

Project Level Survey

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As SS/HS Project Director, you are responsible for the annual completion of this survey. This survey solicits information about the SS/HS project since grant award. The questions ask about grant-sponsored activities and interventions, coordination and service integration, and sustainability. In some sites, the Project Director consults with the SS/HS local evaluator and other project staff and partner agencies to obtain accurate answers to these questions.

Please be assured your responses will be kept private and will be used only in aggregate form for analytic and reporting purposes.

While completing the survey, please be sure to use the "Next" and "Back" buttons within the survey instead of using the browser navigation buttons to ensure that your responses are recorded if you decide to complete the survey at a later time. If you have any questions, please email SSHS@manilasurvey.net. If you have questions regarding the national evaluation, the researcher conducting this evaluation is Dr. Gary Hill. Please ask any questions you have now. If you have questions later, you can reach Dr. Hill at ghill@manilaconsulting.net or 571-633-9797 ext 208. If you have any questions or concerns regarding your rights as a subject in this study, you may contact Lisa Lunghofer, chair of the MANILA Institutional Review Board (IRB), at llunghofer@manilaconsulting.net or at 240-271-4941.

Local Project Characteristics

Please describe the working relations between the SS/HS project-level grant administration (GA) and the individual schools. For the following items, please check the response that best describes the relationship.

Relationship	GA makes most major decisions, and schools facilitate implementation	School-level staff make most major decisions	Project-level GA and school-level staff jointly make most major decisions
Selecting programs or activities to implement			
Program implementation			
Informal, ongoing program monitoring and feedback			
Development of safe school policies and/or procedures			
Collaboration with other agencies/partners			
Strategic planning for the grant			
Funding/resource allocations			
Formal, scheduled data collection and evaluation			
Technical assistance and training			
Implementation of system changes (e.g., referral protocols)			
Routine logistical matters (scheduling of meetings, etc.)			

SS/HS Partnership Effectiveness

These items are designed to assess the types of processes and activities relevant to SS/HS partnerships across grant years. For each item listed, please select the option that most closely reflects your opinion about the presence or absence of the characteristic in your partnership at this time: Absent, Present but Limited, or Present. If you don't know, or are not sure if a characteristic is present, check Don't Know.

Characteristic	Absent	Present but Limited	Present	Don't Know
Permanent project staff are designated				
Broad membership includes community leaders, professionals, and grassroots organizers representing target population				
Project office and meeting space are designated				
Partnership structures are in place (examples of structures are having a mission statement, goals, and objectives in writing; having bylaws or rules of operation; providing regular, structured meetings; establishing effective communication mechanisms; having an organizational chart; having written job descriptions; having a core planning group; and having committee)				
Partnership processes are in place (examples of processes are decision making, resolving conflict, allocating resources, orienting and training new members, holding members accountable for completing assignments in a timely manner, and having mechanisms for evaluation)				
Needs assessment is conducted				
Strategic plan for implementation is developed				
Strategies are implemented as planned				
Strategies are revised as necessary				
Financial and material resources are secured				
Partnership is broadly recognized as an authority on the issues it addresses				
Numbers of members are maintained or increased				
Membership benefits outweigh costs				
Members agree to disagree				
Partnership is accessible to the community				
Accomplishments are shared with members and community				
Partnership is included in other collaborative efforts				
Partnership's sphere of influence includes state and private agencies and governing bodies				
Partnership has access to power within legislative and executive branches of agencies and the government				
Partnership activities are incorporated within other agencies or institutions				
Long-term funding is obtained				
Mission is refined or changed to encompass other issues and populations				

How would you characterize the ability of your local project regarding performance measurement?

Very limited measurement and tracking of performance; all or most evaluation based on anecdotal evidence; organization collects some data on program activities and outputs (e.g., number of children served) but has no social impact measurement (measurement of social outcomes; e.g., drop-out rate lowered)

Performance partially measured and progress partially tracked; organization regularly collects solid data on program activities and outputs (e.g., number of children served) but lacks data-driven, externally validated social impact measurement

Performance measured and progress tracked in multiple ways, several times a year, considering social, financial, and organizational impact of program and activities; multiplicity of performance indicators; social impact measured, but control group, longitudinal (i.e., long-term) or third-party nature of evaluation is missing

Well-developed, comprehensive, integrated system (e.g., balanced scorecard) used for measuring organization's performance and progress on continual basis, including social, financial, and organizational impact of program and activities; small number of clear, measurable, and meaningful key performance indicators; social impact measured based on longitudinal studies with control groups and performed or supervised by third-party experts

How would you characterize the ability of your local project regarding databases and management reporting systems?

No systems for tracking clients, staff volunteers, program outcomes, and financial information

Electronic databases and management reporting systems exist only in few areas; systems perform only basic features, are awkward to use, or are used only occasionally by staff

Electronic database and management reporting systems exist in most areas for tracking clients, staff, volunteers, program outcomes, and financial information; commonly used and help increase information-sharing and efficiency

Sophisticated, comprehensive electronic database and management reporting systems exist for tracking clients, staff, volunteers, program outcomes, and financial information; widely used and essential in increasing information-sharing and efficiency

Funding

Please indicate the approximate percentage of SS/HS funding being used for each topical area below.

Safety and Violence Prevention:

Substance Use Prevention:

Access to Mental Health Services:

Early Childhood Development and Social Supports:

Connecting Schools and Community:

Approximately what percentages of funds are dedicated to the following categories?

Staffing:

Infrastructure:

Programming:

Evidence-Based Programs (continued)

For each of the following evidence-based programs (EBPs), please select all that are part of your SS/HS grant. Please indicate the level of implementation using the scale:

- **Exploration:** matching between needs, resources, and program characteristics
- **Installation:** making structural and other changes necessary to implement the program within an organization
- **Initial Implementation:** putting into practice all that has been planned for during exploration and installation
- **Full Implementation:** integrating the program into the service, organization, and system settings
- **Sustainability:** maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

*Please select the highest level of implementation that you have achieved for each activity; For each EBP below, please indicate the types of schools targeted (select all that apply).

Evidence-Based Programs	Not Part of SS/HS Grant	Exploration	Installation	Initial Implementation	Full Implementation	Sustainability	Elementary	Middle	High	Alternative	Other Grade Level Grouping
Positive Action											
Other, please specify:											
Other, please specify:											
Other, please specify:											
Other, please specify:											
Other, please specify:											

Evidence-Based Programs and Activities, Service Integration, and Coordination

The following statements illustrate possible ways your SS/HS project may contribute to the development of evidence-based programs and activities. Please indicate the answer that best responds to the following statements about your SS/HS project activities at this time.

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
The evidence-based programs and activities as a result of the grant are meeting the needs of the targeted population.						
The enhancements generated by the grant reflect evidence-based programs and activities.						
The evidence-based programs and activities have been adapted to meet the needs of the target population.						

Please describe the status of your SS/HS enhanced service integration activities.

- **Exploration:** matching between needs, resources, and program characteristics
- **Installation:** making structural and other changes necessary to implement the program within an organization
- **Initial Implementation:** putting into practice all that has been planned for during exploration and installation
- **Full Implementation:** integrating the program into the service, organization, and system settings
- **Sustainability:** maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

**Please select the highest level of implementation that you have achieved for each activity*

Statement	Not Part of the SS/HS Grant	Exploration	Installation	Initial Implementation	Full Implementation	Sustainability
Joint training programs for staff from two or more agencies or systems						
Collaboration on universal prevention activities						
Fielding service delivery teams that include members from two or more systems (e.g., mental health agency and addiction treatment agency)						
Screening and/or assessment that is coordinated among two or more agencies or shared across agencies						
Process for identifying and linking students to other services that may be needed						
System where client-level case plans or treatment plans are coordinated among two or more agencies or shared across agencies						
Process for monitoring the implementation and quality of screening and assessment procedures						
Client-level treatment monitoring information system that is shared across agencies						
System for providing outreach to students who may not seek assistance or who drop out of services						
System for tracking and monitoring client outcomes (including system-level outcomes)						
System for soliciting input from families and community members that is regularly used to inform practice and service provision						

For each of the following collaborative coordination activities, select the one response that best describes the activities of the SS/HS grant partners.

- **Exploration:** matching between needs, resources, and program characteristics
- **Installation:** making structural and other changes necessary to implement the program within an organization
- **Initial Implementation:** putting into practice all that has been planned for during exploration and installation
- **Full Implementation:** integrating the program into the service, organization, and system settings
- **Sustainability:** maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

**Please select the highest level of implementation that you have achieved for each activity*

Statement	Not Part of the SS/HS Grant	Exploration	Installation	Initial Implementation	Full Implementation	Sustainability
Jointly plan and implement SS/HS activities						
Develop common long-range goals for the sustainability of programs implemented through SS/HS						
Jointly plan and select comprehensive evidence-based intervention strategies						
Share resources and materials to implement SS/HS programs						
Jointly develop procedures to facilitate collaboration within the SS/HS partnership						
Cosponsor events (e.g., health fairs, joint staff workshops)						
Share information or data to conduct ongoing evaluation of SS/HS activities						
Share responsibility for youth outcomes associated with the SS/HS Initiative.						
Planning future activities including sustaining evidence-based practices						

Please select one option from the list below that best describes your local project this year.

Different programs and organizational units function in silos; little or dysfunctional coordination between them

Interactions between different programs and organizational units are generally good, though coordination issues do exist; some pooling of resources

All programs and units function together effectively with sharing of information and resources; few coordination issues

Constant and seamless integration between different programs and organizational units with few coordination issues; relationships are dictated by organizational needs (rather than hierarchy or politics)

Sustainability

The following statements illustrate possible ways your SS/HS project may contribute to the development of a sustainable partnership beyond the SS/HS grant. Please indicate whether the following SS/HS project activities have been completed below.

Activity	Yes	No
Developed a sustainability plan that includes strategies to identify other sources of revenue and building organizational capacity such as infrastructure		
Developed a communication plan that highlights success of the project to maintain support		

The following statements illustrate possible ways your SS/HS project may contribute to the development of a sustainable partnership beyond the SS/HS grant. Please indicate the extent to which you agree or disagree with the following statements about your SS/HS project activities.

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Established strong collaboration among local stakeholders and agencies intended to continue after the life of the grant					
Have received financial support from State or Federal agencies					
Financial support received has been formalized in the line item budgets in these agencies					
Evaluated the project's effectiveness as part of the sustainability plan					

The NET seeks to enhance its understanding of the level of support that offices of the superintendent have provided to SS/HS projects overall and to efforts to sustain the programs and services that have been implemented. Please respond to each question below using the 7-point scale provided. Please base your ratings on the office of the superintendent to which you have most directly reported during the course of this year on the SS/HS project.

If you had to characterize the nature of the involvement in the SS/HS project from the office of the superintendent, what point on the following 7-point scale would you say best describes the involvement?

- 1 - Uninterested in any SS/HS activities and unresponsive to requests for support
- 2 -
- 3 -
- 4 - Receives information and updates regarding SS/HS activities and supports the project as a grant, but is not fully vested in collaborative planning
- 5 -
- 6 -
- 7 - Is a project advocate who knows and understands what we are doing

If you had to characterize the nature of the support by the office of the superintendent for sustaining SS/HS programs and services, what point on the following 7-point scale would you say best describes the support?

- 1 - No effort toward or interest in sustaining SS/HS-programs and services
- 2 -
- 3 -
- 4 - Recognizes the need to continue SS/HS programs and services but takes no interest in efforts to sustain them
- 5 -
- 6 -
- 7 - Helps to identify and/or leads activities that are likely to sustain SS/HS programs and services

Thank you for completing the Safe Schools/Healthy Students Project-Level Survey!