



OMB No. 0930-0297
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Next



The Safe Schools/Healthy Students (SS/HS) Project-Level Survey is part of the National Evaluation of the SS/HS Initiative jointly supported by the U.S. Department of Health and Human Services, U.S. Department of Education, and U.S. Department of Justice. These three agencies, including the Federal Project Officers and their private technical assistance contractors, are known as “the Federal partners.” As SS/HS Project Director, you are responsible for the completion of this baseline assessment. This baseline assessment solicits information about your school district(s), partnership, and community prior to grant award. The questions ask about pre-grant activities and interventions, collaboration, and community characteristics. This assessment will take approximately 30 - 40 minutes to complete. Please be assured that responses will be kept strictly private and will be used only in aggregate form for analytic and reporting purposes. If you have any questions, please email SSHS@manilaconsulting.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 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.

Survey Completion
0% 100%



Pre-Grant Planning

Do you know how many times your site applied for an SS/HS grant?

Yes (please specify)

No

Do you know approximately how many months prior to the grant award planning for the grant and developing the grant application began?

Yes (please specify)

No

Partnership History

Please list the current partner agencies or organizations that will be a part of your SS/HS Core Management Team.

Have any of these required partners **not** worked with the SS/HS group of partners before?

Yes

No

How long have most of the SS/HS required partners have been working together?
Please specify in the box below (6 months, 3 years, etc.).

Please select the option that currently best describes your existing collaboration:

- No collaboration exists beyond the development of the grant application
- Members sporadically attend meetings and are not committed
- Members consistently attend meetings but are not fully committed
- Collaboration is represented by a committed, core group of members
- Already, successful collaboration is expanding to include one or more partner organizations
- Already, successful collaboration includes committed, active representatives from all partner organizations

Which of the following groups/agencies did the SS/HS targeted schools collaborate with prior to the grant award? (check all that apply)

- Law enforcement
- Juvenile justice
- Local mental health agency
- Other health and/or social services agency, (please specify)
- Other community organization, (please specify)

Are there any existing barriers or challenges in your community or partnership that you think will affect your ability to implement the grant?

- Yes
- No

Please select the existing barriers or challenges in your community or partnership that you think will affect your ability to implement the grant. (Select all that apply.)

- Communications** (e.g., poor communication and inadequate information-sharing among schools, partners, or grant administration; lack of understanding of the grant)
- Dissimilar stakeholder perspectives** (e.g., resistance; turf protection; lack of buy-in; differing opinions, philosophies, or missions on behalf of partners, schools, parents, community, or grant administration)
- Administrative** (e.g., legal concerns, bureaucracy problems, confidentiality issues, contract difficulties, problems with sustainability, Federal budget delays, issues with Medicaid funding)
- Financial and human resources** (e.g., increased caseload, difficulty hiring quality staff, issues with funding services or staff, language barriers on behalf of staff)
- Physical and geographic** (e.g., concerns with respect to coordinating and mobilizing partners, transportation, and space issues)
- Other** (please specify)

Please rate the level of resources (i.e., money, personnel, facilities) devoted by the **community** to each topical area during the past 5 years prior to SS/HS funding.

	No Resources 1	2	3	4	Substantial Resources 5	Don't Know
Safety and violence prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substance use prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health services access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early childhood social and emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting family, schools, and communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the level of resources (i.e., money, personnel, facilities) devoted by the **school district(s)** to each topical area prior to SS/HS funding.

	No Resources 1	2	3	4	Substantial Resources 5	Don't Know
Safety and violence prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substance use prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health services access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early childhood social and emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting family, schools, and communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Were there any major changes in funding affecting schools or SS/HS-related services within the year prior to the grant award?

Please indicate whether there was a decrease, an increase, or no change in the following areas.

	Increase	Decrease	No Change	Don't Know
Education budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health agency budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Juvenile justice budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law enforcement budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If there was an additional area not listed above, please list it below.

	Increase	Decrease	No Change
Other (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which description best characterizes **funding** in your school district and local community?

- School district / local community highly dependent on a few funders, largely of same type (e.g., government, foundations)
- School district / local community has access to multiple types of funding (e.g., government, foundations) with only a few funders in each type, or has many funders within only one or two types of funders
- School district / local community has solid basis of funders in most types of funding sources; some activities to hedge against market instabilities; has developed some sustainable revenue generating activity
- School district / local community has highly diversified funding across multiple source types; organization insulated from potential market instabilities and/or has developed sustainable revenue-generating activities

Which description best characterizes **performance measurement** in your school district and local community?

- 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, such as 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 community'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

Which description best characterizes the use of **technology** in your school district and local community?

- Limited/no use of computers or other technology in day-to-day activity by staff; and/or little or no usage by staff of existing IT infrastructure
- Some staff are well equipped; others have incomplete/limited infrastructure; equipment-sharing may be common; satisfactory use of IT infrastructure by staff
- Solid hardware and software infrastructure accessible by all staff; no or limited sharing of equipment is necessary; limited accessibility for frontline program deliverers; high usage level of IT infrastructure by staff; contributes to increased efficiency
- State-of-the-art, fully networked computing hardware with comprehensive range of up-to-date software applications; all staff have individual computer access and email; accessible by frontline program deliverers and entire staff; used regularly by staff; effective and essential in increasing staff efficiency

Which description best characterizes the use of **databases and management reporting systems** in your school district and local community?

- No systems for tracking students, 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 students, 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 students, staff, volunteers, program outcomes, and financial information; widely used and essential in increasing information-sharing and efficiency

Which description best characterizes your **community's perception** of your partnership?

- 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., decisionmaking, fund-raising)

Which description best characterizes the **policymaking influence** of your partnership at the local, State, and/or national level?

- Partnership does not have ability or is unaware of possibilities for influencing policymaking; never called in on substantive policy discussions
- Partnership is aware of its possibilities in influencing policymaking; some readiness and skill to participate in policy discussion but rarely invited to substantive policy discussions
- Partnership is fully aware of its possibilities in influencing policymaking and is one of several organizations active in policy discussions on State or national level
- Partnership proactively and reactively influences 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 initiates discussions

Which description best characterizes the **membership** of your partnership?

- 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 partnership'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 partnership'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 partnership'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; strong willingness and proven track record of investing in learning about the partnership and addressing its issues; outstanding commitment to the partnership's success, mission, and vision; meet in person regularly, good attendance, frequent meetings of focused subcommittees

Which description best characterizes **strategic planning efforts** by your partnership?

- Strategy is either nonexistent, unclear, or incoherent (largely set of scattered programs and activities); strategy has no influence over day-to-day behavior
- Strategy exists but is either not clearly linked to mission, vision, and overarching goals, or lacks coherence, or is not easily actionable; strategy is not broadly known and has limited influence over day-to-day behavior
- Coherent strategy has been developed and linked to mission and vision but is not fully ready to be acted upon; strategy is mostly known and day-to-day behavior is partly driven by it
- Partnership has clear, coherent, medium- to long-term strategy that is both actionable and linked to overall mission, vision, and overarching goals; strategy is broadly known and consistently helps drive day-to-day behavior at all levels of organization

Which description best characterizes **members' roles and responsibilities** in your partnership?

- Responsibilities of members are neither formalized nor clear; absence of organization chart
- Most roles and responsibilities of members are formalized but may not reflect organizational realities; organization chart is incomplete and may be outdated
- All roles and responsibilities of members are formalized but do not necessarily reflect organizational realities; organization chart is complete but may be outdated
- Roles and responsibilities of all members are formalized, clear, and complement each other; organization chart is complete and reflects current reality

Which description best characterizes members' roles and responsibilities in your partnership?

- Responsibilities of members are neither formalized nor clear; absence of organization chart
- Most roles and responsibilities of members are formalized but may not reflect organizational realities; organization chart is incomplete and may be outdated
- All roles and responsibilities of members are formalized but do not necessarily reflect organizational realities; organization chart is complete but may be outdated
- Roles and responsibilities of all members are formalized, clear, and complement each other; organization chart is complete and reflects current reality

Which description best characterizes the grant management experience of your partnership?

- Partnership has no or very limited experience in grant management; partnership represents few constituencies (nonprofit, academia, corporate, government, etc.) and has no or very limited capabilities and track record from other fields; limited track record of learning and personal development; mostly energetic and committed
- Partnership has some experience in grant management; partnership represents some constituencies (nonprofit, academia, corporate, government, etc.); some relevant capabilities and track record from other fields; good track record of learning and personal development; energetic and committed
- Partnership has significant experience in grant management; partnership represents most constituencies (nonprofit, academia, corporate, government, etc.); significant relevant capabilities and track record from other fields; good track record of learning and personal development; highly energetic and committed
- Partnership highly experienced in grant management; drawn from full spectrum of constituencies (nonprofit, academia, corporate, government, etc.); outstanding capabilities and track record from other fields; outstanding track record of learning and personal development; contagiously energetic and committed

Please provide the approximate amount of funding for schools available from non-SS/HS sources in the year before the grant.

Safety and violence prevention	<input type="text"/>	▼
Substance use prevention	<input type="text"/>	▼
Mental health service access	<input type="text"/>	▼
Early childhood development	<input type="text"/>	▼
Improving the school and community relationship	<input type="text"/>	▼

Existing Programs and Activities

Safety and Violence Prevention

For each of the following programs and activities, please select those that have been implemented during the 5 years prior to SS/HS funding.

	Currently implemented district-wide	Currently implemented but limited to certain grades or school buildings	Never been implemented	Don't Know
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"/>
School safety plan	<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"/>
Training staff and identified students on conflict resolution	<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"/>
Policy for assessment and referral to parenting programs	<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"/>
Alternative programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Safety and Violence Prevention

For each activity below, select the types of schools that are being served (select all that apply).

	Elementary	Middle	High	Alternative	Other Grade Level Grouping	Not School-based
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"/>	<input type="checkbox"/>
School safety plan	<input type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>
Research-based violence prevention curriculum	<input type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>
Alternative programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Substance Use Prevention

For each of the following programs and activities, please select those that have been implemented during the 5 years prior to SS/HS funding.

	Currently implemented district-wide	Currently implemented but limited to certain grades or school buildings	Never been implemented	Don't Know
Design and delivery of substance abuse programs	<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"/>
Teacher training	<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"/>
Parental involvement	<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"/>
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"/>
Indicated alcohol and drug use interventions (for youth already engaging in drug use)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Substance Use Prevention

For each activity below, select the types of schools that are being served (select all that apply).

	Elementary	Middle	High	Alternative	Other Grade Level Groupings	Not School-based
Design and delivery of substance abuse programs	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Teacher training	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Parental involvement	<input type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>
Indicated alcohol and drug use interventions (for youth already engaging in drug use)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mental Health Services Access

For each of the following programs and activities, please select those that have been implemented during the 5 years prior to SS/HS funding.

	Currently implemented district-wide	Currently implemented but limited to certain grades or school buildings	Never been implemented	Don't Know
In-school screening and assessment for early identification	<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"/>
Referral and followup with local public mental health agencies	<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"/>
Child and family support services for mental health	<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"/>

Mental Health Services Access

For each activity below, select the types of schools that are being served (select all that apply).

	Elementary	Middle	High	Alternative	Other Grade Level Groupings	Not School-based
In-school screening and assessment for early identification	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>

Early Childhood Social and Emotional Development

For each of the following programs and activities, please select those that have been implemented during the 5 years prior to SS/HS funding.

	Currently implemented district-wide	Currently implemented but limited to certain grades or school buildings	Never been implemented	Don't Know
Early screening and assessment for pre-k children	<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"/>
Parenting training	<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"/>
Pre- and postnatal nurse home visitation	<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"/>
Case management	<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"/>
Intensive therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Early Childhood Social and Emotional Development

For each activity below, select the types of schools that are being served (select all that apply).

	Elementary	Middle	High	Alternative	Other Grade Level Groupings	Not School-based
Early screening and assessment for pre-k children	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Parenting training	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Pre- and postnatal nurse home visitation	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Case management	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Intensive therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Connecting Family, Schools, and Community

For each of the following programs and activities, please select those that have been implemented prior to SS/HS funding.

	Currently implemented district or community-wide	Currently implemented but limited to certain grades or school buildings	Never been implemented	Don't Know
Linking students and families with community resources	<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"/>
Home visits to families of students	<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"/>
Parent training on addressing aggressive or mental and emotional health issues	<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"/>
Volunteer opportunities for parents on school safety issues	<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"/>

Connecting Family, Schools, and Community

For each activity below, select the types of schools that are being served (select all that apply).

	Elementary	Middle	High	Alternative	Other Grade Level Groupings	Not School-based
Linking students and families with community resources	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Home visits to families of students	<input type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>
Workshops for parents on school safety	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Mentoring programs	<input type="checkbox"/>	<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 those that are currently implemented.

	Yes	No	Don't Know
Second Step	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Skills Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents as Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Alert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strengthening Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too Good for Drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Mediation Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reconnecting Youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incredible Years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Behavioral Interventions and Supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Assistance Program (SAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olweus Bullying Prevention Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steps to Respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Coordination and Service Integration

Which description best characterizes the interactions between different programs and organizations?

- 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 describe the current status of the following service integration activities during the year prior to SS/HS grant award.

For each of the following service integration activities, please select those that are currently implemented.

	Yes	No	Don't Know
Joint training programs for staff from two or more agencies or systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration on universal prevention activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fielding service delivery teams that include members from two or more systems (e.g., mental health agency and addiction treatment agency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screening and/or assessment that is coordinated among two or more agencies or shared across agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Process for identifying and linking students to other services that may be needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
System where client-level case plans or treatment plans are coordinated among two or more agencies or shared across agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Process for monitoring the implementation and quality of screening and assessment procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Client-level treatment monitoring information system that is shared across agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
System for providing outreach to students who may not seek assistance or who drop out of services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
System for tracking and monitoring client outcomes (including system-level outcomes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
System for soliciting input from families and community members that is regularly used to inform practice and service provision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please identify whether the current partnership engages in any of the following activities.

	Yes	No	Don't Know
Jointly plan and implement SS/HS activities	<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"/>
Jointly plan and select comprehensive evidence-based program strategies	<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"/>
Jointly develop procedures to facilitate collaboration within the SS/HS partnership	<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"/>
Share information or data to conduct ongoing evaluation of SS/HS activities	<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"/>
Planning future activities including sustaining evidence-based practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing the Safe Schools/Healthy Students Baseline Assessment. 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 assessment. Your assessment will not be recorded as complete until you do so.