**Attachment 4. Crosswalk of RPE Program Evaluation Questions and Indicators**

| **Evaluation Question** | **Indicators** | **Work Plan Form** | **State Action Plan Form** | **Training and Technical Assistance Form** | **Barriers and Facilitators Form** | **Evaluation Form** | **Prevention Strategy Form** | **Coalition Building Form** | **Continuation Application Narrative Form** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. To what extent has the state built or enhanced partnerships for SV prevention?
 | * # and types of new public/private partnerships established
* # and types of public/private partnerships maintained
* # and types of state action plan activities partners support (e.g., implementation, evaluation)
* Ways partners contribute to RPE programs
* Roles of partners
* # and types of partners working together
 |  | x | x |  |  | x | x |  |
| 1. To what extent has the recipient used data to select and prioritize the sub-recipients, the prevention strategies and approaches and the population of focus?
 | * # and types of actions taken based on data
* # and types of data used to inform program improvement
* # and types of data use/share agreements
* # and types of indicators available at beginning of NOFO vs. at end of NOFO
* # and types of indicators with data available
* # and types indicators where data should exist but have barriers to access
* Types of data used (e.g. to select prevention approaches, target populations, and sub-recipients)
* Documented uses of data
 | x | x |  |  | x |  |  |  |
| 1. To what extent have selected prevention strategies been implemented in the state?
 | * # and types of prevention programs, policies and practices (i.e., approaches) implemented
* # of implemented community/societal level approaches
* Progress on implementation objectives (e.g., # completed vs. in progress)
* # of implementation cycles
* # and types of individuals, organizations or communities reached
* # and types of adaptations made to prevention approaches
* # and types of environmental and community changes
* # of activities, sessions, projects, or products (dose) delivered
* # and types of implementers
* # and types of adaptations
 | x |  |  |  |  | x | x | x |
| 1. Which factors are critical for implementing selected prevention strategies and approaches?
 | * Facilitators and barriers to State Action Planning
* Facilitators and barriers to Evaluation
* Facilitators and barriers to Implementation
* Facilitators and barriers to Partnership
* Facilitators and barriers to Data Use
* Contextual Factors
 | x |  | x | x |  |  | x | x |
| 1. To what extent have targeted risk and protective factors for SV outcomes changed at the state level?
 | * # and types of outcomes being measured
* # and types of indicators being tracked
* # and types (process vs. outcome) of activities implemented from the evaluation plan
* Percentage/proportion/rate change in SV indicators from year to year
* #, % or rate change in targeted risk and protective factors
* # of community-level risk and protective factors addressed by selected prevention approaches
* Ways and types of progress made towards prevention
* Results from recipients’ program evaluation
 | x | x |  |  | x | x | x |  |
| 1. To what extent are sub-recipient activities aligned with state level goals and outcomes stated in the state action plan and recipient work plan?
 | * # of funded prevention program/policies and practices that align directly with state level goals
* # of prevention approaches and strategies aligned with NOFO requirements
* # of sub-recipients funded to implement prevention approaches and strategies
* # of common state and local level outcomes
 | x |  | x |  |  | x |  | x |
| 1. To what extent do recipients address health equity?
 | * Specific types of population or setting of focus with health disparities
* # and types of prevention strategies focused on addressing specific population or setting of focus
* Characteristics of population or setting of focus
* # and types of partners engaged to address health equity
* Ways and progress towards addressing health equity
 | x | x | x |  | x | x | x |  |
| 1. How does recipient capacity change over time?
 | * # and types of resources obtained and used
* # and types of data sources and access
* # and types of communication products used, developed, or disseminated
* # and types of training and technical assistance delivered and provided
* # and types of data sources
* # and types of actions taken to increase capacity
 | x | x | x | x |  |  | x | x |