

Strategic Prevention Framework State Incentive Grant (SPF SIG)
Cohort III/IV Cross-Site Evaluation

**Respondents' Handbook for the
Community Level Instrument (CLI)
Part I: Community Partner Activities**

Question by Question (QxQ) Guide

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

October 2009

DEFINITION OF TERMS

- **Capacity building** refers to activities conducted to improve the ability of an organization or community to deliver substance abuse prevention services, such as improving organizational resources; improving awareness about substance abuse problems; building new relationships or strengthening existing relationships among coalitions, groups, and organizations involved in substance abuse prevention; and working to ensure prevention intervention activities and outcomes continue after funding ends.
- **Community coalition** is a union of people and organizations working for a common cause.
- **Community needs and resources assessments** examine needs external to the organization and include community readiness, rates of substance use, prevention resources (e.g., call centers and trained counselors), partnerships, community prevention experience, and other monetary and non-monetary resources.
- **Community readiness** is the community's level of awareness of, interest in, and ability and willingness to support substance abuse prevention initiatives. More broadly, connotes readiness for changes in community knowledge, attitudes, motives, policies, and actions.
- Consequences are defined as the social, economic and health problems associated with the use of alcohol and illicit drugs e.g., illnesses related to alcohol (cirrhosis, fetal effects), drug overdose deaths, crime, and car crashes or suicides related to alcohol or drugs.
- Consumption patterns are the way in which people drink, smoke and use drugs. Consumption includes overall consumption, acute or heavy consumption, consumption in risky situations (e.g., drinking and driving) and consumption by high-risk groups (e.g., youth, college students, and pregnant women).
- **Cultural competence** is the attainment of knowledge, skills, and attitudes to enable administrators and practitioners to provide for diverse populations. This includes an understanding of that group's or members' language, beliefs, norms, and values, as well as socioeconomic and political factors that may have a significant impact on their well-being, and incorporating those variables into programs.
- **Environmental approaches** are efforts to establish or change community standards, codes, and attitudes and thus influence incidence and prevalence of substance abuse. Approaches can center on legal and regulatory issues or can relate to service and action-oriented initiatives. Examples include TA to communities to maximize enforcement of laws governing availability and distribution of legal drugs, product pricing strategies, and modification of practices of advertising alcohol and tobacco.
- **Evaluation plans** are systematic blueprints detailing all the evaluation aspects of the project including the database structures to manage the project data.
- **Intervening variables** are factors that have been identified through research as being strongly related to and influencing the occurrence and magnitude of substance use and related risk behaviors and their subsequent consequences. These variables are the focus of prevention strategies, changes in which are then expected to affect consumption and consequences.
- **Intervention-level evaluation activities** are activities to measure the impact and assess the implementation of specific interventions or strategies within the overall set of selected interventions.
- **Interventions** are funded activities carried out under the auspices of the SPF SIG grant, and target a variety of subpopulations with the objective of improving substance use outcomes.

- **Key stakeholders** are all of the members of the community who have a vested interest (a stake) in the activities or outcomes of a substance abuse intervention.
- **Logic models** are graphic depictions of the components of a theory, program, initiative, or activity that shows the program's components and plausible linkages between the program components.
- **Media literacy** programs foster the ability to analyze and evaluate messages in the media (e.g., working with children to teach them to evaluate the images and messages in a beer ad).
- **Organizational needs assessments** examine an organization's internal needs and include assessments of leadership, human resources, technical resources (e.g., telephones, computers, or appropriate software), infrastructure (e.g., facility, staff offices, conference rooms), funding sources, etc.
- **Prevention system** is the entire set of agencies, organizations, and persons that contribute to efforts to prevent substance abuse and related problems within the community.
- **Primary grantee** refers to the administrative entity of a jurisdiction (such as the state, tribe, or territory) receiving SPF SIG funds for delivery of substance abuse prevention programs.
- **Social marketing** uses the principles of commercial marketing to develop, implement, and evaluate programs designed to influence the behavior of a target audience. Rather than dictating the way that information is to be conveyed, social marketing involves listening to the needs and desires of the target audience and building the program from there.
- **Strategic plans** at a minimum will: specify the priorities that will be targeted; articulate a vision for activities to address needs; describe infrastructure needed to select and implement interventions; identify resources and training requirements; include plans for sustaining the infrastructure and services; and identify milestones and outcomes against which to gauge performance. Strategic plan development is Step 3 of the SPF.
- **Sub-recipient communities** are the entities (usually community based organizations, schools, or coalitions) that receive funds from the grantee to carry out SPF SIG activities or 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.

Section 1: Record Identification and Reporting Period

1. **Primary Grantee Name:** _____
(This field will be pre-filled when the respondent logs in.)
2. **SPF SIG Grant ID:** _____
(This field will be pre-filled when the respondent logs in.)
3. **Name of Primary Grantee Contact Person:** _____
(**Answer at baseline and at each follow-up period.** The database will automatically fill this field at follow-up, but if there are changes please replace the auto fill with the updated information.)
4. **Contact Phone Number:** _____
(**Answer at baseline and at each follow-up period.** The database will automatically fill this field at follow-up, but if there are changes please replace the auto-fill with the updated information.)
5. **Contact E-mail Address:** _____
(**Answer at baseline and at each follow-up period.** The database will automatically fill this field at follow-up, but if there are changes please replace the auto-fill with the updated information.)
6. **At each reporting period, mark the timeframe for which you are reporting.**
Beginning of grant–September 30, 2009
October 1, 2009–September 30, 2010
October 1, 2010–September 30, 2011
October 1, 2011–September 30, 2012

Section 2: Subrecipient Monitoring Process

The questions in this section are designed to provide information about the processes and procedures used by the primary grantee to monitor its subrecipient communities. Sub-recipients are the entities (usually community based organizations, schools, or coalitions) that receive funds from the grantee to carry out SPF SIG activities or prevention interventions.

7. **(Answer at baseline and follow-up)** Select all the choices that describe how you as primary SPF-SIG grantee monitor the SPF process at the subrecipient (community) level. If you use methods other than those listed, please select “other” and describe briefly.
8. **(Answer at baseline only)**) Choose the 1 response that best describes what you as the primary grantee required of subrecipient communities in terms of targeting substance abuse problems.
9. **(Answer at baseline only)** Check all responses that indicate the substance abuse consumption patterns or consequences mandated for subrecipient focus.
10. **(Answer at baseline only)** Answer either “yes” or “no” to indicate whether you are allowing subrecipient communities to proceed with subsequent steps of the Strategic Prevention Framework without conducting a community needs and resources assessment.
11. **(Answer at baseline and follow-up)** Select either “yes” or “no” to indicate whether during this period you conducted an assessment of training and technical assistance needs of the prevention workforce in your subrecipient communities. Please note that this assessment could be a formal process with interviews and surveys or an informal assessment of their training and technical assistance needs.
12. **(Answer at baseline and follow-up)** Select either “yes” or “no” to indicate whether skills development and/or continuing education opportunities were available to subrecipient communities for their prevention workforce during this reporting period. We are interested both in opportunities funded by the SPF SIG **and** those funded by other funding sources. Examples of workforce training opportunities might include continuing education credits offered for a seminar or workshop, or mandatory training on a new process or procedure being used in your state/tribe/jurisdiction for substance abuse prevention efforts.
13. **(Answer at baseline and follow-up)** Write in the space provided the total number of subrecipient communities funded by this primary grantee.

Section 3: Subrecipient Community Contact Information

Questions 14–20 should be answered for each of the subrecipient communities funded by this primary grantee. The primary grantee will enter the name of each funded subrecipient community. Once entered, a unique identification code will be automatically generated and assigned to each funded subrecipient community. This identifier will remain unchanged throughout the life of the grant since it will be used to link together all the data received from that community. The names and unique identification codes of the subrecipient communities provided below will be used to construct a selection menu for entering CLI data. A subrecipient community for whom no information is provided by the primary grantee will not be able to access the online CLI data entry tool.

14. Name of the subrecipient community: (Up to 300 characters)

(Answer at baseline. At follow-up all subrecipient communities entered at baseline will appear in a drop-down list. You will also be able to enter new subrecipient communities not yet funded at baseline.)

15. Unique Identification Code of the subrecipient community: _____

(This will be automatically generated at baseline and locked in so that it cannot be changed at follow-up)

16. Indicate the month and year this subrecipient community began receiving SPF SIG funds: MM/YYYY ____/____

(Answer at baseline. Response will be automatically filled in at follow-up)

17. Indicate the month and year SPF SIG funding for this subrecipient community is scheduled to end for the overall project. MM/YYYY ____/____

(Answer at baseline. Response will be automatically filled in at follow-up)

18. Name of the contact person for this subrecipient community: (Up to 75 Characters)

(Answer at baseline. Response will be automatically filled in at follow-up. Please fill in any needed changes at follow-up.)

19. Telephone number for this contact person: _____

(Answer at baseline. Response will be automatically filled in at follow-up. Please fill in any changes at follow-up)

20. E-mail address for this contact person: _____

(Answer at baseline. Response will be automatically filled in at follow-up. Please fill in any changes at follow-up)

Section 4: Subrecipient Organization Information

This and subsequent sections are to be completed by each subrecipient. They ask questions about the subrecipient's organization. **The subrecipient's organization should be identified in terms of the entity that will be carrying out the activities of the SPF SIG (as opposed to an entity that may serve as the fiscal sponsor but is not responsible for SPF activities).** This section collects information about other funding sources and information about policies that have been developed that address cultural competence.

People you may want to include in responding to this section:

- ◆ Project Director
- ◆ Project Coordinator
- ◆ Person with responsibility or knowledge of financial issues

Note: At baseline and follow-up, the subrecipient's name and unique identifier will be prefilled by the system when the subrecipient logs in.

21. **(Answer at baseline and follow-up)** Select the one response that best describes your community organization. If none of the responses describes your organization, select "other" and write in a response. If you select "We are a Community Coalition," you will automatically skip to question 23.
22. **(Answer at baseline and follow-up)** Select either "yes" or "no" to indicate whether you are partnering with a Community Coalition as part of the SPF SIG project. By partnering, we mean a formal relationship that is documented with a Memorandum of Understanding or similar agreement and/or to whom SPF SIG funding is provided. If you select "yes" please answer questions 23-32.
23. **(Answer at baseline. Response will be automatically filled in at follow-up)** Write in a description of the lead agency for the community coalition, that is the agency responsible for making the primary decisions of the coalition and/or the agency controlling the money). (500 character limit.)
- 24 through 32. **(Answer at baseline and follow-up)** These statements describe the different structural and functional dimensions of a coalition. Please indicate whether you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree with each statement as it pertains to your community coalition (or the coalition with which you are partnering for the SPF SIG project). If no, skip to question 37.
33. **(Answer at baseline. Response will be automatically filled in at follow-up)** Write in the month and year the community coalition was established. (Provide MM/YYYY or select "don't know.")
34. **(Answer at baseline and follow-up)** Select all responses that indicate the role of the community coalition in changing community capacity, knowledge, norms and behaviors related to substance abuse prevention and program implementation. If there are other roles not listed, please select "other" and write in a brief description.
35. **(Answer at baseline and follow-up)** Write in the approximate number of different organizations involved in the community coalition.
36. **(Answer at baseline and follow-up)** Select all responses that indicate the types of organizations or individuals that participate in the community coalition.

37. **(Answer at baseline and follow-up)** Select all the funds your organization receives as a whole for substance abuse prevention, not just funds for the SPF SIG project. If you receive funds other than those listed, please select “other” and write in a description of the funds. Note that there are 2 “other” fields, one for Federal funds and one for non-Federal funds. Select one or both as applicable.

Section 4B: Cultural Competence Policies and Practices

These questions collect information on how your subrecipient organization (i.e., entity that will be carrying out the activities of the SPF SIG), addresses cultural competence. Cultural competence is the attainment of knowledge, skills, and attitudes to enable administrators and practitioners to provide for diverse populations. This includes an understanding of that group’s or members’ language, beliefs, norms, and values, as well as socioeconomic and political factors that may have a significant impact on their well-being, and incorporating those variables into programs.

38. **(Answer at baseline and follow-up)** Select the one response that indicates whether your organization has formal, written policies and practices in place to address cultural competence. For purposes of this question, we are only interested in whether you have formal, written policies. There are many reasons an organization may not have formal, written policies in place to address cultural competence and your honest answer is valuable to the cross-site evaluation.
- If you select the second response, you will automatically skip to question 40. If you select the third or fourth responses, you will automatically skip to question 42.
39. **(Answer at baseline and follow-up)** Select all responses that indicate the specific areas in which your organization has formal, written policies and practices in place to address cultural competence. Once again, for purposes of this question we are only interested in areas in which you have formal, written policies. If there are other areas not listed for which your organization has formal, written policies to address cultural competence, please select “other” and write in a brief description.
40. **(Answer at baseline and follow-up)** Select the one response that best describes how compliance with cultural competence policies and/or practices is monitored within your organization.
41. **(Answer at baseline and follow-up)** Select “yes,” “no,” or “don’t know” to indicate whether contract agencies used by your organization are held to the same standards with regard to cultural competence that you require for your organization. If you do not use contract agencies, please select “not applicable.”

Section 5: Strategic Prevention Framework

Each component of the Strategic Prevention Framework is addressed in this section.

The five steps include:

- ◆ Needs and resources assessments
- ◆ Capacity building
- ◆ Strategic plan development
- ◆ Prevention intervention implementation
- ◆ Monitoring and evaluation

You will have the opportunity to describe your activities for each of the steps you worked on during this reporting period.

5A. Needs and Resources Assessments

This section collects information on organizational and community needs and resources assessments you conducted during this reporting period. You are asked whether or not the needs and resources of your organization and the community have been assessed. It also provides you with an opportunity to describe the needs and resources that have been identified. Finally, the section asks about the consumption patterns, consequences, and populations you plan to target, based on the needs assessments.

People you may want to include in responding to this section:

- ◆ Project Director
- ◆ Project Coordinator
- ◆ SEOW Liaison
- ◆ Data Coordinator

42. **(Answer at baseline and follow-up)** Answer “yes” or “no” to indicate whether you have worked on any aspect of the Needs and Resource Assessment component of the SPF SIG **during this reporting period**. If you select “no” you will automatically skip to question 59.

43. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you have worked on assessing **organizational** needs and resources **during this reporting period**. If you select “no” you will automatically skip to Question 46.

Organizational needs assessments examine needs internally and include assessments of leadership, human resources, technical resources (e.g., telephones, computers, or appropriate software), infrastructure (e.g., facility, staff offices, and conference rooms), funding sources, etc.

44. **(Answer at baseline and follow-up)** Select all responses that indicate the types of **organizational** needs and resources you assessed **during this reporting period**.

This question is asking about the areas you considered or examined **during this reporting period** to determine the specific needs and resources you should be aware of. If you assessed any additional needs or resources not on the list during this period, please select “other” and write in a description.

45. **(Answer at baseline and follow-up)** If you have completed an **organizational** needs and resources assessment **during this reporting period**, select “yes.” (Question 43 asked whether you had worked on an organizational needs and resources assessment; question 45 asks whether this assessment reached completion during this period.) If the assessment was still being conducted at the end of the reporting period, select “no.” You will be able to answer “yes” and provide more detail in the next reporting period.
46. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you have worked on assessing community needs and resources during this reporting period. If you select “no” you will automatically skip to question 49.

A community needs and resources assessment examines needs external to the organization and includes community readiness, rates of substance use, prevention resources (e.g., call centers and trained counselors), partnerships, community prevention experience, and other monetary and non-monetary resources.

47. **(Answer at baseline and follow-up)** Select all responses that indicate the types of **community** needs and resources that you assessed **during this reporting period**. If you assessed any additional needs or resources not on the list during this period, please select “other” and write in a description..
48. **(Answer at baseline and follow-up)** This question asks about the types of data that you used in conducting your community needs and resources assessment. For each type of data listed, select “yes, the data were used” if the data were used but were not provided by the jurisdiction’s Epidemiological Outcomes Workgroup. If the data were provided by the EOW or the EOW showed you how to access or use the data, select “yes, the data were used and provided by the EOW.” If the data were not used, select “no.”

Please note that for questions 49 to 58, the selections you make at baseline will be automatically filled in at follow-up. You can either verify the responses by leaving them unchanged or modify the responses you gave previously.

49. **(Answer at baseline. Response will be automatically filled in at follow-up)** Select “yes” or “no” to indicate whether you have identified consumption patterns that you are going to target for substance abuse prevention. Examples of consumption patterns include underage use of alcohol, binge drinking, use of illegal drugs, etc. If you select “no” you will automatically skip to question 51.
- 50a. **(Answer at baseline. Responses will be automatically filled in at follow-up)** Select all the consumption patterns you are targeting. If there are others not on the list, please select “other” and write in the pattern you are targeting.
- 50b. **(Answer at baseline. Responses will be automatically filled in at follow-up)** If you indicated in question 50a that you are targeting the consumption pattern “Any use of illegal drugs,” you will be asked to answer question 50b. Select all the specific illegal drugs you are targeting. If you are targeting an illegal drug not on the list, select “other” and write in the drug you are targeting.
51. **(Answer at baseline. Responses will be automatically filled in at follow-up)** Select “yes” or “no” to indicate whether you have identified any consequences of substance use that you are targeting. Examples of consequences include motor vehicle crashes, crime, substance dependence, and mortality. If you select “no” you will automatically skip to question 53.

52. **(Answer at baseline. Responses will be automatically filled in at follow-up)** Select all the consequences on the list that you are targeting. If you are targeting consequences not listed, select “other” and describe it in the blank provided.
53. **(Answer at baseline. Responses will be automatically filled in at follow-up)** Select “yes” or “no” to indicate whether you have identified specific populations (e.g., Hispanics, middle school students, young adults) that you will be targeting for SPF SIG funded substance abuse prevention. Substance abuse prevention includes all substances, such as alcohol tobacco, marijuana, methamphetamine, and cocaine. If you select “no” you will automatically skip to Question 56.
54. **(Answer at baseline. Responses will be automatically filled in at follow-up)** This question asks you to indicate the specific groups of people to whom your prevention interventions will be aimed. Keep in mind that these categories are not mutually exclusive. Use your judgment to select all responses that describe your target population. For example, if you are delivering a prevention intervention to all middle schools in an area, then you would only select “middle school students.” In this example, you would not have to select all the possible race/ethnicity categories that might be enrolled in the schools. If, however, you are delivering a prevention intervention specifically designed to target pregnant Latinas, then you would select **Hispanic and pregnant women**.
- If your target population is not on the list, use one or more of the lines for the “other” category and describe it in the blanks provided.
55. **(Answer at baseline. Responses will be automatically filled in at follow-up)** In questions 50, 52, and 54, you may have indicated you are targeting specific consumption patterns or consequences, and targeting specific populations. In question 55 you will find the list of consumption patterns and/or consequences you are targeting (this will be automatically filled in based on your responses in questions 50 and 52). Please match the target populations (automatically filled in from question 54) with any related consumption patterns and consequences. For example, if you indicated that you are targeting any underage tobacco use and binge drinking, and you indicated that you are targeting high school students and college students, clarify if the tobacco use is targeted to high school students and/or college students, and whether the binge drinking is targeted to one or both groups.
56. **(Answer at baseline. Response will be automatically filled in at follow-up)** Select “yes” or “no” to indicate whether you have identified specific intervening variables (e.g. access, social norms, individual factors) that you will be targeting for the SPF SIG funded substance abuse prevention. Note that substance abuse prevention includes all substances, such as alcohol, tobacco, marijuana, methamphetamine, and cocaine.
- If you select “no” you will automatically skip to question 59.

Intervening variables are factors that have been identified through research as being strongly related to and influencing the occurrence and magnitude of substance use and related risk behaviors and their subsequent consequences. These variables are the focus of prevention strategies, changes in which are then expected to affect consumption and consequences.

57. **(Answer at baseline. Responses will be automatically filled in at follow-up)** Select all of the intervening variables you will be targeting. If you are targeting variables that do not fit into any of the categories listed, please select “other intervening variable” and write in a brief description of the variable.

58. **(Answer at baseline. Responses will be automatically filled in at follow-up)** In questions 50, 52, and 57, you may have indicated you are targeting specific consumption patterns or consequences, and targeting specific intervening variables. In question 58 you will find the list of consumption patterns and/or consequences you are targeting (this will be automatically filled in based on your responses in questions 50 and 52). Please match the intervening variable (automatically filled in from question 57) with any consumption patterns and consequences that you believe the intervening variable influences. For example, if you identified “level of enforcement” as an intervening variable and you are targeting underage tobacco use and binge drinking, clarify if the level of enforcement intervening variable is linked to underage tobacco use or to binge drinking, or both.

5B. Capacity Building

In this section, we ask you about your activities related to capacity building. Capacity building refers to activities conducted to improve the ability of an organization or community to deliver substance abuse prevention services, such as improving organizational resources; improving awareness about substance abuse problems; building new relationships or strengthening existing relationships among coalitions, groups, and organizations involved in substance abuse prevention; and working to ensure prevention intervention activities and outcomes continue after SPF SIG funding ends.

People you may want to include in responding to this section:

- ◆ Project Director
- ◆ Project Coordinator
- ◆ Human Resources
- ◆ Staff responsible for renting space, purchasing equipment, etc.
- ◆ Intervention delivery staff
- ◆ Coalition representatives
- ◆ Evaluator

59. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you have worked on Capacity Building during the reporting period. If you select “no” you will automatically skip to Question 70.

Organizational Resources

This section collects information on the activities you conducted to improve organizational resources within your organization such as writing mission or vision statements, identifying goals and activities, hiring and training staff, identifying leaders, obtaining physical space for the prevention intervention, etc.

60. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you have carried out activities to improve organizational resources **during this reporting period**. If you select “no” you will automatically skip to question 62.
61. **(Answer at baseline and follow-up)** Select all the activities on the list that you carried out to improve organizational resources **during this reporting period**. If you did something not on the list, select “other” and describe it.

62. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you worked to raise community awareness of substance use or abuse problems **during this reporting period**. Awareness raising activities are activities where your primary purpose is to draw attention to a substance abuse problem (underage drinking, methamphetamine use, etc.) or to your prevention efforts. These activities are not intended to recruit participants or volunteers, although that may happen. If you select “no” you will automatically skip to question 66.
63. **(Answer at baseline and follow-up)** Select the substance abuse problems or prevention efforts about which you are attempting to raise awareness in the community. As always, select “other” to add something not on the list that applies to your efforts.
64. **(Answer at baseline and follow-up)** Select all the community members and/or groups (target audiences) to whom you are presenting awareness raising information. Use the “other” category to add a target audience not on the list.
65. **(Answer at baseline and follow-up)** Select all the activities that you are conducting to raise awareness of substance abuse problems or prevention efforts in your target audience. As usual, use the “other” category to add an activity not on the list.

Relationship Building

This section collects information on how you identified potential partners to join your SPF SIG partnership or participate in prevention intervention activities.

66. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you have identified key stakeholders, partners, and partner organizations to participate in your SPF SIG activities. This includes participation in any of the SPF steps. If you select “no” you will automatically skip to question 68.
67. **(Answer at baseline and follow-up)** Select each type of organization you have partnered with **during this reporting period**. Use the “other” category to add a type of organization that does not fit into the other categories on the list.

Sustainability

This section asks about things you have done to ensure that prevention intervention activities and outcomes continue once SPF SIG funding ends. These efforts might focus on ensuring continued funding, structures, networks, partnerships, leadership, and resources.

68. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you worked **during this reporting period** to ensure that the prevention intervention activities and outcomes continue when SPF SIG funding ends. If you select “no” you will automatically skip to question 70.
69. **(Answer at baseline and follow-up)** Select all of the efforts you have made to ensure that prevention intervention activities and outcomes will continue after the SPF SIG funding has ended. Use the “other” category to add something you did that is not on the list.

5C. Strategic Plan Development

This section collects information on the development of your strategic plan, including what is addressed in the plan and who has contributed to the plan at the local level.

People you may want to include in responding to this section:

- ◆ Project Director
- ◆ Project Coordinator
- ◆ Coalition Members

70. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you have worked on any aspect of the Strategic Plan Development component of the SPF SIG framework during this reporting period. If you select “no” you will automatically skip to Question 77.
71. **(Answer at baseline and follow-up)** Select the appropriate box to indicate whether you completed a strategic plan during this period, completed a strategic plan during an earlier reporting period, or have not completed a plan. *If you are still working on a Strategic Plan, you will have the opportunity to report this information in a later reporting period.* If you select “no. . .” you will automatically skip to question 77.
72. **(Answer at baseline and follow-up)** Select all applicable responses to indicate who worked on your strategic plan. Use the “other” category to add participant categories not included on the list.
- 73a. **(Answer at baseline and follow-up)** Select all of the items addressed or included in the strategic plan. Use the “other” category to add an item included in your plan that does not appear in the list.
- 73b. **(Answer at baseline and follow-up)** If you select “logic model” as one of your responses in question 73a, you will be asked to answer question 73b. Select “yes” or “no” to indicate whether the strategic plan also includes a way to evaluate the relationships, activities, and outcomes illustrated in the logic model.
74. **(Answer at baseline and follow-up)** Select either “yes” or “no” to indicate whether your strategic plan been reviewed by the agency responsible for the SPF SIG initiative in your state/tribe/jurisdiction.
75. **(Answer at baseline and follow-up)** Select either “yes” or “no” to indicate whether you received feedback on your strategic plan by the agency responsible for the SPF SIG initiative in your state/tribe/jurisdiction.
76. **(Answer at baseline and follow-up)** Select either “yes” or “no” to indicate whether your strategic plan been approved by the agency responsible for the SPF SIG initiative in your state/tribe/jurisdiction. Check “not applicable” if your state/tribe/jurisdiction does not require or provide approval of the strategic plan.

5D. Prevention Intervention Implementation

This section collects information about the prevention intervention(s) you selected for implementation in your community. A prevention intervention is an activity or set 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 rate of substance abuse or substance abuse-related problems.

People you may want to include in responding to this section:

- ◆ Project Director
- ◆ Project Coordinator
- ◆ State Epidemiology Workgroup (SEOW) Liaison
- ◆ Intervention Delivery Staff

77. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you or your community partners delivered any prevention interventions **during this reporting period**. The interventions you delivered may consist of a single strategy (e.g. a single prevention education curriculum) or may combine several strategies (e.g. a prevention education curriculum paired with an environmental strategy). If you select “no” you will automatically skip to Question 164.
78. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you or your community partners delivered any **environmental** prevention interventions or multi-strategy interventions that included an **environmental strategy** during this reporting period. If you select “no” you will automatically skip to question 163.

Questions 79 through 162 are an attempt to provide an exhaustive list of potential environmental interventions or strategies. The list is meant to provide a standard way of reporting on environmental strategy implementation and activities. You will not be penalized if you indicate “no” as a response option. There is space at the end of this section to report on environmental strategies that are not listed here. Throughout this section, “you” refers to your organization, or partners with your organization. For example, if you worked with the police department to conduct more sobriety checkpoints, you would report this activity on this form.

79. (a-l) **(Answer at baseline and follow-up)** On the matrix provided, indicate the **type(s)** of environmental strategies you worked to implement or implemented during this reporting period related to **policy**. For each environmental strategy you worked on indicate the progress made. Answer “N/A” if the strategy was already in place prior to the SPF SIG grant.

The question “Was it successful?” will pop up to the right of each strategy for which you mark “yes.”

In questions 80 through 93, you are asked to report **activities** you conducted during this reporting period, in order **to affect policy change**.

80. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you contacted your elected officials (e.g., to prohibit alcohol consumption and smoking in public places) during this reporting period. If you select “no” you will automatically skip to question 83.
81. **(Answer at baseline and follow-up)** Write in the number of elected officials you contacted during this reporting period.
82. **(Answer at baseline and follow-up)** Write in the number (as a whole number, not a decimal or fraction) of issues you contacted state officials about during this reporting period.
83. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you provided information to elected officials about policies to be enacted (e.g., to prohibit new alcohol outlets in the community) during this reporting period. If you select “no” you will automatically skip to question 86.
84. **(Answer at baseline and follow-up)** Write in the number of elected officials you provided information to during this reporting period.
85. **(Answer at baseline and follow-up)** Write in the number (as a whole number, not a decimal or fraction) of policies you provided information on during this reporting period.
86. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you organized a ballot initiative during this reporting period. If you select “no” you will automatically skip to question 88.
87. **(Answer at baseline and follow-up)** Write in the number (as a whole number, not a decimal or fraction) of ballot initiatives you organized during this reporting period.
88. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you worked with school administrators and teachers to implement or revise a drug-free policy during this reporting period. If you select “no” you will automatically skip to question 90.
89. **(Answer at baseline and follow-up)** Write in the number (as a whole number, not a decimal or fraction) of schools you engaged in policy implementation or revisions during this reporting period.
90. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you worked with businesses to establish a drug-free workplace or drug-free workplace policies during this reporting period. If you select “no” you will automatically skip to question 92.
91. **(Answer at baseline and follow-up)** Write in the number (as a whole number, not a decimal or fraction) of businesses you engaged in policy implementation during this reporting period.
92. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you conducted other activities to affect policy change during this reporting period. If you select “no” you will automatically skip to question 94. If you select “yes” please briefly describe the activities.
93. **(Answer at baseline and follow-up)** Write in how often you conducted the other policy activities (described in question 92) during this reporting period. For example: once a week, twice a month, once per quarter, etc.

In questions 94 through 107, you are asked to report the **types** of environmental strategies you worked to implement during this reporting period related to **enforcement**.

94. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you arranged for or conducted compliance checks that targeted merchants who sell alcohol and tobacco to minors during this reporting period. If you select “no” you will automatically skip to question 96.
95. **(Answer at baseline and follow-up)** Write in the number (as a whole number, not a decimal or fraction) the number of compliance checks you arranged for or conducted during this reporting period.
96. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you established sobriety checkpoints during this reporting period. If you select “no” you will automatically skip to question 99.
97. **(Answer at baseline and follow-up)** Write in the number (as a whole number, not a decimal or fraction) of sobriety checkpoints that were established during this reporting period.
98. **(Answer at baseline and follow-up)** Write in the frequency with which checkpoints were held during this reporting period. For example: once a week, twice a month, once per quarter, etc.
99. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you set up surveillance of areas known for illegal drug sales during this reporting period. If you select “no” you will automatically skip to question 102.
100. **(Answer at baseline and follow-up)** Write in the number (as a whole number, not a decimal or fraction) of areas that were targeted for surveillance during this reporting period.
101. **(Answer at baseline and follow-up)** Write in the frequency with which surveillance activities were held during this reporting period. For example: once a week, twice a month, once per quarter, etc.
102. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you worked to increase building inspections during this reporting period from the number of inspections conducted prior to this reporting period.
103. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you worked to ensure that policies to force landlords to improve or demolish run-down buildings were enforced during this reporting period.
104. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you made use of civil and criminal "nuisance abatement" statutes, which require landlords to evict tenants involved in narcotics-related activities or risk personal prosecution during this reporting period.
105. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you worked to see that policies were enforced to reduce the problems/consequences associated with substance abuse during this reporting period.

106. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you implemented or worked to implement other enforcement strategies during this reporting period. If you select “no” you will automatically skip to question 108. If you select “yes” please briefly describe these strategies.
107. **(Answer at baseline and follow-up)** Write in how often you conducted other enforcement activities during this reporting period. For example: once a week, twice a month, once per quarter, etc.

In questions 108 through 126, you are asked to report the **activities** you conducted during this reporting period in order to affect the implementation of environmental strategies related to **enforcement**.

108. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you educated law enforcement during this reporting period. If you select “no” you will automatically skip to question 111.
109. **(Answer at baseline and follow-up)** Write in the number of law enforcement education **sessions** you conducted during this reporting period.
110. **(Answer at baseline and follow-up)** Write in the number of law enforcement **officers you educated** during this reporting period.
111. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you collaborated with law enforcement (e.g., worked with law enforcement to familiarize them with high-risk areas of the community for sting operations, sobriety check-points, etc.) during this reporting period. If you select “no” you will automatically skip to question 113.
112. **(Answer at baseline and follow-up)** Write in the number of law enforcement **officers you engaged in collaboration** during this reporting period.
113. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you conducted citizen patrols in neighborhoods known for illegal drug sales during this reporting period. If you select “no” you will automatically skip to question 116.
114. **(Answer at baseline and follow-up)** Write in the number of **citizen patrols** conducted during this reporting period.
115. **(Answer at baseline and follow-up)** Write in the number of **neighborhoods** known for illegal drug sales that citizens patrolled during this reporting period.
116. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you collaborated with municipal officials and private landlords to improve, rebuild, or raze abandoned buildings that are used to engage in drug use, adolescent alcohol use, and other illegal activities during this reporting period. If you select “no” you will automatically skip to question 119.
117. **(Answer at baseline and follow-up)** Write in the number of **municipal officers** that were engaged in collaboration to improve, rebuild, or raze abandoned buildings used to engage in illegal activities during this reporting period.
118. **(Answer at baseline and follow-up)** Write in the number of **landlords** that were engaged in collaboration to improve, rebuild, or raze abandoned buildings used to engage in illegal activities during this reporting period.

119. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you conducted server-training programs for bartenders and wait staff to reduce service to minors and intoxicated customers during this reporting period. If you select “no” you will automatically skip to question 122.
120. **(Answer at baseline and follow-up)** Write in the number of **server-training programs** you offered during this reporting period.
121. **(Answer at baseline and follow-up)** Write in the number of **bartenders/wait staff** that were trained through your efforts during this work period.
122. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you educated merchants about the laws and penalties for selling to underage customers during this reporting period. If you select “no” you will automatically skip to question 125.
123. **(Answer at baseline and follow-up)** Write in the number of **merchant training programs** you offered or arranged for during this reporting period.
124. **(Answer at baseline and follow-up)** Write in the number of **merchants** that were educated about the laws and penalties for selling to underage customers during this reporting period.
125. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you conducted other activities to affect the implementation of enforcement activities during this reporting period. If you select “no” you will automatically skip to question 127. If “yes” please briefly describe these activities.
126. **(Answer at baseline and follow-up)** Write in how often you carried out the **other enforcement activities** described in question 119 during this reporting period. For example: once a week, twice a month, once per quarter, etc.

In questions 127-141, you are asked to report the type(s) of environmental strategies you implemented during this reporting period related to communication.

127. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you engaged in social marketing during this reporting period. If you select “no” you will automatically skip to question 138.

Social Marketing is defined as using the principles of commercial marketing to develop, implement, and evaluate programs designed to influence the behavior of a target audience. Rather than dictating the way that information is to be conveyed, social marketing involves listening to the needs and desires of the target audience and building the program from there.

128. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **social marketing campaigns** you carried out during this reporting period.
129. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **television ads** were **created** during this reporting period as part of your social marketing campaign.
130. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **television ads** were **aired** during this reporting period as part of your social marketing campaign.

131. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **radio ads** were **created** during this reporting period as part of your social marketing campaign.
132. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **radio ads** were **aired** during this reporting period as part of your social marketing campaign.
133. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **print ads** were **created** during this reporting period as part of your social marketing campaign.
134. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **print ads** were **published** during this reporting period as part of your social marketing campaign.
135. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **special events** (e.g., drug-free concert, smoke-free sponsored softball tournament) were hosted during this reporting period as part of your social marketing campaign.
136. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **other promotional activities** (e.g., providing smoke-free pamphlets at a fair, distributing drug-free book covers at a school) were hosted during this reporting period as part of your social marketing campaign.
137. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **other promotional items** were distributed during this reporting period, as part of your social marketing campaigns. Promotional items include pamphlets, brochures, leaflets, posters, videos or DVDs, and newsletters. Here we are looking for the number of individual items distributed, rather than the number of types of items. For example, if you distributed 300 leaflets, 40 posters, and 10 videos, you would write “350.”
138. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you engaged in media literacy efforts during this reporting period. Media literacy programs foster the ability to analyze and evaluate messages in the media (e.g., working with children to teach them to evaluate the images and messages in a beer ad). If you select “no” you will automatically skip to question 140.
139. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **media literacy-building sessions** were held during this reporting period. A session is considered one class or gathering of participants. For example, if a prevention intervention provides a class on tobacco ads and a class on alcohol ads that would count as two sessions.
140. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you conducted other communication strategies during this reporting period. If you select “no” you will automatically skip to question 142. If you select “yes,” please briefly describe these strategies.
141. **(Answer at baseline and follow-up)** Write in how often you conducted other communication strategies during this reporting period. For example: once a week, twice a month, once per quarter, etc.

In questions 142 through 161, you are asked to report the **activities** you conducted during this reporting period in order to affect the implementation of environmental strategies related to **communication**.

142. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you presented at community meetings (e.g., PTA meetings, town hall meetings, school assemblies) during this reporting period. Community meetings **do not** include regularly scheduled coalition meetings or coalition meetings held for planning purposes. If you select “no” you will automatically skip to question 145.
143. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **community meetings** you presented at during this reporting period.
144. **(Answer at baseline and follow-up)** Write in a whole number to indicate the total number of **participants** at all community meetings at which you presented during the reporting period.
145. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you sent letters to the editor of the local newspaper or community newsletters during this reporting period. If you select “no” you will automatically skip to question 148.
146. **(Answer at baseline and follow-up)** Write in a whole number to indicate the total number of **letters** that were **sent** during this reporting period.
147. **(Answer at baseline and follow-up)** Write in a whole number to indicate the total number of **letters** that were **published** during this reporting period.
148. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you **developed** substance abuse prevention public service announcements (PSAs) during this reporting period. If you select “no” you will automatically skip to question 150.
149. **(Answer at baseline and follow-up)** Write in a whole number to indicate the total number of **PSAs** that were developed during this reporting period.
150. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you **broadcasted** substance abuse prevention public service announcements (PSAs) during this reporting period. If you select “no” you will automatically skip to question 152.
151. **(Answer at baseline and follow-up)** Write in how often PSAs were broadcast during this reporting period. For example: 3 times per day for 8 weeks, twice a week for 2 months, etc.
152. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you produced and/or distributed substance abuse prevention posters during this reporting period. If you select “no” you will automatically skip to question 155.
153. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **posters** were distributed during this reporting period.
154. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **weeks** the posters are scheduled to be displayed during this reporting period.
155. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you launched a prevention-focused Web site(s) during this reporting period. If you select “no” you will automatically skip to question 160.

156. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **visits (hits)** the Web site (s) had during this reporting session. If you have not tracked this number please check “do not know.” Number of Visits = Number of times that a user logs into and uses a website. If I log into a website and browse 30 pages on the website, that’s 1 Visit. If I login again later in the day and browse the same 30 pages, that’s another visit, for a total of 2 Visits.
157. **(Answer at baseline and follow-up)** Write in a whole number to indicate how many **new (not return) visits** (hits) the Web site (s) had during this reporting session. If you have not tracked this number please check “do not know.” Number of new (unique) visits = Number of unique individuals who log into and use a website. In the example in question 156, the number of new (unique) visits is 1 (since the same person logged in twice).
158. **(Answer at baseline and follow-up)** Write in a whole number to indicate the total number of **unique page views** that the Web site(s) had during this reporting period. Select “do not know” if you do not have this information.

Number of unique page views = The number of times that each specific page on a website has been visited by a unique visitor. In the example in question 156, the total number of unique page views is 30 (1 Unique Page View for each of 30 pages).

159. **(Answer at baseline and follow-up)** To indicate the average amount of time spent on the Web site(s) during this reporting period, write your response in the hours:minutes:seconds format (e.g., 00:06:30 means that the average amount of time spent on the Web site was 6 minutes and 30 seconds). If you do not have this information, please select “do not know.”
160. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you implemented other communication strategies during this reporting period. If “yes” please briefly describe these strategies. If you select “no” you will automatically skip to question 162.
161. **(Answer at baseline and follow-up)** Write in a description to indicate how often you implemented other communication strategies during this period. For example: 3 times per day for 8 weeks, twice a week for 2 months, etc.
162. **(Answer at baseline and follow-up).** In the space provided, write in a description of any other type(s) of environmental strategies you worked to implement or implemented during this reporting period that do not fall into the categories in questions 79-161.
163. **(Answer at baseline and follow-up)**
Note: For more detailed guidance on completing question 163, please go to page 22 of this Handbook to find the section “Detailed Guidance for Completing Question 163.”

Name all the prevention intervention(s) and corresponding strategies you or your community partners **delivered during this reporting period**. A prevention intervention may be comprised of a single strategy or a set of multiple strategies. If you are implementing a prevention intervention that is single strategy or a prevention intervention that incorporates more than one strategy, you must list each strategy separately. If an intervention incorporates more than one strategy of the same type it also must be listed as a separate strategy.

For each strategy identified, a strategy type must be selected. Strategy choices include:

- ◆ Prevention Education
- ◆ Alternative Drug Free Activities
- ◆ Problem Identification and Referral
- ◆ Community-based Processes
- ◆ Environmental
- ◆ Information Dissemination

For example, CMCA—Responsible Beverage Server Training would be designated as an Environmental Strategy, CMCA —Social Marketing Campaign would be designated as an Environmental Strategy, and CMCA—College Collaboration Team would be designated as Community-based Process.

The database will automatically generate a strategy-specific subform (CLI Part II form) for each strategy listed. The respondent will need to complete a CLI Part II form for each strategy. The strategy type will determine the sub-set of questions specific to the strategy that the respondent must complete. Information collected on each strategy will include date of implementation, numbers of groups and participants served, frequency of activities, and gender, age, race, and ethnicity of population served/affected.

At follow-up, the list of prevention interventions and strategies you have previously reported will continue to appear in the database; you may change the names you have given these strategies if needed, and add new prevention interventions and strategies. You will also be able to mark a strategy as “Inactive” if no implementation activities occurred for the strategy during a follow-up reporting period. If a strategy is marked “Inactive,” the database will not generate a CLI Part II form.

5E. Monitoring and Evaluation

This section collects information on your development of an evaluation plan. You are also asked to indicate whether a final evaluation report was developed and if key findings from the evaluation were distributed to key stakeholders and/or key informants.

People you may want to include in responding to this section:

- ◆ Project Director
- ◆ Project Coordinator
- ◆ Evaluator

164. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you have developed an evaluation plan.
165. **(Answer at baseline and follow-up)** Select “yes” “no” or “don’t know” to indicate whether the implementation of your prevention interventions was monitored by the state/tribe/jurisdiction level agency in charge of the SPF SIG funding during this reporting period.
166. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you have worked on any aspect of the Monitoring and Evaluation component of the Strategic Prevention Framework during this reporting period. If you select “no” you will automatically skip to question 172.

167. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you worked on intervention level evaluation activities during this reporting period. If you select “no” you will automatically skip to question 172.
168. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you or the Primary Grantee (the state/tribe/jurisdiction agency in charge of the SPF funding) developed any evaluation reports **during this reporting period?** Evaluation reports could take the form of letters, emails, formal reports, presentations, or other formats.
169. **(Answer at baseline and follow-up)** Select “yes” or “no” to indicate whether you or the Primary Grantee communicated any evaluation findings to key stakeholders and/or key informants **during this reporting period.** Stakeholders can be either within or outside of your coalition, organization, or agency. If you select “no” you will automatically skip to question 172.
170. **(Answer at baseline and follow-up)** Select all responses that describe how you communicated the evaluation findings to key stakeholders and informants. If you used another method that is not listed, select “other” and provide a brief description.
171. **(Answer at baseline and follow-up)** Select all responses that describe how stakeholders used the evaluation findings. If they used findings in a way that is not listed, select “other” and provide a brief description. If you don’t know how they were used, you may select “don’t know.”

Section 6: Systems Factors

For purposes of this instrument, the **prevention system** is “the entire set of agencies, organizations, and persons that contribute to efforts to prevent substance abuse and related problems within the community.” Keep this in mind as you answer the questions below about planning and data systems.

172 through 175. **(Answer at baseline and follow-up)** For each of these questions, select “yes,” “no,” or “don’t know” to indicate your understanding of each of the relevant aspects of the prevention system in your community.

Section 7: Contextual Factors

Contextual factors are conditions that exist outside the scope of the prevention intervention activities, but nevertheless influence the SPF process and prevention intervention delivery. While you can incorporate knowledge of these factors into your planning and prevention interventions, they typically cannot be changed through intervention activities. Understanding the nature of contextual factors, however, is still helpful in evaluating the success of the prevention intervention.

People you may want to include in responding to this section:

- ◆ Project Director
- ◆ Project Coordinator
- ◆ Intervention delivery staff
- ◆ Evaluator
- ◆ Coalition representative

176. **(Answer at baseline and follow-up)** Select all factors that may have had an impact on the outcomes of your prevention activities during this reporting period. If a factor not listed had an impact, check “other” and describe. This question refers to the demographic, environmental, or cultural factors that may have caused barriers and or had an impact on prevention activities in your community during this reporting period.

Section 8: Training or Technical Assistance

177. **(Answer at baseline and follow-up)** Select all the areas in which you received SPF SIG funded guidance, training, or technical assistance during this reporting period. If you received SPF SIG funded training or technical assistance not on the list, please check “other” and describe.

Do not include training that you are going to receive in the future. You will be able to report on this in future reporting periods. We are specifically asking about guidance, training, or technical assistance that was paid for with SPF SIG funds. If you are not sure if the guidance, training, or technical assistance you received was paid for with SPF SIG funds, contact your local or state SPF SIG director.

Section 9: Closing Question

178. **(If applicable, answer at baseline and follow-up)** If you have any additional comments about any aspects of the SPF SIG Initiative please provide them in the space available.

Detailed Guidance for Completing Question 163

Documenting Strategies and Interventions

What Is a Prevention Intervention?

A prevention intervention (sometimes called an intervention program or simply program) is a strategy or group of strategies that aim to produce a core set of outcomes. Some interventions consist of a single strategy (e.g. a single prevention education curriculum) while others combine several strategies (e.g. a prevention education curriculum paired with materials for an information dissemination campaign). Interventions usually have a name; the materials required for implementation are usually packaged and distributed together; evaluation studies are conducted on the entire intervention; and if evidence based, the intervention is listed as a single entry in evidence based intervention registries.

What Is a Prevention Strategy?

A prevention strategy is an organized activity designed to change substance abuse related attitudes, knowledge, or behaviors with the goal of reducing or preventing substance abuse within a targeted population. The CLI data collection system classifies prevention strategies into six categories: (a) Prevention Education, (b) Alternative Drug-Free Activities, (c) Problem Identification and Referral, (d) Community-Based Processes, (e) Environmental Strategies, and (f) Information Dissemination. The first three of these categories involve services delivered to individuals; that is, they involve some level of direct contact with the specific individuals receiving the services. The last three are population-based strategies; that is, they are designed to affect an entire community or other target population without the necessity of direct contact between service providers and the specific individuals who are affected by the strategy.

Questions to answer to determine if you should list an activity as a prevention strategy and complete a separate CLI Part 2 Form to describe it:

1. Is the goal of your activity to change a substance abuse related behavior?

If the purpose of your activity is to promote awareness of your coalition, recruit members to the coalition or raise awareness of a substance abuse problem in your community, this would **not** be included as a strategy. You would include these activities in the capacity building section of the CLI. If you are recruiting participants to an intervention, holding activities designed to change substance abuse behaviors, such as a classroom prevention activity, an athletic or arts-based program to provide children with alternatives to drug use/drug culture after school, etc., or trying to influence substance abuse incidence/prevalence with information dissemination and environmental strategies, then these would be considered strategies.

Questions to answer to determine if you can group activities together in one strategy:

1. Are you targeting the same population?

If so, you can probably group these in one strategy. Note though, that you may still be able to group activities in one strategy, even if you are not targeting the same population. Questions 2-4 may help in your determination.

2. Are you using the same materials?

For example, if you attended 5 health fairs and distributed the same materials at each health fair, with the intent of changing substance abuse related behavior, then you could consider all 5 of these health fairs as one strategy. If you were distributing information at these health fairs to recruit parents and children to participate in an activity, for example an education or alternative drug-free activity, then you would consider this activity as part of the recruitment for the education or alternative drug-free activities strategy.

3. Are you conducting the same activity, but at a different time and/or with a different group of participants?

If so, this would still be considered the same strategy. You can indicate on the CLI the cycles of the intervention. You just want to make sure to collect and report information on new participants with each cycle.

4. Are you implementing an intervention that includes more than one type of strategy (prevention education, alternative drug-free activities, information dissemination, problem identification and referral, community-based processes or environmental strategies)?

If so, you will need to complete a separate CLI Part 2 form for each strategy. Because of the way the CLI Part 2 is structured, only one strategy (e.g., prevention education, alternative drug-free activities, problem identification and referral, community-based processes, environmental strategies, or information dissemination) can be described in a single data record. If you are implementing an intervention that incorporates more than one strategy, you must list them as separate strategies under the same intervention.

Selecting Strategy Types: Definitions and Examples

Question 163 asks that you indicate a strategy type (e.g., prevention education, alternative drug-free activities, problem identification and referral, community-based processes, environmental strategies, or information dissemination) for each strategy your community is implementing. The following definitions and examples may help you select the appropriate strategy type for a given strategy.

Prevention Education

This strategy involves two-way communication between an educator or facilitator and participants. The strategy focuses on improving critical life and social skills such as decision making, refusal, critical analysis of media messages, and improved judgment. The strategy includes classroom sessions for all ages, parenting and family management classes, and peer leader programs. *Prevention education is typically a curriculum-based strategy that uses pre- and post-testing.*

Examples:

- Youth education programs such as Positive Action, Protecting You/Protecting Me, Second Step, Life Skills Training, All Stars, Project Toward No Drug Abuse, Too Good for Drugs, Project Alert, Keep a Clear Mind, Natural Helpers, and the Project Northland classroom curricula.
- Parenting and family programs such as Building Strong Families, Guiding Good Choices, Strengthening Families Program, Strengthening Multi-Ethnic Families, Parenting Wisely, and White Bison family programs.
- Other group educational services such as workplace ATOD prevention education programs (e.g., Healthy Workplace, Team Awareness).

Alternative Drug-Free Activities

This strategy provides opportunities for recognition and drug-free leisure activities as a means of halting or reducing substance abuse. Alternative programs include a wide range of activities that appeal to children and youth: athletics, art, music, movies, and community service projects. The strategy is often provided to youth who live in high-risk communities and need safe alternative environments and opportunities to develop relationships with non-substance-using peers.

Examples:

- ATOD-free social/recreational events, alcohol-free dances or parties, community drop-in centers, youth centers, youth development or leadership activities, SADD Club activities, afterschool programs, youth/adult mentoring, and Boys and Girls Club activities.

Problem Identification and Referral

This prevention strategy aims to identify those who have indulged in illegal or age-inappropriate use of tobacco or alcohol, and identifies first use of illicit drugs in order to reverse the behavior in the early stages.

Examples:

- Screening programs to identify individuals in need of services, including: Employee and Student Assistance Program screenings, DUI/DWI Program screenings, prevention assessment and referral, and on-line screening/referral programs.

Community-Based Processes

This strategy tries to enhance the ability of the community to provide prevention services, and includes such activities as building interagency coalitions and training community members and agencies in substance abuse education and prevention.

Examples:

- Communities that Care process, community or coalition member trainings, speakers' bureau trainings, inter-agency coalition-building efforts, training of trainers, provision of technical assistance to community organizations, and town hall meetings.

Environmental Strategies

This strategy establishes or changes community standards, codes, and attitudes in order to influence the incidence and prevalence of substance abuse. Approaches can center on legal and regulatory issues or can relate to service and action-oriented initiatives, such as technical assistance to communities to maximize enforcement of laws governing availability and distribution of legal drugs, product pricing strategies, and modification of practices of advertising alcohol and tobacco.

Examples:

- Media strategies intended to influence community and individual behavior, such as: Social marketing and social norms marketing campaigns (including distribution of materials or hosting of events as part of the campaign), media literacy programs, and media advocacy.
- Policy advocacy, enactment, or implementation. Policies include: ATOD-free school policies, social host laws, keg registration, graduated drivers' licensing laws, happy hour restrictions, increased alcohol taxes, restricting alcohol sales at public events, and policies to reduce alcohol outlet density.
- Law enforcement strategies such as: Enhance law enforcement, compliance checks and shoulder tap programs, sobriety checkpoints, court monitoring, party patrols, controlled party dispersal, neighborhood surveillance, law enforcement task forces, specialized alcohol units, prescription drug monitoring programs, Tip Lines, and Border Binge Drinking Reduction Program.
- Server-oriented strategies to reduce availability such as: Responsible Beverage Service or TIPS training, and retailer interventions such as merchant education or Reward and Remind.

Note that many of the specific activities described in this category may occur as a component of a larger multi-component intervention such as CMCA (Communities Mobilizing for Change on Alcohol), CTI (Community Trials Intervention), or Project Northland. See Example 4 in the tables below.

Information Dissemination

This strategy focuses on building awareness and knowledge of the nature and extent of substance use, abuse and addiction, and their effects on individuals, families, and communities, as well as dissemination of information about prevention programs and resources. The strategy is characterized by one-way communication from source to audience, with limited contact between the two.

Examples:

- Help Lines, clearinghouses, and resource directories; distribution of materials with information about Tip Lines, community resources, Safe Ride programs, and substance abuse awareness; media campaigns intended to raise awareness (rather than influence behavior), and community presentations for the purposes of awareness-building.

Sample Strategy/Intervention Tables

| Prevention Intervention Name | Strategy Name | Strategy Type |
|---|--|--|
| Example 1: White Bison Wellbriety Programs | Sons and Daughters of Tradition | <input checked="" type="checkbox"/> Prevention Education <input type="checkbox"/> Alternative Drug-free Alternative <input type="checkbox"/> Problem Identification and Referral <input type="checkbox"/> Community-based Process <input type="checkbox"/> Environmental <input type="checkbox"/> Information Dissemination <input type="checkbox"/> Other Activities Delivered to Individuals <input type="checkbox"/> Other Activities Not Delivered to Individuals |
| | Coalitions as Clans training | <input type="checkbox"/> Prevention Education <input type="checkbox"/> Alternative Drug-free Alternative <input type="checkbox"/> Problem Identification and Referral <input checked="" type="checkbox"/> Community-based Process <input type="checkbox"/> Environmental <input type="checkbox"/> Information Dissemination <input type="checkbox"/> Other Activities Delivered to Individuals <input type="checkbox"/> Other Activities Not Delivered to Individuals |
| Example 2: Guiding Good Choices | Guiding Good Choices | <input checked="" type="checkbox"/> Prevention Education <input type="checkbox"/> Alternative Drug-free Alternative <input type="checkbox"/> Problem Identification and Referral <input type="checkbox"/> Community-based Process <input type="checkbox"/> Environmental <input type="checkbox"/> Information Dissemination <input type="checkbox"/> Other Activities Delivered to Individuals <input type="checkbox"/> Other Activities Not Delivered to Individuals |
| Example 3: Social Marketing | Those Who Host campaign (parents) | <input type="checkbox"/> Prevention Education <input type="checkbox"/> Alternative Drug-free Alternative <input type="checkbox"/> Problem Identification and Referral <input type="checkbox"/> Community-based Process <input checked="" type="checkbox"/> Environmental <input type="checkbox"/> Information Dissemination <input type="checkbox"/> Other Activities Delivered to Individuals <input type="checkbox"/> Other Activities Not Delivered to Individuals |
| | Most of Us social norms campaign (youth) | <input type="checkbox"/> Prevention Education <input type="checkbox"/> Alternative Drug-free Alternative <input type="checkbox"/> Problem Identification and Referral <input type="checkbox"/> Community-based Process <input checked="" type="checkbox"/> Environmental <input type="checkbox"/> Information Dissemination <input type="checkbox"/> Other Activities Delivered to Individuals <input type="checkbox"/> Other Activities Not Delivered to Individuals |

| Prevention Intervention Name | Strategy Name | Strategy Type |
|---|--------------------------------------|--|
| Example 4: Communities Mobilizing for Change on Alcohol | Responsible Beverage Server Training | <input type="checkbox"/> Prevention Education <input type="checkbox"/> Alternative Drug-free Alternative <input type="checkbox"/> Problem Identification and Referral <input type="checkbox"/> Community-based Process <input checked="" type="checkbox"/> Environmental <input type="checkbox"/> Information Dissemination <input type="checkbox"/> Other Activities Delivered to Individuals <input type="checkbox"/> Other Activities Not Delivered to Individuals |
| | Social Marketing Campaign | <input type="checkbox"/> Prevention Education <input type="checkbox"/> Alternative Drug-free Alternative <input type="checkbox"/> Problem Identification and Referral <input type="checkbox"/> Community-based Process <input checked="" type="checkbox"/> Environmental <input type="checkbox"/> Information Dissemination <input type="checkbox"/> Other Activities Delivered to Individuals <input type="checkbox"/> Other Activities Not Delivered to Individuals |
| | College Collaboration Team | <input type="checkbox"/> Prevention Education <input type="checkbox"/> Alternative Drug-free Alternative <input type="checkbox"/> Problem Identification and Referral <input checked="" type="checkbox"/> Community-based Process <input type="checkbox"/> Environmental <input type="checkbox"/> Information Dissemination <input type="checkbox"/> Other Activities Delivered to Individuals <input type="checkbox"/> Other Activities Not Delivered to Individuals |