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**Substance Abuse and Mental Health Services Administration
Multi-Site Evaluation of the Safe Schools Healthy Students State Program**

**District Key Informant Interview
Verbal Consent Script and Interview Guide**

Interviewer:	Date:	Start Time:	End Time:
Participant ID:			
Participant's Title / Role:			

INTRODUCTION

The U.S. Substance and Mental Health Services Administration is sponsoring a multi-site evaluation of the Safe Schools / Healthy Students (SS/HS) State Program in seven states. The Program funds participating states to disseminate and support planning and implementation of the SS/HS Framework for early childhood development, violence and substance abuse prevention, mental health services, and school safety in three select school districts in each state. The purpose of the multi-site evaluation is to gather and assess information on state and district implementation, collaboration and delivery of evidence-based services for children and youth. Evaluation findings will identify challenges and successes experienced by states and districts in implementing the SS/HS program, and may improve guidance for broad dissemination of the SS/HS framework nationwide.

To better understand the implementation, collaboration and delivery processes, ICF International (ICF) is conducting key informant interviews with select SS/HS Local Education Authority administrators.

PARTICIPATION

- We are asking you to provide information on the current status of [LEA NAME] SS/HS program because of your involvement in its development to date, and your continuing role in the program. The interview should last approximately 1 hour. We are conducting up to 63 interviews.
- I will be asking questions about your role in the program, the comprehensive plan preparation process, characteristics of your state's policy environment that may impact the SS/HS program, the current implementation status of the program, facilitators and barriers to implementing the

SS/HS framework program objectives and strategies, and plans for evaluating the program. A summary of the findings will be shared.

- To ensure the accuracy and completeness of the information you provide, we would like to get your permission to record the interview. However, if you do not agree to be recorded, we will not record the interview. If the interview is not recorded, we will still take notes during the interview. If you agree to be recorded, only the ICF evaluation team will be able to use the recording. To protect your privacy, we will keep the notes and recordings in password protected files. Only ICF team members will be allowed to use them. Your name will not be used in any of our references to the material, so your statements will be confidential. All recordings will be destroyed one year after completion of the contract.

Do I have your permission to record the interview?

YES NO (Participant will verbalize Yes or No)

Do I have your permission to contact you in the future if clarification about the responses you offered today is needed?

YES NO (Participant will verbalize Yes or No)

PROCEDURES

- You may ask questions about this evaluation at any time before, during or after the interview.
- You may stop answering questions at any time, for any reason, and you may choose not to respond to any questions that you do not want to respond to.
- We will provide you contact information for the project director, who you may contact with any questions that arise after your participation in this interview.
- The interviewer will record (if permission is given) and/or take notes during the interview.
- The interview will take about 1 hour.
- You will receive a copy of this consent form via email.

RISKS

This study is considered to be low or minimal risk. However, if any question makes you uneasy you are free to stop the interview or skip that question.

BENEFITS

Participation may not benefit you personally. However, the information gathered in this study may be valuable for developing policies, practices, and skills for improving prevention and mental health services, involving families and community, and improving safety and climate in schools throughout your state. Lessons learned in your state may also benefit programs in other parts of the country.

1 Compensation

Participation in this study will involve no cost to you. You will not be paid for participating in this study.

PRIVACY

We will take every precaution to protect your identity. We will protect your privacy by NOT including your name or position title, the name of your school district, or any other identifying information when we present the study or publish its results. Findings will be reported in aggregate and organized by theme. No one in the school district administration or SAMHSA will have specific knowledge of your responses to interview questions and your responses will not be linked to any review or evaluation of your professional performance. Information identifying your school district will not be shared with anyone outside of the research team. Your privacy and the evaluation data will be kept confidential and secure.

Contact Information

Any questions you have about the study can be directed to Mary Spooner, 3 Corporate Square, NE, Suite 306, Atlanta, GA 30329 or 404-321-3211. To contact the Institutional Review Board that reviewed this study, call 1-877-556-2218.

By agreeing to participate in this interview, you confirm that we have discussed the points on this form, that you understand them, and that you freely agree to participate.

Thank you for agreeing to participate in this interview.

(Potential prompts are italicized.)

Key Informant Role

To get started, I would like to hear about your current role in the SS/HS DISTRICT program in which your district is participating?

1. What is your current position, and your role and responsibilities in the SS/HS program?

With what teams, committees or work groups associated with the SS/HS program do you work?

In the first grant year, what was your role in developing (DISTRICT's) Comprehensive SS/HS Plan?

Comprehensive Plan Development

Preparing a comprehensive SS/HS Plan for (DISTRICT) was a major charge to the Community Management Team (CMT). Plan development was to be guided by the SS/HS framework that specifies objectives (elements), strategies, and guiding principles, and adapted to (DISTRICT's) needs and circumstances. My next questions concern your perceptions of how the DISTRICT Comprehensive Plan was developed and adapted to meet the needs of (DISTRICT).

2. Please explain the process through which (DISTRICT) developed its comprehensive plan for the SS/HS grant?

Who was primarily involved in developing the plan?

- *CMT member agencies, other interests, consultants*

How was input gathered from different stakeholders?

What role was played by families and youth in the planning process? What effect did that have?

How were decisions made in developing the plan?

What were the major differences in perspective, priority, or strategy that had to be worked out in the DISTRICT plan preparation process?

- *How were these resolved?*
- *What are the major remaining points of difference?*

What were the most important sources of guidance in plan development?

- *SS/HS framework?*
- *STATE grant guidelines?*
- *DISTRICT needs assessment?*
- *Specific DISTRICT agencies or organizations? Which ones?*
- *Schools?*
- *Local stakeholders (e.g., parents, service providers, school board)?*

SS/HS DISTRICT Program Partnership and Collaboration Activities

Let's talk about the (DISTRICT-level) activities in which your agency/organization and other agencies/ organizations are collaborating. I would like to hear your experience and observations concerning collaborative activities currently occurring in the (STATE) SS/HS DISTRICT Program, and how they contribute to strategies, principles, and objectives identified in the framework.

3. What are the major organizational structures (e.g., CMT, committees, task forces, and work groups) through which collaboration takes place at the district level of the SS/HS program?

Tell me about the major responsibilities and activities of these organizations.

How often do committees meet?

How are decisions made in the collaboration? Who are the major decision makers?

What are the major ways in which communication takes place among partners in the collaboration?

Do members of the partner organizations initiate, develop and pursue ideas and initiatives in collaboration with each other?

The SS/HS program is designed to bring together different sectors, e.g., education, childhood mental health, behavioral health, justice and law enforcement, to better support schools and their students. The program is also designed to implement strategies and practices to reduce racial and ethnic minority health disparities.

4. What are the specific ways in which the SS/HS program brings together different sectors to work collaboratively in your district?

What steps are being taken to improve cooperation and shared purpose across sectors?

- *Workgroups, shared projects*

- *Training*

What are the specific resources and expertise contributed by each of the CMT member agencies/organizations? (Fiscal, human, or other resources)

5. What role does district-level collaboration play in promoting or constraining the effectiveness of strategies and practices to reduce racial and ethnic minority health disparities?

How is this objective reflected in the planning process?

How is it promoted or constrained in the collaboration and partnership play?

The SS/HS Program is designed to generate lessons to facilitate the widespread adoption of the SS/HS framework. Improving community-school collaboration to promote framework objectives is central to the program. I would like to talk about collaboration and partnerships in (DISTRICT).

6. How is collaboration between the DISTRICT and sub-grantee districts and schools in (DISTRICT) being accomplished?

What are the major means of communicating SS/HS DISTRICT program objectives, framework, materials, etc. to DISTRICT districts and schools?

- *Sub-grantee districts?*
- *Other districts?*
- *Collaborative meetings or workgroups?*

To what extent are decisions about policy, program, resources, and practices (e.g., EBPs) made at the state level, or in your district and schools? Please explain.

What are the facilitators of interagency collaboration, partnership development, and shared decision making?

What are the barriers to interagency collaboration, partnership development, and shared decision making? How were they addressed?

Challenges and Opportunities

Finally, I would like to learn what you perceive to be the major challenges and opportunities to implementing SS/HS objectives in (DISTRICT).

7. What do you see as the major barriers and difficulties at the DISTRICT level in promoting the widespread adoption and sustainability of the SS/HS Framework values, principles, and practices?

What barriers exist in (DISTRICT's) legislation, administrative structures, or administrative practices that hinder widespread adoption and sustainability of the SS/HS framework values, principles, and practices?

What barriers or difficulties are there in other parts of the DISTRICT environment (e.g., culture, traditions) that hinder the widespread adoption and sustainability of the SS/HS framework values, principles, and practices?

8. What do you see as the major DISTRICT level opportunities and supports promoting the widespread adoption and sustainability of the SS/HS Framework values, principles, and practices?

What opportunities and facilitators exist in (DISTRICT's) legislation, administrative structures, or administrative practices that hinder widespread adoption and sustainability of the SS/HS framework values, principles, and practices?

What opportunities and supports are there in other parts of the DISTRICT environment (e.g., culture, traditions) that hinder the widespread adoption and sustainability of the SS/HS framework values, principles, and practices?

Thank you for your time and willingness to participate in this interview.