

**Strategic Prevention Framework
Partnerships for Success
(SPF-PFS)**

Grantee-Level Instrument—Revised (GLI-R)

October 2014

*Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention*

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NOTE: B=Baseline; F=Follow-up

Date: |__|__| / |__|__| / |__|__|__|__|

Respondent's Name: _____

Respondent's Title/Position: _____

Respondent's Organizational Affiliation: _____

State, Tribal Entity, or Jurisdiction: _____

Submission Approval Provided by: _____

DRAFT

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Strategic Prevention Framework Partnerships for Success (SPF-PFS) Cross-Site Evaluation, Grantee-Level Instrument—Revised

Information and Directions

Purpose

The Grantee-Level Instrument—Revised (GLI-R) is designed to collect information at the State, tribal, or jurisdiction level. Data collected from the survey will be used to monitor State, tribal, or jurisdiction performance and evaluate the effectiveness of the Strategic Prevention Framework Partnerships for Success (SPF-PFS) program across states, tribal entities, and jurisdictions. The overall goal of the cross-site evaluation is to document and assess the effectiveness of the PFS approach to SAMHSA’s mission of reducing underage drinking and prescription drug misuse and abuse.

Organization of the Survey

The GLI-R survey provides a snapshot of the prevention system at the beginning and end of the PFS grant period by collecting data about each grantee’s organizational structure, planning, data systems, workforce development, capacity building, and integration of cultural competencies into the prevention system. A select number of questions will be asked only at baseline or only at follow-up.

The questions in this survey refer to the overall (State-, tribal-, or jurisdiction-level) prevention system, not just operational features of the PFS program. The prevention system is defined as *the entire set of agencies, organizations, and persons that contribute to efforts to prevent substance abuse and related problems within the State, tribal entity, or jurisdiction*. Throughout this document, the terms *you* or *your* refer to the grantee—State, tribal entity, or jurisdiction.

Make sure to read all of the directions and examples, which are provided in *italics*. This Web-based survey will automatically take you to the appropriate question, but you should still follow the directions closely.

Inclusion of Key Informants

You are strongly encouraged to obtain input from others involved with the SPF-PFS-funded project. As part of this process, we encourage you to print out a hard copy of the instrument and review it with key individuals, as appropriate and relevant for your SPF-PFS grant.

People you may want to include in responding to the GLI-R (if these positions are applicable to your grant)—

- Project Director
- Project Coordinator
- State Epidemiology and Outcomes Workgroup (SEOW) Liaison
- Data Coordinator
- Local Evaluator
- Key stakeholders or partners

Helpful Materials

Before completing the survey, you may find it helpful to gather the following materials to help answer questions:

- Strategic plans
- Meeting minutes
- Evaluation findings and reports
- Organizational policies

Entering and Saving Data

As you enter your data, you will be able to save your work and come back to it at another time. You may also write your responses to the open-ended questions requiring narrative information in advance using a word processor and copy and paste them into the Web-based survey.

Survey Assistance

If you need assistance in using the Web-based data entry system, contact the Help Desk by leaving a message at (866) 558-0724 or by emailing PFS-PEPC@ccs.rti.org. You can request assistance at any time and someone will respond to you within 24 hours or on the next business day.

Definition of Terms

There are several terms used throughout this instrument for which the Center for Substance Abuse Prevention (CSAP) provides the definitions here.

States, tribal entities, and jurisdictions may interpret the definitions of terms somewhat differently from communities. Interpret the terms as they apply to you as the primary grantee; however, please provide responses that align with the definitions below.

Capacity refers at the State, tribal, or jurisdiction level to the demonstrated ability of the grantee workforce to effectively perform, promote, or facilitate a set of activities, processes, or competencies necessary to prevent substance abuse; the availability of needed resources (e.g., infrastructure) necessary to support communities' delivery of substance abuse prevention interventions; or both. At the subrecipient level, capacity is the demonstrated ability of subrecipients to effectively implement each SPF step (e.g., implementation of evidence-based interventions) and the resources (human, organizational, and fiscal) to support the implementation of the SPF model.

Community refers to the politically or geographically defined area, or culturally or epidemiologically defined target population, that the grantee or subrecipient chooses for prevention intervention.

Cultural competence is the attainment of knowledge, skills, and attitudes to enable administrators and practitioners to provide assistance and services to diverse or culturally distinct populations. It includes understanding the language, beliefs, norms, and values of a population's members, as well as socioeconomic and political factors that may have a significant impact on their well-being, and incorporating those variables into interventions.

Grantee refers to the administrative entity of a State, tribal entity, or territory receiving PFS funds for delivery of substance abuse prevention interventions.

Infrastructure is the underlying foundation or basic framework that supports the effective functioning of the prevention system in the delivery of substance abuse prevention interventions.

Interventions are activities or groups of activities to which a group is exposed in order to change the group's behavior. In substance abuse prevention, interventions are used to prevent or lower the risk or rate of substance abuse or substance abuse-related problems.

Prevention workforce refers to staff at the State, tribal, jurisdiction or community level responsible for carrying out substance abuse prevention activities, including setting policies, delivering services, providing technical assistance, and conducting evaluations.

Process evaluation focuses on how a program was implemented and operates. It addresses whether the program was implemented and is providing services as intended, assesses the reasons for successful or unsuccessful performance, and provides information for potential replication.

Region refers—for the purposes of this survey—to a politically or geographically defined area or district within a State, tribal entity, or jurisdiction that may cross counties or encompass more than one county.

Subrecipients are the entities (usually community-based organizations, schools, or coalitions) that receive funds from the grantee to carry out PFS activities and prevention interventions.

Sustainability is the process through which a prevention system becomes a norm and is integrated into ongoing operations. Sustainability is vital to ensuring that prevention values and processes are firmly established, that partnerships are strengthened, and that financial and other resources are secured over the long term.

Technical assistance consists of services provided by professional prevention staff to guide prevention programs, community organizations, and individuals to effectively implement each SPF step.

Training services are the delivery of structured events intended to develop proficiency in the SPF steps, including sustainability and cultural competency.

DRAFT

The questions in this survey refer to the overall (State, tribal entity, or jurisdiction) prevention system, not just PFS project operations. We are defining the prevention system as the entire set of agencies, organizations, and persons that contribute to efforts to prevent substance abuse and related problems within the State, tribal entity, or jurisdiction.

A. Grantee Organizational Structure

The first series of questions is about collaboration between the groups that plan and coordinate substance abuse prevention activities in your State, tribal entity, or jurisdiction. **(Note: At baseline the questions should be answered with regard to how the groups were structured, carried out planning, and made decisions at the time the PFS grant was awarded.)**

Questions 1a–e refer to the State’s, tribal entity’s, or jurisdiction’s overall substance abuse prevention system. Please indicate how much you agree or disagree with each statement.^{B,F}

- 1a. To what extent does your State’s, tribal entity’s, or jurisdiction’s substance abuse prevention system **leverage** State-, tribal-, or jurisdiction-wide, prevention-related resources to build healthy communities?

Not at all	A small amount	A moderate amount	A large amount
1	2	3	4

- 1b. To what extent is your State’s, tribal entity’s, or jurisdiction’s substance abuse prevention system **integrated** (working together simultaneously) with mental health promotion or behavioral health?

Not at all	A small amount	A moderate amount	A large amount
1	2	3	4

- 1c. To what extent is your State’s, tribal entity’s, or jurisdiction’s substance abuse prevention system **coordinated** (working separately but in one system) with mental health promotion or behavioral health?

Not at all	A small amount	A moderate amount	A large amount
1	2	3	4

- 1d. To what extent does your State’s, tribal entity’s, or jurisdiction’s substance abuse prevention system help put in place **State-, tribal-, or jurisdiction-wide policies** to reduce **underage alcohol use**?

Not at all	A small amount	A moderate amount	A large amount
1	2	3	4

- 1e. To what extent does your State's, tribal entity's, or jurisdiction's substance abuse prevention system help put in place **State-, tribal-, or jurisdiction-wide policies** to reduce **nonmedical use of prescription drugs**?

Not at all	A small amount	A moderate amount	A large amount
1	2	3	4

2. Does a group of State-, tribal-, or jurisdiction-level decision makers convene to integrate and/or coordinate substance abuse prevention planning efforts across the *entire* substance abuse prevention system in the State, tribal entity, or jurisdiction? (*Select one response*)^{B,F}
- Yes
- No

B. Planning and Decision Making

This series of questions covers details about strategic planning. (**Note: At baseline the questions should be answered with regard to the impact of the PFS strategic plan around the time the PFS grant was awarded.**)

Use of Strategic Plan

3. Were elements of the SPF State Incentive Grant (SIG) Strategic Plan retained in the PFS Strategic Plan? (*Select one response*)^B
- Yes, many elements of the SPF SIG Strategic Plan were retained.
 - Some, but not many, elements of the SPF SIG Strategic Plan were retained.
 - No, all elements of PFS Strategic Plan are unique (skip to Question 5).
4. Which elements of the SPF SIG Strategic Plan were retained? (*Select all that apply*)^B
- Identified priority substance abuse prevention needs and related consequences
 - Identified data-driven goals and objectives
 - Data-driven, needs-based formula for allocating State substance abuse prevention resources
 - Data collection, analysis, and reporting plan
 - Technical assistance and training plan
 - Procedures and criteria for selecting evidence-based programs, policies, and practices
 - Implementation plan for key prevention strategies
 - Evaluation plan, including identified baseline and outcomes data
 - Performance evaluation plan
 - Action/sustainability plan for infrastructure and outcomes
5. Were elements of the Strategic Prevention Enhancement (SPE) Plan retained in the PFS Strategic Plan? (*Select one response*)^B
- Yes, many elements of the SPE Strategic Plan were retained.
 - Some, but not many, elements of the SPE Strategic Plan were retained.
 - No, all elements of PFS Strategic Plan are unique (skip to Question 7).
 - Not applicable; our State, tribal entity, or jurisdiction did not receive a SPE grant (skip to Question 7).

6. Which elements of the SPE Strategic Plan were retained? *(Select all that apply)*^B
- Identified priority substance abuse prevention needs and related consequences
 - Identified data-driven goals and objectives
 - Data-driven, needs-based formula for allocating State substance abuse prevention resources
 - Data collection, analysis, and reporting plan
 - Technical assistance and training plan
 - Procedures and criteria for selecting evidence-based programs, policies, and practices
 - Implementation plan for key prevention strategies
 - Evaluation plan, including identified baseline and outcomes data
 - Performance evaluation plan
 - Action/sustainability plan for infrastructure and outcomes
7. Which statement best describes the impact of the PFS strategic plan on State-, tribal-, or jurisdiction-level funding for prevention interventions **not directly funded by PFS**? *(Select one response)*^{B,F}
- Funding for other prevention interventions is not influenced by the PFS plan.
 - The PFS plan has played a role in some but not all funding for other prevention interventions.
 - The PFS plan clearly drives all or nearly all funding for other prevention interventions.
8. Which statement best describes the impact of the PFS strategic plan on State-, tribal-, or jurisdiction-level **prevention workforce development efforts**? *(Select one response)*^{B,F}
- The PFS plan has not driven prevention workforce development efforts.
 - The PFS plan has played a role in formulating some but not all prevention workforce development efforts.
 - The PFS plan clearly drives all or nearly all prevention workforce development efforts.

C. Data Systems

This section includes information about available data sources and data management. (**Note: At baseline the questions should be answered with regard to how data were collected and managed at the time the PFS grant was awarded.**)

Data Sources

This set of questions asks about the availability of alcohol- and prescription drug-related data for data-driven planning (e.g., needs assessments, identifying priority issues and intervening variables to target, performance monitoring). Under each of the following categories (**Consumption, Consequences, and Risk and Protective Factors**), list available sources of **community-level** data, including surveys and administrative data collection systems that currently exist in your State, tribal entity, or jurisdiction. Possible data sources include the Youth Risk Behavior Surveillance System (YRBSS), other statewide school surveys, arrest data, and emergency room overdose data. Please enter each data source on a separate line.

9. Alcohol or Prescription Drug Consumption^{B,F}

9a. Data source	9b. Substance (Select all that apply)	9c. Frequency of data collection (Select one response)	9d. Most recent data collection time point (Year)	9e. Geographic level of data availability (Select all that apply)	9f. Subgroup level of data availability (Select all that apply)	9g. Respondents/ population (Select one response)
1)	<ul style="list-style-type: none"> <input type="radio"/> Alcohol—weekly use <input type="radio"/> Alcohol—past-30-day (or month) use <input type="radio"/> Alcohol—past-year use <input type="radio"/> Alcohol—lifetime use <input type="radio"/> Alcohol—heavy drinking <input type="radio"/> Alcohol—binge drinking <input type="radio"/> Prescription drugs—weekly misuse <input type="radio"/> Prescription drugs—past-30-day (or month) misuse <input type="radio"/> Prescription drugs—past-year misuse <input type="radio"/> Prescription drugs—lifetime misuse 	<ul style="list-style-type: none"> <input type="radio"/> Semi-annual <input type="radio"/> Annual <input type="radio"/> Every 2 years <input type="radio"/> Other (Describe) _____ 		<ul style="list-style-type: none"> <input type="radio"/> State <input type="radio"/> Tribal entity <input type="radio"/> Jurisdiction <input type="radio"/> Region <input type="radio"/> County <input type="radio"/> School <input type="radio"/> Other (Describe) _____ 	<ul style="list-style-type: none"> <input type="radio"/> Race <input type="radio"/> Ethnicity <input type="radio"/> Gender <input type="radio"/> Age <input type="radio"/> Other (Describe) _____ 	<ul style="list-style-type: none"> <input type="radio"/> Middle school students <input type="radio"/> High school students <input type="radio"/> Young adults <input type="radio"/> General population <input type="radio"/> Population (Describe) _____
2)	<ul style="list-style-type: none"> <input type="radio"/> Alcohol—weekly use <input type="radio"/> Alcohol—past-30-day (or month) use <input type="radio"/> Alcohol—past-year use <input type="radio"/> Alcohol—lifetime use <input type="radio"/> Alcohol—heavy drinking <input type="radio"/> Alcohol—binge drinking <input type="radio"/> Prescription drugs—weekly misuse <input type="radio"/> Prescription drugs—past-30-day (or month) misuse <input type="radio"/> Prescription drugs—past-year misuse <input type="radio"/> Prescription drugs—lifetime misuse 	<ul style="list-style-type: none"> <input type="radio"/> Semi-annual <input type="radio"/> Annual <input type="radio"/> Every 2 years <input type="radio"/> Other (Describe) _____ 		<ul style="list-style-type: none"> <input type="radio"/> State <input type="radio"/> Tribal entity <input type="radio"/> Jurisdiction <input type="radio"/> Region <input type="radio"/> County <input type="radio"/> School <input type="radio"/> Other (Describe) _____ 	<ul style="list-style-type: none"> <input type="radio"/> Race <input type="radio"/> Ethnicity <input type="radio"/> Gender <input type="radio"/> Age <input type="radio"/> Other (Describe) _____ 	<ul style="list-style-type: none"> <input type="radio"/> Middle school students <input type="radio"/> High school students <input type="radio"/> Young adults <input type="radio"/> General population <input type="radio"/> Population (Describe) _____

Example Data Source Table

9a. Data source	9b. Substance (<i>Select all that apply</i>)	9c. Frequency of data collection (<i>Select one response</i>)	9d. Most recent data collection time point (Year)	9e. Geographic level of data availability (<i>Select all that apply</i>)	9f. Subgroup level of data availability (<i>Select all that apply</i>)	9g. Respondents/ population (<i>Select one response</i>)
1) Statewide school survey	<ul style="list-style-type: none"> ▪ Alcohol—weekly use ▪ Prescription drug—weekly misuse 	<ul style="list-style-type: none"> ▪ Every 2 years 	2012	<ul style="list-style-type: none"> ▪ County ▪ School 	<ul style="list-style-type: none"> • Race • Ethnicity • Other (<i>Describe</i>) <u>Grade level</u> 	<ul style="list-style-type: none"> ▪ High school students
2) Communities That Care Survey	<ul style="list-style-type: none"> ▪ Alcohol—past-30-day (or month) use 	<ul style="list-style-type: none"> ▪ Annual 	2013	<ul style="list-style-type: none"> ▪ Other (<i>Describe</i>) <u>8 communities within the State</u> 	<ul style="list-style-type: none"> • Race • Ethnicity ▪ Gender ▪ Age 	<ul style="list-style-type: none"> ▪ Population (<i>Describe</i>) <u>Convenience sample of youth in the communities</u>

10. Alcohol or Prescription Drug Consequences^{B,F}

10a. Data source	10b. Consequence category (Select all that apply)	10c. Frequency of data collection (Select one response)	10d. Most recent data collection time point (Year)	10e. Geographic level of data availability (Select all that apply)	10f. Subgroup level of data availability (Select all that apply)	10g. Respondents/ population (Select one response)
1)	<ul style="list-style-type: none"> <input type="radio"/> Dependence or abuse <input type="radio"/> Educational disruption^a <input type="radio"/> Alcohol- and prescription drug-related arrests <input type="radio"/> Alcohol-related traffic crashes/fatalities <input type="radio"/> Alcohol- and prescription drug-related ER visits <input type="radio"/> Alcohol/prescription drug poisonings <input type="radio"/> Other (Describe) _____ 	<ul style="list-style-type: none"> <input type="radio"/> Semi-annual <input type="radio"/> Annual <input type="radio"/> Every 2 years <input type="radio"/> Other (Describe) _____ 		<ul style="list-style-type: none"> <input type="radio"/> State <input type="radio"/> Tribal entity <input type="radio"/> Jurisdiction <input type="radio"/> Region <input type="radio"/> County <input type="radio"/> School <input type="radio"/> Other (Describe) _____ 	<ul style="list-style-type: none"> <input type="radio"/> Race <input type="radio"/> Ethnicity <input type="radio"/> Gender <input type="radio"/> Age <input type="radio"/> Other (Describe) _____ 	<ul style="list-style-type: none"> <input type="radio"/> Middle school students <input type="radio"/> High school students <input type="radio"/> Young adults <input type="radio"/> General population <input type="radio"/> Other (Describe) _____
2)	<ul style="list-style-type: none"> <input type="radio"/> Dependence or abuse <input type="radio"/> Educational disruption^a <input type="radio"/> Alcohol- and prescription drug-related arrests <input type="radio"/> Alcohol-related traffic crashes/fatalities <input type="radio"/> Alcohol- and prescription drug-related ER visits <input type="radio"/> Alcohol/prescription drug poisonings <input type="radio"/> Other (Describe) _____ 	<ul style="list-style-type: none"> <input type="radio"/> Semi-annual <input type="radio"/> Annual <input type="radio"/> Every 2 years <input type="radio"/> Other (Describe) _____ 		<ul style="list-style-type: none"> <input type="radio"/> State <input type="radio"/> Tribal entity <input type="radio"/> Jurisdiction <input type="radio"/> Region <input type="radio"/> County <input type="radio"/> School <input type="radio"/> Other (Describe) _____ 	<ul style="list-style-type: none"> <input type="radio"/> Race <input type="radio"/> Ethnicity <input type="radio"/> Gender <input type="radio"/> Age <input type="radio"/> Other (Describe) _____ 	<ul style="list-style-type: none"> <input type="radio"/> Middle school students <input type="radio"/> High school students <input type="radio"/> Young adults <input type="radio"/> General population <input type="radio"/> Other (Describe) _____

^aEducational disruption is defined as suspensions, expulsions, or both related to substance use or abuse.

11. Alcohol or Prescription Drug Risk and Protective Factors (*also known as intervening variables*)^{B,F}

11a. Data source	11b. Related substance (Select all that apply)	11c. Domain category (Select all that apply)	11d. Variable category (Select all that apply)	11e. Frequency of data collection (Select one response)	11f. Most recent data collection time point (Year)	11g. Geographic level of data availability (Select all that apply)	11h. Subgroup level of data availability (Select all that apply)	11i. Respondents/population (Select one response)
1)	<input type="checkbox"/> Alcohol <input type="checkbox"/> Prescription drugs <input type="checkbox"/> Other (Describe) _____ _____	<input type="checkbox"/> Community <input type="checkbox"/> School <input type="checkbox"/> Family <input type="checkbox"/> Peer/individual <input type="checkbox"/> Other (Describe) _____	<input type="checkbox"/> Perceived risk <input type="checkbox"/> Parent/peer attitudes about use <input type="checkbox"/> Communication with parents <input type="checkbox"/> Parental monitoring <input type="checkbox"/> Early initiation of substance use <input type="checkbox"/> Involvement in prosocial activities <input type="checkbox"/> Retail availability <input type="checkbox"/> Retail promotion <input type="checkbox"/> Social availability <input type="checkbox"/> Law enforcement practices <input type="checkbox"/> Social/community norms <input type="checkbox"/> Other (Describe) _____ _____	<input type="checkbox"/> Semi-annual <input type="checkbox"/> Annual <input type="checkbox"/> Every 2 years <input type="checkbox"/> Other (Describe) _____ _____		<input type="checkbox"/> State <input type="checkbox"/> Tribal entity <input type="checkbox"/> Jurisdiction <input type="checkbox"/> Region <input type="checkbox"/> County <input type="checkbox"/> School <input type="checkbox"/> Other (Describe) _____ _____	<input type="checkbox"/> Race <input type="checkbox"/> Ethnicity <input type="checkbox"/> Gender <input type="checkbox"/> Age <input type="checkbox"/> Other (Describe) _____ _____	<input type="checkbox"/> Middle school students <input type="checkbox"/> High school students <input type="checkbox"/> Young adults <input type="checkbox"/> General population <input type="checkbox"/> Other (Describe) _____ _____

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11a. Data source	11b. Related substance (Select all that apply)	11c. Domain category (Select all that apply)	11d. Variable category (Select all that apply)	11e. Frequency of data collection (Select one response)	11f. Most recent data collection time point (Year)	11g. Geographic level of data availability (Select all that apply)	11h. Subgroup level of data availability (Select all that apply)	11i. Respondents/population (Select one response)
2)	<ul style="list-style-type: none"> <input type="checkbox"/> Alcohol <input type="checkbox"/> Prescription drugs <input type="checkbox"/> Other (Describe) _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Community <input type="checkbox"/> School <input type="checkbox"/> Family <input type="checkbox"/> Peer/individual <input type="checkbox"/> Other (Describe) _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Perceived risk <input type="checkbox"/> Parent/peer attitudes about use <input type="checkbox"/> Communication with parents <input type="checkbox"/> Parental monitoring <input type="checkbox"/> Early initiation of substance use <input type="checkbox"/> Involvement in prosocial activities <input type="checkbox"/> Retail availability <input type="checkbox"/> Retail promotion <input type="checkbox"/> Social availability <input type="checkbox"/> Law enforcement practices <input type="checkbox"/> Social/community norms <input type="checkbox"/> Other (Describe) _____ _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Semi-annual <input type="checkbox"/> Annual <input type="checkbox"/> Every 2 years <input type="checkbox"/> Other (Describe) _____ _____ 		<ul style="list-style-type: none"> <input type="checkbox"/> State <input type="checkbox"/> Tribal entity <input type="checkbox"/> Jurisdiction <input type="checkbox"/> Region <input type="checkbox"/> County <input type="checkbox"/> School <input type="checkbox"/> Other (Describe) _____ _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Race <input type="checkbox"/> Ethnicity <input type="checkbox"/> Gender <input type="checkbox"/> Age <input type="checkbox"/> Other (Describe) _____ _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Middle school students <input type="checkbox"/> High school students <input type="checkbox"/> Young adults <input type="checkbox"/> General population <input type="checkbox"/> Other (Describe) _____ _____

Note. Risk and protective factors are predictive of problem behaviors. Risk factors are defined as community, school, family, or peer or individual characteristics that increase the likelihood of substance use and other problem behaviors. Conversely, protective factors are community, school, family, or peer or individual characteristics that reduce the likelihood of substance abuse and other problem behaviors.

Data Management Capacity

12. To what extent does your State's, tribal entity's, or jurisdiction's prevention system demonstrate the capacity to...^{B,F}

	Not at all	A small amount	A moderate amount	A large amount
12a. ...collect data on prevention workforce needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12b. ...collect data on intervention implementation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12c. ...integrate prevention-related data from other agencies/groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12d. ...produce reports for prevention planning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12e. ...produce reports for performance monitoring?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12f. ...share community-level data with key stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Which statement best describes the level of guidance provided by the State, tribal entity, or jurisdiction to subrecipients about how to interpret epidemiological data? (*Select one response*)^{B,F}

- The State, tribal entity, or jurisdiction does not play a role in providing guidance about how to interpret epidemiological data.
- The State, tribal entity, or jurisdiction has engaged in some activities that provide guidance to community stakeholders about interpreting epidemiological data, but guidance is not routine.
- The State, tribal entity, or jurisdiction provides substantial and continuing guidance to community stakeholders about interpreting epidemiological data.

D. Workforce Development

Following are questions on workforce development in prevention. By workforce, we mean staff at the State, tribal, jurisdiction, or community level responsible for carrying out substance abuse prevention activities, including setting policies, delivering services, providing technical assistance, and conducting evaluations. Topics covered include workforce development planning and activities. **(Note: At baseline the questions should be answered with regard to prevention workforce development at the time the PFS grant was awarded.)**

Workforce Development Planning

14. Are the **adequacy and needs** of the workforce assessed (e.g., this might include size or composition of the workforce or the need for training, technical assistance, or continuing education)? *(Select one response)*^{B,F}
- No, there is no process in place to assess the adequacy and needs of the substance abuse prevention workforce at the community and State, tribal, or jurisdiction level.
 - Yes, a process is in place to assess the adequacy and needs of the workforce; however, the assessment does not take place regularly, does not use ideal methods or data, or both.
 - Yes, a regularly occurring process is in place (at least every 2 years) to assess the adequacy and needs of the prevention workforce at the community and State, tribal, or jurisdiction level; the assessment is based on timely, accurate data and sound methods.
15. Is workforce development part of the PFS Strategic Plan? *(Select one response)*^{B,F}
- Yes
 - No *(Skip to Question 17)*
16. Is the implementation of the workforce development plan monitored? *(Select one response)*^{B,F}
- Monitoring of the implementation of the workforce development plan is limited or nonexistent.
 - A process is in place for monitoring the workforce development plan, but the procedures used are not adequate, the results are not used to make critical adjustments, or both.
 - A process is in place for monitoring the workforce development plan, the procedures are sound, and the results are used to make critical adjustments.

Workforce Development Activities

17. Approximately what percentage of prevention workforce in your State, tribal entity, or jurisdiction has the following credentials?^{B,F}

17a. Prevention Specialist (PS) credential from IC&RC (*More information can be found here: <http://internationalcredentialing.org/>*) ___%

17b. Substance Abuse Prevention Specialist Training from the Collaborative for the Application of Prevention Technologies (CAPT) ___%

17c. Credentials from a State-, tribal-, or jurisdiction-level credentialing system ___%

17d. Prevention credential from another organization ___%

18. **To what extent did the following workforce development mechanisms exist during the last fiscal year (October to September) in your State, tribal entity, or jurisdiction? (Note: Remember that at baseline you will answer questions retrospective to the beginning of the grant—i.e., "during the last year" refers to the year before the PFS grant was awarded in your State, tribal entity, or jurisdiction.)^{B,F}**

Activity	Not at all	A small amount	A moderate amount	A large amount
18a. Steps were taken to recruit and retain high-quality staff in the prevention system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18b. Mechanisms supported career advancement in substance abuse prevention (e.g., certification led to higher salaries and positions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18c. Mechanisms supported development of prevention leaders (e.g., conference and training sessions aimed at leadership development)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18d. Mechanisms supported building evaluation capacity in the prevention workforce (e.g., training opportunities to learn evaluation concepts and skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18e. Opportunities for multidisciplinary cross-training were provided (e.g., workshops on substance abuse, health, mental health, education)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18f. Mechanisms supported increasing the cultural diversity of the prevention workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18g. Mechanisms supported enhancing the cultural competence of the substance abuse prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

workforce				
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DRAFT

E. Cultural Competence

This section covers questions about diverse populations addressed in your State's, tribal entity's, or jurisdiction's prevention system. (**Note: At baseline the questions should be answered with regard to how cultural competence was addressed at the time the PFS grant was awarded.**)

Application

19. Which of the following demographic and cultural categories in your State, tribal entity, or jurisdiction are specifically addressed by the PFS project? (*Select all that apply*)^{B,F}
- Race
 - Ethnicity
 - Gender
 - Disability
 - Sexual orientation
 - Age
 - Language facility
 - Urban/rural status
 - Socio-economic status
 - Military (armed forces, reserves, National Guard, veterans)
 - Military families
 - Persons with mental illness
 - Other (*Describe*) _____
 - No demographic or cultural categories are specifically addressed

Support & Resources

20. Does your State, tribal entity, or jurisdiction enforce requirements to ensure culturally and linguistically competent programs, policies, and practices, including the use of culturally appropriate prevention materials, at the PFS **subrecipient** community level? (*Select one response*)^{B,F}
- Yes
 - No
21. Does your State, tribal entity, or jurisdiction use systematic processes for assessing inclusiveness and cultural appropriateness of prevention materials at the PFS **subrecipient** community level? (*Select one response*)^{B,F}
- Yes
 - No

22. What, if any, barriers are there to improving cultural competence in substance abuse prevention through your PFS project? (*Select all that apply*)^{B,F}
- Limited availability of culturally-specific evidence-based interventions for the target group(s)
 - Need for staff that are of the same race or ethnicity as the target group(s)
 - Need for staff training that is culturally-specific to the target group(s)
 - Lack of commitment to cultural competence by State-, tribal-, or jurisdiction-level project leadership
 - Lack of understanding of cultural competence by State-, tribal-, or jurisdiction-level project leadership
 - Subrecipients' lack of commitment to cultural competence
 - Subrecipients' lack of understanding of cultural competence
 - Competing PFS priorities
 - Other (Describe) _____

 - No barriers

F. Evaluation and Monitoring

This series of questions covers details about the evaluation and monitoring practices in place at the State, tribal, or jurisdiction and community levels. **(Note: At baseline the questions should be answered with regard to evaluation and monitoring practices at the time the PFS grant was awarded.)**

23. How much do you agree or disagree with the following statements about your State, tribal entity, or jurisdiction?^{B,F}

Activity	Strongly disagree	Disagree	Agree	Strongly agree
23a. Evaluation data are routinely shared with the State, tribal entity, or jurisdiction and community-level prevention stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. How has the State, tribal entity, or jurisdiction planned for sustaining evaluation activities at the **State, tribal entity, or jurisdiction** and funded **subrecipient community level**? (Select all that apply)^{B,F}

Activities	State, tribal, or jurisdiction level	Community level
24a. The State, tribal entity, or jurisdiction provides training to existing staff on evaluation activities.	<input type="checkbox"/>	<input type="checkbox"/>
24b. The State, tribal entity, jurisdiction, or subrecipient community hired a contractor to be responsible for evaluation activities.	<input type="checkbox"/>	<input type="checkbox"/>
24c. Other (Describe) _____	<input type="checkbox"/>	<input type="checkbox"/>
24d. There is no plan for sustaining evaluation activities.	<input type="checkbox"/>	<input type="checkbox"/>

G. Sustainability

Sustainability is the process through which a prevention system becomes a norm and is integrated into ongoing operations. Sustainability is vital to ensuring that prevention values and processes are firmly established, that partnerships are strengthened, and that financial and other resources are secured over the long term. **(Note: At baseline the questions should be answered with regard to sustainability at the time the PFS grant was awarded.)**

25. In what areas have sustainability efforts been made by the State, tribal entity, or jurisdiction to sustain the current prevention system? *(Select all that apply)*^{B,F}

- Diversifying funding streams
- Fostering community involvement and ownership
- Creating partnerships
- Integrating the SPF model into prevention practices funded by the Substance Abuse Prevention and Treatment (SAPT) block grant
- Institutionalizing policies
- Building a data infrastructure
- Developing a training plan
- Participating in sustainability training
- Building public awareness
- Seeking additional Federal funds
- Other *(Describe)* _____

- Not applicable. Sustainability has not been addressed.