies (from among nonprofit, academia, corporate, government, etc.); moderate commitment to organization's success, vision and mission; regular, purposeful meetings are well planned, and attendance is good overall
- Good diversity in fields of practice and expertise; membership represents most constituencies (nonprofit, academia, corporate, government, etc.); good commitment to organization's success, vision and mission, and behavior to suit; regular, purposeful meetings are well planned, and attendance is consistently good, occasional subcommittee meetings
- Membership with broad variety of fields of practice and expertise, and drawn from the full spectrum of constituencies (nonprofit, academia, corporate, government, etc.); includes functional and program content-related expertise, as well as high-profile names; high willingness and proven track record of investing in learning about the organization and addressing its issues; outstanding commitment to the organization's success, mission and vision; meet in person regularly, good attendance, frequent meetings of focused subcommittees

Please select the response option that best describes roles and responsibilities in your SS/HS partnership.

- Partner organizations' roles and responsibilities are neither formalized nor clear
- Some partner organizations' roles and responsibilities are formalized but may not reflect organizational realities
- Partner organizations' roles and responsibilities are formalized but do not necessarily reflect organizational realities
- Roles and responsibilities of all partnership organizations are formalized and clear, and they complement one another

Please select the response option that best describes your local project.

- 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)

Please select the response option that best describes your SS/HS partnership's presence in the community.

- Partnership's **presence either not recognized or generally not regarded as positive**; few members of local community (e.g., academics, other nonprofit leaders) constructively involved in the partnership
- Partnership's **presence somewhat recognized and generally regarded as positive** within the community; some members of larger community constructively engaged with partnership
- Partnership **reasonably well known within community and perceived as open and responsive** to community needs; members of larger community (including a few prominent ones) constructively involved in partnership
- Partnership **widely known within larger community and perceived as actively engaged with and extremely responsive** to it; many members of the larger community (including many prominent members) actively and constructively involved in partnership (e.g., board, fund-raising)

Please select the response option that best describes your SS/HS partnership's influence on policymaking.

- Partners **do not have ability or are unaware of possibilities for influencing policymaking**; never called in on substantive policy discussions
- Partners **are aware of possibilities in influencing policymaking**; some readiness and skill to participate in policy discussion but rarely invited to substantive policy discussions
- Partners are **fully aware of possibilities in influencing policymaking**; at least one partner organization is active in policy discussions at State or national level
- Partners **proactively and reactively influence policymaking in a highly effective manner** on State and national levels; always ready for and often called on to participate in substantive policy discussion and at times initiate discussions

Characterize your interactions with each of the listed partners, using the following scale:

- **Rarely** worked or participated in SS/HS meetings with them
- **Occasionally** worked or participated in SS/HS meetings with them
- **Often** worked with them in task-focused meetings in addition to SS/HS meetings
- **Regularly** worked with them by exchanging data, information, or resources to plan for a specific piece of the SS/HS project
- **Regularly and extensively** worked with them to plan and implement across one or more major components of the SS/HS project

| | Rarely | Occasionally | Often | Regularly | Regularly and Extensively | I Represent This Partner | Don't Know |
|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------|--------------------------|-----------------------|
| School district(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Juvenile justice partner(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Law enforcement partner(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mental health partner(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If there are partners not listed above, list them below and rate your interaction with them.

| | Rarely | Occasionally | Often | Regularly | Regularly and Extensively |
|--|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------|
| Other key organization or agency: <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other key organization or agency: <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What do you think is working well in this partnership?

What recommendations do you have for improving this partnership?

Thank you for completing the Safe Schools/Healthy Students Partnership Inventory. 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 inventory will not be recorded as complete until you do so.