

# Technical Supplement

## *Partners in Prevention Evaluation* Year 3 Final Report

**February 2023**

**Prepared for**

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# Contents

Section	Page
<b>1. PARTNERS IN PREVENTION EVALUATION GRANT DIRECTOR SURVEYS</b>	<b>1</b>
1.1 Grant Director Survey Year 1, 2020	1
1.2 Grant Director Survey Year 2, 2021	17
1.3 Grant Director Survey Year 3, 2022	37
<b>2. PARTNERS IN PREVENTION EVALUATION IMPLEMENTER SURVEYS</b>	<b>58</b>
2.1 Implementer Survey Year 1, 2020	58
2.2 Implementer Survey Year 2, 2021	77
2.3 Implementer Survey Year 3, 2022	97
<b>3. PARTNERS IN PREVENTION EVALUATION GRANT DIRECTOR INTERVIEW GUIDES</b>	<b>119</b>
3.1 Grant Director Interview Guide Year 1, 2020	119
3.2 Grant Director Interview Guide Year 2, 2021	123

# 1. PARTNERS IN PREVENTION EVALUATION GRANT DIRECTOR SURVEYS

## 1.1 Grant Director Survey Year 1, 2020

RTI International is conducting an evaluation of the Healthcare Foundation of La Porte's *Partners in Prevention* initiative. This annual survey of *Partners in Prevention* grant directors is an important component of that evaluation.

Your responses will help RTI learn more about how your organization is implementing your *Partners in Prevention* project, and the context in which you are implementing it.

This survey should take about 30 minutes to complete. If you are not able to complete the entire survey in one sitting, you can use the survey's "save and return later" function.

Your grant requires full participation in RTI's evaluation of the *Partners in Prevention* initiative, which includes this survey. We hope that you will attempt to answer each question. However, you may skip any question you do not feel comfortable answering.

RTI will keep your identity confidential. Neither your name nor your organization's name will be publicly linked with your survey responses. Your candid responses are critical for learning about the successes and challenges of *Partners in Prevention*.

If you have any questions or concerns about this survey, you can contact (name), Project Director of the *Partners in Prevention* evaluation, at (phone) or (email).

### 1.1.1 You and Your Organization

1. **What is your name? (Reminder: Your name will not be publicly linked with your survey responses.) [TEXT BOX]**

2. **What organization do you work for? [REQUIRED]**

**By organization, we mean the entity that received your *Partners in Prevention* grant. This may be a public school corporation or individual school. (Reminder: Your organization name will not be publicly linked with your survey responses.)**

[DROP-DOWN MENU OF GRANTEES]

*Construct: Background*

*Source: Original items*

1.1.2 Your Partners In Prevention Programs

3. During the 2019-2020 school year, which of the following programs is your organization implementing under your *Partners in Prevention* grant? (Check all that apply.) [REQUIRED]

By organization, we mean the entity that received your Partners in Prevention grant. This may be a public school corporation or individual school.

a. Botvin LifeSkills Training	<input type="checkbox"/>
b. Conscious Discipline	<input type="checkbox"/>
c. Positive Action	<input type="checkbox"/>
d. Ripple Effects	<input type="checkbox"/>
e. Second Step: Elementary	<input type="checkbox"/>
f. Second Step: Middle	<input type="checkbox"/>
g. School Connect	<input type="checkbox"/>
h. Too Good For Drugs	<input type="checkbox"/>
i. Too Good For Violence	<input type="checkbox"/>
j. Other Please specify: _____	<input type="checkbox"/>

*Construct: Inputs*

*Source: Original item*

4. This question refers to students. Were students part of the team that made decisions on the following issues?

	Yes, one or more students were part of the team that made this decision	No, students were not part of the team that made this decision	I don't know whether students were part of the team that made this decision
a. Which program(s) your organization chose to implement for Partners in Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Program logistics, such as the classes or times when programs would be implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Staff and student voice in program planning and implementation*

*Source: Original item*

5. This question, as well as some that follow, refers to implementers. By implementers, we mean the teachers or other staff who are responsible for delivering *Partners in Prevention* programming to students.

Were potential implementers part of the team that made decisions on the following issues?

	Yes, one or more implementers were part of the team that made this decision	No, implementers were not part of the team that made this decision	I don't know whether implementers were part of the team that made this decision
a. Which program(s) your organization chose to implement for <i>Partners in Prevention</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Program logistics, such as the classes or times when programs would be implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Their willingness to serve as program implementers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Construct: Contextual factors → Staff and student voice in program planning and implementation  
Source: Original item

6. Sometimes, organizations change prevention programs to better align with their local culture or resources. Did your grant project ask implementers to make any of the following changes to one or more *Partners in Prevention* programs? (Check all that apply.)

a. Skip or shorten program activities or lessons	<input type="checkbox"/>
b. Repeat or review program activities or lessons	<input type="checkbox"/>
c. Present additional activities or lessons that were not part of the program	<input type="checkbox"/>
d. Change the order of activities or lessons	<input type="checkbox"/>
e. Change program language or examples	<input type="checkbox"/>
f. Change the format of program activities (e.g., substitute discussion for role play, modify worksheets or homework assignments)	<input type="checkbox"/>
g. Deliver lessons at a frequency different from what the program recommends (e.g., implementing lessons on consecutive days instead of weekly)	<input type="checkbox"/>
h. Implement with a different type of student (e.g., grade level, risk status) than what the program targets	<input type="checkbox"/>
i. Other (please describe: _____)	<input type="checkbox"/>
j. We did not ask implementers to make any changes	<input type="checkbox"/>

Construct: Outputs → Implementation fidelity → Adherence → Adaptation  
Source: Original item, informed by Stirman et al., 2013

**7. Sometimes schools implement multiple prevention programs.**

**During the 2019-2020 school year, beyond your *Partners in Prevention* program(s), did your school(s) implement any other social emotional learning or substance use prevention programs?**

- No [SKIP NEXT QUESTION]
- Yes (Please list)

**8. Did the other program(s) include messages that contradict the messages in your *Partners in Prevention* program(s)?**

**For example, another program might present different substance use statistics from *Partners in Prevention* program(s), or it might present a different set of strategies for coping with negative emotions.**

- No, the messages from the other program(s) were consistent with those in our *Partners in Prevention* program(s)
- Yes, some messages from the other program(s) contradicted those in our *Partners in Prevention* program(s)

*Construct: Intermediate outcomes → Program(s) are embedded in schools, part of school culture*  
*Source: Original items*

**9. Please describe what activities, if any, your *Partners in Prevention* project implemented to improve teachers' social-emotional competence. [TEXT BOX]**

*Construct: Outputs → Grant leadership undertakes activities to improve teachers' social-emotional competence*

*Source: Original item*

### 1.1.3 Program Training And Technical Assistance

The following sections refer to individual programs that you previously selected. Each program section will have a block of up to 4 questions.

**10. During the 2019-2020 school year, what was your grant project's primary method for training [PROGRAM] implementers? (Check one.)**

- In-person training
- Virtual training (e.g., webinar, videoconference) with a live trainer
- Self-study training (i.e., no interaction with trainer) [SKIP NEXT QUESTION]
- Other (please specify: \_\_\_\_\_)
- No training [SKIP NEXT QUESTION]

11. [IF TRAINER WAS USED] **Who typically delivered the [PROGRAM] training? (Check one.)**

- Program developer/vendor
- A certified trainer from within our organization
- A certified trainer from elsewhere in our community
- Someone without an official certification in the program
- Other (please specify who typically delivered the training: \_\_\_\_\_)

12. **Does (or will) your grant project require [PROGRAM] implementers to participate in follow-up trainings (e.g., boosters, annual recertifications) after they complete their initial training? (Check one.)**

- Yes
- No
- Undecided

*Construct: Inputs → Training from curriculum developer, vendor, or trainer*  
*Source: Original items*

13. **Think about the parents of [PROGRAM] participants. To your knowledge, during the 2019-2020 school year, did your school(s) provide parents with information and activities to reinforce program messages and lessons at home? (Check one.)**

- Yes, schools provided (or will provide) this information to parents once during the program
- Yes, schools provided (or will provide) this information to parents on two or more occasions during the program
- No, schools don't provide parents with this information
- I don't know

*Construct: Intermediate outcomes → Program(s) embedded in schools, part of school culture*  
*Source: Original item*

14. During the 2019-2020 school year, did any of the following school staff other than implementers participate in training for a *Partners in Prevention* program? (Check all that apply.)

- Teachers who are not implementing the program, school librarians
- School administrators (e.g., principal, head of school)
- Clerical or secretarial staff, school aides
- Guidance counselors, school psychologists
- School case workers or social workers
- Service providers for students with disabilities (e.g., speech or physical therapist)
- Custodial staff
- Food service staff
- School nurses or nurses in school-based clinic
- Bus drivers
- Coaches
- Parents
- School board members, trustees, superintendent
- Other (please specify)
- We only trained program implementers
- I don't know

15. Sometimes schools share prevention program content or messages with school staff other than implementers, rather than having those staff participate in a full program training. For example, schools might teach staff the same emotion regulation strategies that students are learning, or they might involve staff in incentivizing positive student behavior.

During the 2019-2020 school year, outside of formal training, did your organization share *Partners in Prevention* program content or messaging with school staff other than implementers? (Check all that apply.)

- Teachers who are not implementing the program, school librarian
- School administrators (e.g., principal, head of school)
- Clerical or secretarial staff, school aides
- Guidance counselors, school psychologists
- School case workers or social workers
- Service providers for students with disabilities (e.g., speech or physical therapist)
- Custodial staff
- Food service staff
- School nurses or nurses in school-based clinic
- Bus drivers
- Coaches
- Parents
- School board members, trustees, superintendent
- Other (please specify)
- We only shared program content and messages with program implementers
- I don't know

*Construct: Intermediate outcomes → Program(s) embedded in schools, part of school culture*  
*Source: Original items*



The next set of questions relates to technical assistance. By technical assistance, we mean individualized support provided to your *Partners in Prevention* project. This does not include group trainings, such as webinars, provided to all *Partners in Prevention* grantees.

**16. Think about the 2019-2020 school year. Please indicate the extent to which you agree or disagree with the following statements.**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Did not receive TA
a. The ongoing technical assistance our grant project has received from EDC has been useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> [SKIP NEXT SET OF QUESTIONS ON TA]
b. The ongoing technical assistance our grant project has received from curriculum developers has been useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Inputs → Technical assistance from EDC*

*Source: Adapted from Dating Matters Capacity Assessment and Planning Tool School Survey Q12d*

**17. During the 2019-2020 school year, through what channels did your EDC TA consultant(s) provide technical assistance to your grant project? (Check all that apply.)**

- E-mail
- Telephone
- Videoconference
- In-person
- Other (please specify)

**18. About how many hours of direct contact (telephone, videoconference, in-person) has your grant project had with your EDC TA consultant(s) during the 2019-2020 school year? Please enter your response as a whole number. [TEXT BOX RESTRICTED TO THREE-DIGIT WHOLE NUMBER]**

**19. During the 2019-2020 school year, who from your grant project had direct contact with your EDC TA consultant(s)? (Check all that apply.)**

- Grant director
- Implementer(s)
- Program trainer(s)
- Curriculum developer(s)
- Data collector(s)
- Other (please specify)

**20. During the 2019-2020 school year, in what areas did your EDC TA consultant(s) provide assistance? (Check all that apply.)**

- Developing a logic model
- Developing an implementation plan
- Securing training for implementers
- Integrating curricula into schools
- Monitoring implementation against implementation plan
- Addressing implementation challenges
- Selecting measurement tools for monitoring/evaluation
- Using measurement tools for monitoring/evaluation
- Fostering sustainability
- Other (please specify)

*Construct: Inputs → Technical assistance from EDC*

*Source: Original items*

**21. During the 2019-2020 school year, did one or more people from your *Partners in Prevention* project observe program sessions being implemented at one or more of your schools? (Check one.)**

- Yes
- Not yet but we plan to
- No [SKIP NEXT FIVE QUESTIONS]

**22. [IF YES] What type of training did (or will) the observer(s) receive prior to conducting observations? (Check all that apply.)**

- Implementer training for the prevention program they are observing
- Train-the-trainer training for the prevention program they are observing
- Observer training for the prevention program they are observing
- General training on conducting classroom observations (i.e., not specific to the prevention program being observed)
- Other training (please specify)
- Observers have not (and will not) receive any training

23. [IF YES] **About what proportion of implementers does your grant project plan to observe this year? (Enter estimate as a whole number, e.g. 25, representing the percent.) [TEXT BOX RESTRICTED TO WHOLE NUMBER BETWEEN 1 AND 100]**
24. [IF YES and < 100%] **How does your grant project decide which implementers to observe? (Check all that apply.)**
- Random
  - Implementers we are concerned about
  - Implementers of particular programs (please list: \_\_\_\_\_)
  - Other (please specify: \_\_\_\_\_)
25. [IF YES] **For the implementers your grant project observes (or plans to observe), on average, how many times will your project observe each of them during the 2019-2020 school year? [TEXT BOX RESTRICTED TO TWO-DIGIT WHOLE NUMBER FROM 1 TO 99]**
26. [IF YES] **For implementers your grant project observed, did you (or will you) provide them with feedback about their performance? (Check one.)**
- Yes, we provided feedback to all observed implementers
  - Yes, we provided feedback to some observed implementers
  - We have not yet provided any feedback but plan to
  - No, we haven't provided feedback and don't plan to
  - I don't know

*Construct: Inputs → Implementation oversight from grant leadership → Observation*  
*Source: Original items*

27. **During the 2019-2020 school year, did your grant project require that *Partners in Prevention* implementers report information about their program implementation, such as completing an implementation checklist of session activities? (Check one.)**
- Yes, all implementers are required to report on their implementation
  - Yes, some implementers are required to report on their implementation
  - No [SKIP NEXT QUESTION]
28. [IF YES] **For implementers who submitted implementation data, did (or will) your grant project provide them with feedback about their performance? (Check one.)**
- Yes, we provided feedback to all implementers who submitted data
  - Yes, we provided feedback to some implementers who submitted data
  - We have not yet provided any feedback but plan to
  - No, we haven't provided feedback and don't plan to
  - I don't know

**29. [IF YES TO EITHER OBSERVATION OR SELF-REPORT] Does your grant project follow up (or plan to follow up) with implementers who have unsatisfactory implementation? (Check all that apply.)**

- Yes, we provide (or plan to provide) follow-up training
- Yes, we provide (or plan to provide) one-on-one mentoring or coaching
- Yes, we ask (or plan to ask) implementers to observe high-quality implementation by peers or mentors
- Yes, we collect (or plan to collect) additional data from these implementers to monitor improvements
- Yes, we follow up (or plan to follow up) in some other way (Please specify: \_\_\_\_\_)
- No, we have not followed up and do not plan to

*Construct: Inputs → Implementation oversight from grant leadership → Implementer self-report  
Source: Original items*

**1.1.4 Your School Environment**

**30. Please indicate the extent to which you agree or disagree with the following statements.**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. Substance use prevention programming is consistent with our organization’s mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Programming to promote social-emotional learning is consistent with our organization’s mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Alignment of program(s) with state standards, school policy, and school mission*

*Source: Adapted from Dating Matters Capacity Assessment and Planning Tool - Local Health Department Survey Q16*

**31. Our organization currently has policies requiring...**

	Yes	No	I don’t know
a. Substance use prevention programming for our students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Social-emotional programming for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The use of evidence-based programming or practices with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Alignment of program(s) with state standards, school policy, and school mission*

*Source: Original item*

**32. Do any of the following types of policies limit your organization’s ability to deliver prevention programming to students?**

	Yes, this is a <b>major barrier</b> to our prevention efforts	Yes, this is a <b>minor barrier</b> to our prevention efforts	No, this is <b>not a barrier</b> to our prevention efforts	<b>I don’t know</b> whether this is a barrier
a. Policies that limit what prevention content can be taught in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Policies that allow individual students (or their parents) to opt out of prevention programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Policies that limit administrators’ ability to require teacher involvement in prevention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Policies that restrict what data can be collected or used for program monitoring and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Policies mandating school schedules (e.g., start/end dates, start/end times) that limit the amount of time available for prevention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Policies mandating academic activities/benchmarks that, in turn, limit the amount of time available for prevention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Policies that limit ability to apply for, request, or use funding for prevention programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**33. Did your grant project encounter any other policy-related barriers to your implementation of *Partners in Prevention*? If so, please list them here, and indicate whether each was a major or minor barrier. [TEXT BOX]**

*Construct: Contextual factors → Alignment of program(s) with state standards, school policy, and school mission*

*Source: Original items*

**34. Consider the leaders of your organization. (Depending on the type of organization you represent, this might be someone such as a principal, headmaster, trustee, superintendent, or school board member.) Please indicate the extent to which you agree or disagree with the following statements. Our organization’s leaders are:**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. Knowledgeable about substance use prevention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Committed to preventing substance use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Able to obtain the necessary financial resources for substance use prevention programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Strong advocates for substance use prevention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Motivated to ensure that substance use prevention efforts are a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Supportive of staff implementing substance use prevention programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Knowledgeable about the promotion of social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Committed to promoting social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Able to obtain the necessary financial resources for the promotion of social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Strong advocates for the promotion of social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Motivated to ensure that efforts to promote social-emotional learning are a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Supportive of staff implementing programming to promote social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Leader support of program(s)*

*Source: Adapted from Dating Matters Capacity Assessment and Planning Tool - Local Health Department Survey Q14*

**35. During the 2019-2020 school year, one or more leaders from my organization...**

	Yes	No	I don't know
a. Participated in planning for our <i>Partners in Prevention</i> project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Participated in training for <i>Partners in Prevention</i> programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Implemented <i>Partners in Prevention</i> programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Observed <i>Partners in Prevention</i> implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Monitored data from our <i>Partners in Prevention</i> grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Leader support of program(s)*

*Source: Original item*

**36. Think about the parents of *Partners in Prevention* program participants. To your knowledge, during the 2019-2020 school year, how many parents (if any) have done the following things?**

	No parents have done this	A small number of parents have done this	A large number of parents have done this	I don't know
a. Participated in planning for our <i>Partners in Prevention</i> project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provided positive feedback on how they felt program implementation was going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provided negative feedback on how they felt program implementation was going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provided resources (e.g., money, time, materials) to support program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other (Please specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Intermediate Outcomes → Program(s) are embedded in schools, part of school culture*

*Source: Original items*

1.1.5 Funding and Sustainability

**37a. During the 2019-2020 school year, which sources provided funds to support the implementation or administration of your Partners in Prevention programs? (Check one.)**

- Our *Partners in Prevention* programs were only funded by the Healthcare Foundation of La Porte [SKIP NEXT QUESTION]
- We had additional sources of funding for our *Partners in Prevention* programs

**37b. Which other sources provided funds to support your *Partners in Prevention* programs? (Check all that apply.)**

a. Lilly Endowment Counseling Initiative grant	<input type="checkbox"/>
b. Grants from other private funders in Indiana	
c. Please specify funder/grant: _____	<input type="checkbox"/>
d. Grants from private funders outside of Indiana Please specify funder/grant: _____	<input type="checkbox"/>
e. Federal government Please specify funder/program: _____	<input type="checkbox"/>
f. Government funding at the state level Please specify state agency: _____	<input type="checkbox"/>
g. Government funding at the local level	<input type="checkbox"/>
h. Community coalition (e.g., La Porte County Drug Free Partnership)	<input type="checkbox"/>
i. School entity (e.g., public school corporation, individual school)	<input type="checkbox"/>
j. Faith-based organization (e.g., church, archdiocese)	<input type="checkbox"/>
k. Corporate/business entities	<input type="checkbox"/>
l. Individual donations/fundraising	<input type="checkbox"/>
m. Other Please specify: _____	<input type="checkbox"/>

**38. [IF OTHER FUNDING SOURCES, FOR EACH FUNDING SOURCE] During the 2019-2020 school year, how much funding did each source provide for the administration or implementation of *Partners in Prevention* programs? Please enter your best estimate in whole dollars. [TEXT BOX RESTRICTED TO WHOLE NUMBERS]**

*Construct: Inputs → Funding from outside organizations*  
*Source: Original item*



39. The following questions focus on planning to sustain *Partners in Prevention* programming after the end of your grant. For each item, indicate the degree to which your organization planned for sustaining *Partners in Prevention* programming. Please focus on planning activities conducted during the 2019-2020 school year.

	No discussion	Limited discussion with no clear plan	Discussion with tentative plan	Discussion with firm plan	Executed plan	I don't know
a. Determine the funds needed to sustain <i>Partners in Prevention</i> programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Make the program a line-item in the budget of your school corporation, school, or community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Secure funds by applying for additional grants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Secure funds from sources other than grants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identify key stakeholders who might support the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Determine how the program aligns with the mission and goals of potential future stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Discuss with local leaders how the programs relate to the community's overall prevention needs? (Local leaders might include individuals such as government officials, leaders of community-based organizations, clergy, and business owners.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Present outcome data to potential stakeholders (e.g., school board members, principals, parents)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	No discussion	Limited discussion with no clear plan	Discussion with tentative plan	Discussion with firm plan	Executed plan	I don't know
i. Turn over ownership of the programs to the community, schools, or other organizations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Intermediate outcomes → Program(s) embedded in schools, part of school culture*  
*Source: Adapted from Annual Survey of Evidence-based Programs (ASEP) 2014*

### 1.1.6 Final Thoughts

**40. What has been the biggest accomplishment or success of your Partners in Prevention project during the 2019-2020 school year? [TEXT BOX]**

*Construct: Project accomplishments*  
*Source: Original item*

**41. What has been your organization's single greatest challenge in implementing *Partners in Prevention*? [TEXT BOX]**

**42. How (if at all) did you attempt to address this challenge? [TEXT BOX]**

**43. How (if at all) did your EDC technical assistance (TA) consultant address this challenge? [TEXT BOX]**

*Construct: Strategies for overcoming barriers*  
*Source: Original items*

**44. Would you like to explain any of your responses to this survey or provide us with any additional information? [TEXT BOX]**

Thank you for taking the time to participate in this survey! Your responses are extremely important in helping us describe and improve the *Partners in Prevention* initiative.

## 1.2 Grant Director Survey Year 2, 2021

RTI International is conducting an evaluation of the Healthcare Foundation of La Porte's *Partners in Prevention* initiative. This annual survey of *Partners in Prevention* grant directors is an important component of that evaluation.

Your responses will help RTI learn more about how your organization is implementing your *Partners in Prevention* project, and the context in which you are implementing it. Note that we added a new section in the latter part of the survey that focuses on implementation issues during the COVID-19 pandemic.

This survey should take about 40 minutes to complete. If you are not able to complete the entire survey in one sitting, you can use the survey's "save and return later" function.

Your grant requires full participation in RTI's evaluation of the *Partners in Prevention* initiative, which includes this survey. We hope that you will attempt to answer each question. However, you may skip any question you do not feel comfortable answering.

RTI will keep your identity confidential. Neither your name nor your organization's name will be publicly linked with your survey responses. Your candid responses are critical for learning about the successes and challenges of *Partners in Prevention*.

If you have any questions or concerns about this survey, you can contact (name), Project Director of the *Partners in Prevention* evaluation, at (email address) or call (phone number) .

### 1.2.1 You and Your Organization

1. **What is your name? (Reminder: Your name will not be publicly linked with your survey responses.) [TEXT BOX]**
2. **What organization do you work for? By organization, we mean the entity that received your *Partners in Prevention* grant. This may be a public school corporation or individual school. (Reminder: Your organization name will not be publicly linked with your survey responses.)**

[REQUIRED]

[DROP-DOWN MENU OF GRANTEES]

*Construct: Background*

*Source: Original items*

1.2.2 Your Partners In Prevention Programs

3. **During the 2020-2021 school year, which of the following programs is your organization implementing under your *Partners in Prevention* grant? (Check all that apply.) [REQUIRED]**

a. Botvin LifeSkills Training	<input type="checkbox"/>
b. Conscious Discipline	<input type="checkbox"/>
c. Positive Action	<input type="checkbox"/>
d. Ripple Effects	<input type="checkbox"/>
e. Second Step: Elementary	<input type="checkbox"/>
f. Second Step: Middle	<input type="checkbox"/>
g. School Connect	<input type="checkbox"/>
h. Too Good For Drugs	<input type="checkbox"/>
i. Too Good For Violence	<input type="checkbox"/>
j. Other Please specify: [REQUIRED] _____	<input type="checkbox"/>

*Construct: Inputs*

*Source: Original item*

4. **This question, as well as some that follow, refers to implementers. By implementers, we mean the teachers or other staff who are responsible for delivering *Partners in Prevention* programming to students.**

**Were potential implementers part of the team that made decisions on the following issues?**

	<input type="checkbox"/> <b>Yes</b> , one or more implementers were part of the team that made this decision	<b>No</b> , implementers were not part of the team that made this decision	<b>I don't know</b> whether implementers were part of the team that made this decision
a. Program logistics, such as the classes or times when programs would be implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Any adjustments that needed to be made due to the COVID-19 pandemic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Their willingness to serve as program implementers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Staff voice in program planning and implementation*

*Source: Original item*

5. Sometimes, organizations change prevention programs to better align with their local culture or resources. Did your grant project ask implementers to make any of the following changes to one or more *Partners in Prevention* programs?

*Note: Many schools needed to adapt programming because of COVID-19-related school closures. We will ask about those adaptations later in this survey. For this question, please focus on changes that your grant project would have requested even in the absence of COVID.*

**(Check all that apply.)**

a. Skip or shorten program activities or lessons	<input type="checkbox"/>
b. Repeat or review program activities or lessons	<input type="checkbox"/>
c. Present additional activities or lessons that were not part of the program	<input type="checkbox"/>
d. Change the order of activities or lessons	<input type="checkbox"/>
e. Change program language or examples	<input type="checkbox"/>
f. Change the format of program activities (e.g., substitute discussion for role play, modify worksheets or homework assignments)	<input type="checkbox"/>
g. Deliver lessons at a frequency different from what program recommends (e.g., implementing lessons on consecutive days instead of weekly)	<input type="checkbox"/>
h. Implement with a different type of student (e.g., grade level, risk status) than what the program targets	<input type="checkbox"/>
i. Other (please describe: [REQUIRED]_____)	<input type="checkbox"/>
j. We did not ask implementers to make any changes	<input type="checkbox"/>

*Construct: Outputs → Implementation fidelity → Adherence → Adaptation  
Source: Original item, informed by Stirman et al., 2013*

6. Sometimes schools implement multiple prevention programs.

**During the 2020-2021 school year, beyond your *Partners in Prevention* program(s), did your school(s) implement any other social emotional learning or substance use prevention programs?**

- No  
 Yes (Please list) [REQUIRED]

7. **What activities, if any, your *Partners in Prevention* project implemented to improve teachers' social-emotional competence? Please describe. [TEXT BOX]**

*Construct: Outputs → Grant leadership undertakes activities to improve teachers' social-emotional competence*

*Source: Original item*

### 1.2.3 Program Training And Technical Assistance

The following questions refer to individual programs that you previously selected. Each program will have a block of up to 7 questions.

8. **During the 2020-2021 school year, what was your grant project's primary method for training new [PROGRAM] implementers? (Check one.)**
- In-person training
  - Virtual training (e.g., webinar, videoconference) with a live trainer
  - Self-study training (i.e., no interaction with trainer) [SKIP NEXT QUESTION]
  - Other (please specify: [REQUIRED] \_\_\_\_\_)
  - No training [SKIP NEXT QUESTION]
9. **[IF TRAINER WAS USED] Who typically delivered the [PROGRAM] training for new implementers? (Check one.)**
- Program developer/vendor
  - A certified trainer from within our organization
  - A certified trainer from elsewhere in our community
  - Someone from our organization who did not have an official certification in the program
  - Someone from elsewhere in the community who did not have an official certification in the program
  - Other (please specify: [REQUIRED] \_\_\_\_\_)
10. **Did your organization require that returning implementers (i.e., those who implemented during the 2019-2020 school year) participate in a follow-up training (e.g., booster, annual recertification) during the 2020-2021 school year? (Check one.)**
- Yes
  - No [SKIP TO QUESTION 13]
11. **What were your primary reasons for offering follow-up training? (Check all that apply.)**
- We did not complete our initial training.
  - Our initial training was of low quality.
  - We wanted to remind implementers of information they might have forgotten from their initial training.
  - We wanted to provide supplemental or advanced information that built on information from the initial training.
  - We needed to train staff to deliver the program(s) virtually due to COVID-19
  - Other (please specify: [REQUIRED] \_\_\_\_\_)
12. **During the 2020-2021 school year, what was your organization's primary method for training returning [PROGRAM] implementers? (Check one.)**
- We did not have any returning implementers for this program [SKIP NEXT QUESTION]
  - In-person training
  - Virtual training (e.g., webinar, videoconference) with a live trainer
  - Self-study training (i.e., no interaction with trainer) [SKIP NEXT QUESTION]
  - Other (please specify: [REQUIRED] \_\_\_\_\_) [SKIP NEXT QUESTION]

13. **[IF TRAINER WAS USED] Who typically delivered the [PROGRAM] training for returning implementers? (Check one.)**

- Program developer/vendor
- A certified trainer from within our organization
- A certified trainer from elsewhere in our community
- Someone from our organization who did not have an official certification in the program
- Someone from elsewhere in the community who did not have an official certification in the program
- Other (please specify: [REQUIRED] \_\_\_\_\_)

*Construct: Inputs → Training approach*

*Source: Original items*

14. **Think about the parents of [PROGRAM] participants. To your knowledge, during the 2020-2021 school year, did your school(s) provide parents with information and activities to reinforce program messages and lessons at home? (Check one.)**

- Yes, schools provided this information to parents once during the program
- Yes, schools provided this information to parents on two or more occasions during the program
- Schools have not yet provided this information but will provide this information to parents once during the program
- Schools have not yet provided this information but will provide this information to parents on two or more occasions during the program
- No, schools don't provide parents with this information
- I don't know

*Construct: Intermediate outcomes → Program(s) embedded in schools, part of school culture*

*Source: Original item*

15. **During the 2020-2021 school year, did any of the following school staff other than implementers participate in training for a *Partners in Prevention* program? (Check all that apply.)**

- |  |   |
|--|---|
| <input type="checkbox"/> Teachers who were not implementing program  | <input type="checkbox"/> Custodial staff                                |
| <input type="checkbox"/> School librarians   | <input type="checkbox"/> Food service staff                             |
| <input type="checkbox"/> School administrators (e.g., principal, head of school)                               | <input type="checkbox"/> School nurses or nurses in school-based clinic |
| <input type="checkbox"/> Clerical or secretarial staff, school aides   | <input type="checkbox"/> Bus drivers                                    |
| <input type="checkbox"/> Guidance counselors   | <input type="checkbox"/> Coaches  |
| <input type="checkbox"/> School psychologists  | <input type="checkbox"/> Parents  |
| <input type="checkbox"/> School case workers or social workers   | <input type="checkbox"/> School board members, trustees, superintendent |
| <input type="checkbox"/> Service providers for students with disabilities (e.g., speech or physical therapist) | <input type="checkbox"/> Other (please specify) [REQUIRED]              |
|  | <input type="checkbox"/> We only trained program implementers           |
|  | <input type="checkbox"/> I don't know                                   |

16. Sometimes schools share prevention program content or messages with school staff other than implementers, rather than having those staff participate in a full program training. For example, schools might teach staff the same emotion regulation strategies that students are learning, or they might involve staff in incentivizing positive student behavior.

**During the 2020-2021 school year, outside of formal training, did your organization share *Partners in Prevention* program content or messaging with school staff other than implementers? (Check all that apply.)**

- |  |   |
|--|---|
| <input type="checkbox"/> Teachers who were not implementing program  | <input type="checkbox"/> Custodial staff                                |
| <input type="checkbox"/> School librarians   | <input type="checkbox"/> Food service staff                             |
| <input type="checkbox"/> School administrators (e.g., principal, head of school)                               | <input type="checkbox"/> School nurses or nurses in school-based clinic |
| <input type="checkbox"/> Clerical or secretarial staff, school aides   | <input type="checkbox"/> Bus drivers                                    |
| <input type="checkbox"/> Guidance counselors   | <input type="checkbox"/> Coaches  |
| <input type="checkbox"/> School psychologists  | <input type="checkbox"/> Parents  |
| <input type="checkbox"/> School case workers or social workers   | <input type="checkbox"/> School board members, trustees, superintendent |
| <input type="checkbox"/> Service providers for students with disabilities (e.g., speech or physical therapist) | <input type="checkbox"/> Other (please specify [REQUIRED])              |
|  | <input type="checkbox"/> We only trained program implementers           |
|  | <input type="checkbox"/> I don't know                                   |

*Construct: Intermediate outcomes → Program(s) embedded in schools, part of school culture*  
*Source: Original items*

The next set of questions relates to technical assistance. By technical assistance, we mean individualized support provided to your *Partners in Prevention* project. This does not include group trainings, such as webinars, provided to all *Partners in Prevention* grantees.



17. **Think about the 2020-2021 school year. Please indicate the extent to which you agree or disagree with the following statements.**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Did not receive TA
a. The ongoing technical assistance our grant project has received from EDC has been useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> [SKIP NEXT SET OF QUESTIONS ON TA]
b. The ongoing technical assistance our grant project has received from curriculum developers has been useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Inputs → Technical assistance from EDC*

*Source: Adapted from Dating Matters Capacity Assessment and Planning Tool School Survey Q12d*

18. **About how many hours of direct contact (telephone, videoconference, in-person) has your grant project had with your EDC TA consultant(s) during the 2020-2021 school year? Please enter your response as a whole number. [TEXT BOX RESTRICTED TO THREE-DIGIT WHOLE NUMBER]**

19. **During the 2020-2021 school year, who from your grant project had direct contact with your EDC TA consultant(s)? (Check all that apply.)**

- Grant director
- Implementer(s)
- Program trainer(s)
- Curriculum developer(s)
- Data collector(s)
- Other (please specify) [REQUIRED]

**20. During the 2020-2021 school year, in what areas did your EDC TA consultant(s) provide assistance? (Check all that apply.)**

- Developing a logic model
- Developing an implementation plan
- Securing training for implementers
- Integrating curricula into schools
- Monitoring implementation against implementation plan
- Addressing implementation challenges
- Planning transition to online or hybrid learning due to COVID-19
- Adapting to other COVID-19 related challenges
- Selecting measurement tools for monitoring/evaluation

[IF SELECTED] Did your TA consultant discuss with you the importance of participating in the INYS?

- Yes
- No
- Using measurement tools for monitoring/evaluation
- Fostering sustainability
- Other (please specify) [REQUIRED]

*Construct: Inputs → Technical assistance from EDC*

*Source: Original items*

**21. During the 2020-2021 school year, did one or more people from your *Partners in Prevention* project observe program sessions being implemented at one or more of your schools? (Check one.)**

- Yes
- Not yet but we plan to
- No [SKIP NEXT FIVE QUESTIONS]

[IF YES OR NOT YET BUT WE PLAN TO], in what setting were the observations conducted (or will be conducted)?

- All in-person
- All virtual
- Combination of in-person and virtual

**22. [IF YES OR NOT YET] What type of training did (or will) the observer(s) receive prior to conducting observations? (Check all that apply.)**

- Implementer training for the prevention program they are observing
- Train-the-trainer training for the prevention program they are observing
- Observer training for the prevention program they are observing
- General training on conducting classroom observations (i.e., not specific to the prevention program being observed)
- Other training (please specify) [REQUIRED]
- Observers have not (and will not) receive any training

23. [IF YES] **About what proportion of implementers does your grant project plan to observe this year? (Enter estimate as a percentage.) [TEXT BOX RESTRICTED TO WHOLE NUMBER BETWEEN 1 AND 100]**

24. [IF YES and < 100%] **How does your grant project decide which implementers to observe? (Check all that apply.)**

- Random
- Implementers who we are concerned about
- Implementers of particular programs (please list: \_\_\_\_\_)
- Other (please specify: [REQUIRED] \_\_\_\_\_)

25. [IF YES] **For the implementers your grant project observes (or plans to observe), on average, how many times will your project observe each of them during the 2020-2021 school year? [TEXT BOX RESTRICTED TO TWO-DIGIT WHOLE NUMBER]**

26. [IF YES] **For implementers your grant project observed, did you (or will you) provide them with feedback about their performance? (Check one.)**

- Yes, we provided feedback to all observed implementers
- Yes, we provided feedback to some observed implementers
- We have not yet provided any feedback but plan to
- No, we haven't provided feedback and don't plan to
- I don't know

*Construct: Inputs → Implementation oversight from grant leadership → Observation*  
*Source: Original items*

27. **During the 2020-2021 school year, did your grant project require that *Partners in Prevention* implementers report information about their program implementation, such as completing an implementation checklist of session activities? (Check one.)**

- Yes, all implementers are required to report on their implementation
- Yes, some implementers are required to report on their implementation
- No [SKIP NEXT QUESTION]

28. [IF YES] **For implementers who submitted implementation data, did (or will) your grant project provide them with feedback about their performance? (Check one.)**

- Yes, we provided feedback to all implementers who submitted data
- Yes, we provided feedback to some implementers who submitted data
- We have not yet provided any feedback but plan to
- No, we haven't provided feedback and don't plan to
- I don't know

**29.** [IF YES TO EITHER OBSERVATION OR SELF-REPORT OR WE HAVE NOT YET BUT PLAN TO] **Does your grant project follow up (or plan to follow up) with implementers who have unsatisfactory implementation? (Check all that apply.)**

- Yes, we provide (or plan to provide) follow-up training
- Yes, we provide (or plan to provide) one-on-one mentoring or coaching
- Yes, we ask (or plan to ask) these implementers to observe high-quality implementation by peers or mentors
- Yes, we collect (or plan to collect) additional data from these implementers to monitor improvements
- Yes, we follow up (or plan to follow up) in some other way (Please specify: [REQUIRED] \_\_\_\_\_)
- No, we have not followed up and do not plan to

*Construct: Inputs → Implementation oversight from grant leadership → Implementer self-report  
Source: Original items*

#### 1.2.4 Your School Environment

**30. Our organization currently has policies requiring...**

	Yes	No	I don't know
a. Substance use prevention programming for our students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Social-emotional programming for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The use of evidence-based programming or practices with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Alignment of program(s) with state standards, school policy, and school mission*

*Source: Original item*

**31. Do any of the following types of policies limit your organization’s ability to deliver prevention programming to students?**

	Yes, this is a <b>major barrier</b> to our prevention efforts	Yes, this is a <b>minor barrier</b> to our prevention efforts	No, this is <b>not a barrier</b> to our prevention efforts	<b>I don’t know</b> whether this is a barrier
a. Policies that limit what prevention content can be taught in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Policies that allow individual students (or their parents) to opt out of prevention programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Policies that limit administrator’s ability to require teacher involvement in prevention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Policies that restrict what data can be collected or used for program monitoring and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Policies mandating school schedules (e.g., start/end dates, start/end times) that limit the amount of time available for prevention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Policies mandating academic activities/benchmarks that, in turn, limit the amount of time available for prevention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Policies that limit ability to apply for, request, or use funding for prevention programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**32. Did your grant project encounter any other policy-related barriers to your implementation of *Partners in Prevention*? If so, please list them here, and indicate whether each was a major or minor barrier. [TEXT BOX]**

*Construct: Contextual factors → Alignment of program(s) with state standards, school policy, and school mission*

*Source: Original items*

**33. Consider the leaders of your organization. (Depending on the type of organization you represent, this might be someone such as a principal, superintendent, or school board member.) Please indicate the extent to which you agree or disagree with the following statements.**

Our organization’s leaders are:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. Knowledgeable about substance use prevention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Committed to preventing substance use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Able to obtain the necessary financial resources for substance use prevention programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Strong advocates for substance use prevention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Motivated to ensure that substance use prevention efforts are a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Supportive of staff implementing substance use prevention programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Knowledgeable about the promotion of social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Committed to promoting social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Able to obtain the necessary financial resources for the promotion of social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Strong advocates for the promotion of social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Motivated to ensure that efforts to promote social-emotional learning are a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Supportive of staff implementing programming to promote social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Leader support of program(s)*

*Source: Adapted from Dating Matters Capacity Assessment and Planning Tool - Local Health Department Survey Q14*

**34. During the 2020-2021 school year, one or more leaders from my organization...**

	Yes	No	I don't know
a. Participated in planning for our <i>Partners in Prevention</i> project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Participated in training for <i>Partners in Prevention</i> programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Implemented <i>Partners in Prevention</i> programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Observed <i>Partners in Prevention</i> implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Monitored data from our <i>Partners in Prevention</i> grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Leader support of program(s)*

*Source: Original item*

**35. Think about the parents of *Partners in Prevention* program participants. To your knowledge, during the 2020-2021 school year, how many parents (if any) have done the following things?**

	No parents have done this	A small number of parents have done this	A large number of parents have done this	I don't know
a. Participated in planning for our <i>Partners in Prevention</i> project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provided positive feedback on how they felt program implementation was going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provided negative feedback on how they felt program implementation was going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provided resources (e.g., money, time, materials) to support program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other (Please describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Intermediate Outcomes → Program(s) are embedded in schools, part of school culture*

*Source: Original items*

**1.2.5 Funding and Sustainability**

**36a. During the 2020-2021 school year, which sources provided funds to support the implementation or administration of your *Partners in Prevention* programs? (Check one.)**

- Our *Partners in Prevention* programs were only funded by the Healthcare Foundation of La Porte [SKIP NEXT QUESTION]
- We had additional sources of funding for our *Partners in Prevention* programs

**36b. Which other sources provided funds to support your *Partners in Prevention* programs? (Check all that apply.)**

a. Lilly Endowment Counseling Initiative grant	<input type="checkbox"/>
b. Grants from other private funders in Indiana Please specify funder/grant: [REQUIRED] _____	<input type="checkbox"/>
c. Grants from private funders outside of Indiana Please specify funder/grant: [REQUIRED] _____	<input type="checkbox"/>
d. Federal government Please specify funder/program: [REQUIRED] _____	<input type="checkbox"/>
e. Government funding at the state level Please specify state agency: [REQUIRED] _____	<input type="checkbox"/>
f. Government funding at the local level	<input type="checkbox"/>
g. Community coalition (e.g., La Porte County Drug Free Partnership)	<input type="checkbox"/>
h. School entity (e.g., public school corporation, individual school)	<input type="checkbox"/>
i. Faith-based organization (e.g., church, archdiocese)	<input type="checkbox"/>
j. Corporate/business entities	<input type="checkbox"/>
k. Individual donations/fundraising	<input type="checkbox"/>
l. Other Please specify: [REQUIRED] _____	<input type="checkbox"/>

**37. [IF OTHER FUNDING SOURCES, FOR EACH FUNDING SOURCE] During the 2020-2021 school year, how much funding did each source provide for the administration or implementation of *Partners in Prevention* programs? Please enter your best estimate in whole dollars. [TEXT BOX RESTRICTED TO WHOLE NUMBERS >=1]**

*Construct: Inputs → Funding from outside organizations*  
*Source: Original item*



38. The following questions focus on planning to sustain *Partners in Prevention* programming after the end of your grant. For each item, indicate the degree to which your organization planned for sustaining *Partners in Prevention* programming. Please focus on planning activities conducted during the 2020--2021 school year.

Did your organization make plans to:

	No discussion	Limited discussion with no clear plan	Discussion with tentative plan	Discussion with firm plan	Executed plan	I don't know
a. Determine the funds needed to sustain <i>Partners in Prevention</i> programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Make the programs a line-item in the budget of your school corporation, school, or community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Secure funds by applying for additional grants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Secure funds from sources other than grants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identify key stakeholders who might support the programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Determine how the programs align with the mission and goals of potential future stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Discuss with local leaders how the programs relate to the community's overall prevention needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Present outcome data to potential stakeholders (e.g., school board members, principals, parents)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Turn over ownership of the programs to the community, schools, or other organizations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Intermediate outcomes → Program(s) embedded in schools, part of school culture*  
*Source: Adapted from Annual Survey of Evidence-based Programs (ASEP) 2014*

### 1.2.6 Implementation In the Context of COVID-19

This section focuses on implementation issues during COVID-19. For a few questions, you will be asked about each of your *Partners in Prevention* programs (if you have more than one). Note: You are near the end of the survey!

**39. Last year, given COVID-19-related school building closures in the spring (mid-March through June 2020), to the best of your knowledge, about how much of your planned *Partners in Prevention* [PROGRAM] activities was your organization able to complete in the 2019-2020 school year?**

	Completed none of what was planned	Completed some of what was planned	Completed most of what was planned	Completed all of what was planned	Don't know	This activity was not scheduled to happen in the 2019-2020 school year
[PROGRAM] lessons/curriculum						
[PROGRAM] implementer training						
Evaluation data collection from [PROGRAM] implementers (e.g., classroom logs, classroom observations)						
Evaluation data collection from students participating in [PROGRAM] (e.g., surveys, exit tickets)						

40. **During the current school year, 2020-2021, given COVID-19 related disruptions, about how much of your planned *Partners in Prevention* [PROGRAM] activities do you think your organization will be able to complete this year?**

	Will complete <u>none</u> of what was planned	Will complete <u>some</u> of what was planned	Will complete <u>most</u> of what was planned	Will complete <u>all</u> of what was planned	Don't know	This activity was not scheduled to happen in the 2020-2021 school year
[PROGRAM] lessons/curriculum						
[PROGRAM] implementer training						
Evaluation data collection from [PROGRAM] implementers (e.g., classroom logs, classroom observations)						
Evaluation data collection from students participating in [PROGRAM] (e.g., surveys, exit tickets)						

41. **For the current 2020-2021 school year, given the COVID-19 pandemic, in what settings have your students been learning their academic (e.g., math, English) curricula? (Check one.)**

- In-person only for all students so far
- Remote/virtual only for all students so far
- Some combination of in-person and remote/virtual

Additional explanation if needed [TEXT BOX]

42. **For the 2020-2021 school year, in what settings has your organization been providing [PROGRAM] to students? (Check one.)**

- In-person only
- Remote/virtual only
- Both in-person and remote/virtual
- [IF YES] For which groups of students are you providing [PROGRAM] remotely/virtually? (Check all that apply.)
  - Students who are completely remote this year
  - Students who are remote just for periods (e.g., weeks or months) when school buildings close, but not remote for the whole year
  - Students who are in a hybrid model, in-person at school part of the week and remote part of the week

Additional explanation if needed [TEXT BOX]

**43. Due to COVID-19 disruptions, are there any groups of students that you will not be able reach as intended with [PROGRAM] lessons?**

- Yes
- [IF YES] Please explain [TEXT BOX] [REQUIRED]
- No

*Construct: Outputs → Implementation fidelity and adaptations due to COVID-19 context*  
*Source: Original items*

**44. As the *Partners in Prevention* grant director, what are the top three challenges you face managing the initiative in recent months related to COVID-19 (e.g., related to transitions between remote learning, hybrid, in-person)?**

**45. How have you overcome or attempted to overcome the challenges described above?**

**46. What types of supports, if any, have you received from your superintendent and other leaders at your school corporation/school system to implement the *Partners in Prevention* initiative given these COVID-related challenges?**

**47. In the context of COVID-19, during the 2020-2021 school year, to what extent has each issue below posed a barrier to implementing [PROGRAM]?**

	Not a Barrier	Minor Barrier	Moderate Barrier	Major Barrier
Increased time demands placed on teachers/implementers				
Teacher/implementer stress				
Student stress				
Lack of teacher/implementer buy-in and engagement with SEL/prevention				
Schools' prioritization of academic subjects				
Periodic school closures				
Students' lack of internet access at home				
Students' absence from online/remote learning (unrelated to internet access)				
Lack of student engagement in online/remote learning				
Lack of online/remote lesson materials for [PROGRAM]				
Lack of online/remote data collection materials for [PROGRAM]				
Implementers' lack of experience or confidence teaching [PROGRAM] virtually				
[PROGRAM] does not fit well with online/remote learning				
Other (Specify: [REQUIRED]_____)				

**48. What types of supports would be helpful to you from Healthcare Foundation of La Porte or technical assistance providers (EDC/Prevention First) to help your organization implement the *Partners in Prevention* initiative given these COVID-19-related challenges?**

*Constructs: Barriers, strategies for overcoming barriers, and supports needed  
Source: Original items*

**49. To your knowledge, have the *Partners in Prevention* (SEL/prevention) curricula implemented by your organization helped your students adapt to COVID-related schooling disruptions (e.g., learning from home)?**

- Yes, to a small extent
- Yes, to a moderate extent
- Yes, to a major extent
- No [IF NO]: Please discuss why not]
- Don't know

*Construct: Short-term outcomes → Students coping during COVID-19 (new construct)*

*Source: Original item*

### 1.2.7 Final Thoughts

**50. Outside of navigating through COVID-19, what has been the biggest accomplishment or success of your *Partners in Prevention* project during the 2020-2021 school year? [TEXT BOX]**

*Construct: Project accomplishments*

*Source: Original item*

**51. Considering implementation accomplishments and gaps this school year, what areas have you identified for performance improvement for next year?**

*Construct: Areas for improvement*

*Source: Original item*

**52. Would you like to explain any of your responses to this survey or provide us with any additional information? [TEXT BOX]**

### 1.3 Grant Director Survey Year 3, 2022

RTI International is conducting an evaluation of the Healthcare Foundation of La Porte's *Partners in Prevention* initiative. This annual survey of *Partners in Prevention* grant directors is an important component of that evaluation.

Your responses will help RTI learn more about how your school system or school (if you are part of a single school organization) is implementing your *Partners in Prevention* project, and the context in which you are implementing it.

This survey should take about 40 minutes to complete. If you are not able to complete the entire survey in one sitting, you can use the survey's "save and return later" function.

Your grant requires full participation in RTI's evaluation of the *Partners in Prevention* initiative, which includes this survey. We hope that you will attempt to answer each question. However, you may skip any question you do not feel comfortable answering.

RTI will keep your identity confidential. Neither your name nor your school system's name will be publicly linked with your survey responses. Your candid responses are critical for learning about the successes and challenges of *Partners in Prevention*.

If you have any questions or concerns about this survey, you can contact (name), Project Director of the *Partners in Prevention* evaluation, at (email address) or call (phone number).

#### 1.3.1 You and Your School(S)

1. **What is your name? (Reminder: Your name will not be publicly linked with your survey responses.) [TEXT BOX]**

**Which school system (or school) do you work for? Please select the entity that received your *Partners in Prevention* grant. This may be a public school corporation or individual school. (Reminder: Your organization name will not be publicly linked with your survey responses.)**

[REQUIRED]

[DROP-DOWN MENU OF GRANTEES]

*Construct: Background*

*Source: Original items*

### 1.3.2 Your Partners In Prevention Programs

2. **During the 2021-2022 school year, which of the following programs are your school(s) implementing under your *Partners in Prevention* grant? (Check all that apply.) [REQUIRED]**

a. Botvin LifeSkills Training	<input type="checkbox"/>
b. Conscious Discipline	<input type="checkbox"/>
c. Positive Action	<input type="checkbox"/>
d. Ripple Effects	<input type="checkbox"/>
e. Second Step: Elementary	<input type="checkbox"/>
f. Second Step: Middle	<input type="checkbox"/>
g. School Connect	<input type="checkbox"/>
h. Too Good For Drugs	<input type="checkbox"/>
i. Too Good For Violence	<input type="checkbox"/>
j. Other Please specify: _____	<input type="checkbox"/>

*Construct: Inputs*

*Source: Original item*

3. **Sometimes, schools change prevention programs to better align with their local culture or resources. Did your grant project ask implementers to make any of the following changes to one or more *Partners in Prevention* programs?**

(Check all that apply.)

a. Skip or shorten program activities or lessons	<input type="checkbox"/>
b. Repeat or review program activities or lessons	<input type="checkbox"/>
c. Present additional activities or lessons that were not part of the program	<input type="checkbox"/>
d. Change the order of activities or lessons	<input type="checkbox"/>
e. Change program language or examples	<input type="checkbox"/>
f. Change the format of program activities (e.g., substitute discussion for role play, modify worksheets or homework assignments)	<input type="checkbox"/>
g. Deliver lessons at a frequency different from what program recommends (e.g., implementing lessons on consecutive days instead of weekly)	<input type="checkbox"/>
h. Implement with a different type of student (e.g., grade level, risk status) than what the program targets	<input type="checkbox"/>
i. Other (please describe: _____)	<input type="checkbox"/>
j. We did not ask implementers to make any changes	<input type="checkbox"/>

*Construct: Outputs → Implementation fidelity → Adherence → Adaptation*

*Source: Original item, informed by Stirman et al., 2013*



4. Sometimes, rather than asking implementers to make changes to prevention programs, schools give implementers the choice to make modifications based on their own judgement. As an organization, did you tell implementers that they could choose to make any of the following changes to *Partners in Prevention* programs in the 2021-2022 school year? (Check all that apply.)

a. Skip or shorten program activities or lessons	<input type="checkbox"/>
b. Repeat or review program activities or lessons	<input type="checkbox"/>
c. Present additional activities, lessons, or content that were not part of the program	<input type="checkbox"/>
d. Change the order of activities or lessons	<input type="checkbox"/>
e. Change program language or examples	<input type="checkbox"/>
f. Change the format of program activities (e.g., substitute discussion for role play, modify worksheets or homework assignments)	<input type="checkbox"/>
g. Deliver lessons at a frequency different from what program recommends (e.g., implementing lessons on consecutive days instead of weekly)	<input type="checkbox"/>
h. Implement with a different type of student (e.g., grade level, risk status) than what the program targets	<input type="checkbox"/>
i. Other (please describe: _____)	<input type="checkbox"/>
j. We did not tell implementers that they could choose to make any changes	<input type="checkbox"/>

*Construct: Implementation quality → Fidelity → Adherence → Adaptation*  
*Source: Original item, informed by Stirman et al., 2013*

5. On average, during the 2021-2022 school year, how closely have your implementers been following the curriculum guide for [PROGRAM]? Consider the typical practices of most implementers.

- They did not use the [PROGRAM] curriculum guide
- Not very closely – they frequently adapted the material as appropriate
- Somewhat closely – they sometimes adapted the material as appropriate
- Very closely – they taught the material as specified in the curriculum guide(s)
- I do not know

If you wish, provide additional explanation or context [TEXT BOX]

*Construct: Outputs → Implementation fidelity → Adherence*  
*Source: Adapted from Ringwalt et al., 2003*

6. Sometimes schools implement multiple prevention programs.

During the 2021-2022 school year, beyond your *Partners in Prevention* program(s), did your school(s) implement any other social emotional learning or substance use prevention programs?

- No
- Yes (Please list)

7. Please describe activities, if any, your *Partners in Prevention* project implemented to improve teachers' social-emotional competence? [TEXT BOX]

*Construct: Outputs → Grant leadership undertakes activities to improve teachers' social-emotional competence*  
*Source: Original item*

### 1.3.3 Program Training and Technical Assistance

The following questions refer to individual programs that you previously selected. Each program will have a block of up to 8 questions.

8. **During the 2021-2022 school year, what was your grant project's primary method for training new [PROGRAM] implementers? (Check one.)**
- In-person training
  - Virtual training (e.g., webinar, videoconference) with a live trainer
  - Self-study training (i.e., no interaction with trainer) [SKIP NEXT QUESTION]
  - Other (please specify: \_\_\_\_\_)
  - No training [SKIP NEXT QUESTION]
9. **[IF TRAINER WAS USED] Who typically delivered the [PROGRAM] training for new implementers? (Check one.)**
- Program developer/vendor
  - A certified trainer from within our school system (or school)
  - A certified trainer from elsewhere in our community
  - Someone from our school system (or school) who did not have an official certification in the program
  - Someone from elsewhere in the community who did not have an official certification in the program
  - Other (please specify: \_\_\_\_\_)
10. **Did your school system (or school) require that returning implementers (i.e., those who implemented during the 2020-2021 school year) participate in a follow-up training (e.g., booster, annual recertification) during the 2021-2022 school year? (Check one.)**
- Yes
  - No [SKIP TO QUESTION 14]
11. **What were your primary reasons for offering follow-up (booster) training? (Check all that apply.)**
- We did not complete our initial training.
  - Our initial training was of low quality.
  - We wanted to remind implementers of information they might have forgotten from their initial training.
  - We wanted to provide supplemental or advanced information that built on information from the initial training.
  - Other (please specify: \_\_\_\_\_)

12. **During the 2021-2022 school year, what was your school system's (or school's) primary method for training returning [PROGRAM] implementers? (Check one.)**

- We did not have any returning implementers for this program [SKIP NEXT QUESTION]
- In-person training
- Virtual training (e.g., webinar, videoconference) with a live trainer
- Self-study training (i.e., no interaction with trainer) [SKIP NEXT QUESTION]
- Other (please specify: \_\_\_\_\_) [SKIP NEXT QUESTION]

13. [IF TRAINER WAS USED] **Who typically delivered the [PROGRAM] training for returning implementers? (Check one.)**

- Program developer/vendor
- A certified trainer from within our school system (or school)
- A certified trainer from elsewhere in our community
- Someone from our school system (or school) who did not have an official certification in the program
- Someone from elsewhere in the community who did not have an official certification in the program
- Other (please specify: \_\_\_\_\_)

*Construct: Inputs → Training approach*

*Source: Original items*

14. **Think about the parents of [PROGRAM] participants. To your knowledge, during the 2021-2022 school year, did your school(s) provide parents with information and activities to reinforce program messages and lessons at home? (Check one.)**

- Yes, schools provided this information and activities to parents once during the program
- Yes, schools provided this information and activities to parents on two or more occasions during the program
- Schools have not yet provided this but will provide this information and activities to parents once during the program
- Schools have not yet provided this information but will provide this information and activities to parents on two or more occasions during the program
- No, schools don't provide parents with this information
- I don't know

*Construct: Intermediate outcomes → Program(s) embedded in schools, part of school culture*

*Source: Original item*

15. [IF YES or WILL PROVIDE IN Q. 14] During the 2021-2022 school year, how did you communicate or plan to communicate information and activities to reinforce program messages and lessons at home? (Check all that apply.)

- Newsletters [IF YES, ANSWER Q16]
- Social media posts [IF YES, ANSWER Q17]
- Family-oriented SEL assignments
- Parent/guardian events at school
- Parent and teacher conferences
- Discuss with parent/guardian after an incident
- Recognize parents who reinforce program messages, lessons, and activities at home
- Communicate how the school is integrating PIP programming with academics
- Communicate reasons for SEL/prevention programs
- I don't know
- Other (please specify: \_\_\_\_\_)

*Construct: Intermediate outcomes → Program(s) embedded in schools, part of school culture*  
*Source: Original item*

16. [IF YES TO NEWSLETTERS IN Q. 15] About how often did you (or do you plan to) communicate by newsletter to reinforce program messages and lessons at home?

- Weekly
- Every other week
- Monthly
- Quarterly
- More than once, but less often than quarterly
- One time

17. [IF YES TO SOCIAL MEDIA POSTS IN Q. 15] About how often did you (or do you plan to) communicate through social media posts to reinforce program messages and lessons at home?

- Weekly
- Every other week
- Monthly
- Quarterly
- More than once, but less often than quarterly
- One time

18. **During the 2021-2022 school year, did any of the following school staff other than implementers participate in training for a *Partners in Prevention* program? (Check all that apply.)**

<input type="checkbox"/> Teachers who were not implementing program	<input type="checkbox"/> Custodial staff
<input type="checkbox"/> School librarians	<input type="checkbox"/> Food service staff
<input type="checkbox"/> School administrators (e.g., principal, head of school)	<input type="checkbox"/> School nurses or nurses in school-based clinic
<input type="checkbox"/> Clerical or secretarial staff, school aides	<input type="checkbox"/> Bus drivers
<input type="checkbox"/> Guidance counselors	<input type="checkbox"/> Coaches
<input type="checkbox"/> School psychologists	<input type="checkbox"/> Parents
<input type="checkbox"/> School case workers or social workers	<input type="checkbox"/> School board members, trustees, superintendent
<input type="checkbox"/> Service providers for students with disabilities (e.g., speech or physical therapist)	<input type="checkbox"/> Other (please specify)
	<input type="checkbox"/> We only trained program implementers
	<input type="checkbox"/> I don't know

19. **Sometimes schools share prevention program content or messages with school staff other than implementers, rather than having those staff participate in a full program training. For example, schools might teach staff the same emotion regulation strategies that students are learning, or they might involve staff in incentivizing positive student behavior.**

**During the 2021-2022 school year, outside of formal training, did your school system (or school) share *Partners in Prevention* program content or messaging with school staff other than implementers? (Check all that apply.)**

<input type="checkbox"/> Teachers who were not implementing program	<input type="checkbox"/> Custodial staff
<input type="checkbox"/> School librarians	<input type="checkbox"/> Food service staff
<input type="checkbox"/> School administrators (e.g., principal, head of school)	<input type="checkbox"/> School nurses or nurses in school-based clinic
<input type="checkbox"/> Clerical or secretarial staff, school aides	<input type="checkbox"/> Bus drivers
<input type="checkbox"/> Guidance counselors	<input type="checkbox"/> Coaches
<input type="checkbox"/> School psychologists	<input type="checkbox"/> Parents
<input type="checkbox"/> School case workers or social workers	<input type="checkbox"/> School board members, trustees, superintendent
<input type="checkbox"/> Service providers for students with disabilities (e.g., speech or physical therapist)	<input type="checkbox"/> Other (please specify)
	<input type="checkbox"/> We only shared program content with implementers
	<input type="checkbox"/> I don't know

*Construct: Intermediate outcomes → Program(s) embedded in schools, part of school culture*  
*Source: Original items*

**The next set of questions relates to technical assistance. By technical assistance, we mean individualized support provided to your *Partners in Prevention* project. This does not include group trainings, such as webinars, provided to all *Partners in Prevention* grantees.**

20. About how many hours of direct contact (telephone, videoconference, in-person) has your grant project had with your EDC TA consultant(s) during the 2021-2022 school year? Please enter your response as a whole number. [TEXT BOX RESTRICTED TO THREE-DIGIT WHOLE NUMBER]

21. During the 2021-2022 school year, who from your grant project had direct contact with your EDC TA consultant(s)? (Check all that apply.)

- Grant director
- Implementer(s)
- Program trainer(s)
- Curriculum developer(s)
- Data collector(s)
- Other (please specify)

22. Think about the 2021-2022 school year. Please indicate the extent to which you agree or disagree with the following statement.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Did not receive TA
a. The ongoing technical assistance our grant project has received from EDC has been useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> [SKIP NEXT SET OF QUESTIONS ON TA]

*Construct: Inputs → Technical assistance from EDC*

*Source: Adapted from Dating Matters Capacity Assessment and Planning Tool School Survey Q12d*

**23. Please indicate which of the following areas your EDC TA consultant is providing assistance during the 2021-2022 school year.**

Areas of TA	Received TA		
	Yes, I received TA	No, I did not need TA in this area	No, but I would have liked TA in this area
Process data collection tools and assessment			
Student outcome data collection tools and assessment			
Sharing of best practices			
Education through webinars			
Securing training for implementers			
Monitoring implementation progress against plan			
Monitoring implementation quality			
Using logic models			
Fostering sustainability			
Integrating PiP programs into school curriculum			
Engaging parents			
Engaging other stakeholders (besides parents) (IF YES, specify types of stakeholders)			
Addressing implementation challenges			

**24. [FOR EACH YES ANSWER IN THE QUESTION ABOVE] For each of the areas you received technical assistance from EDC during the 2020-2021 school year, please rate your level of satisfaction.**

Areas of TA	Level of Satisfaction with TA Received from EDC This School Year				
	Very Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied
Process data collection tools and assessment					
Student outcome data collection tools and assessment					
Sharing of best practices					
Education through webinars					
Securing training for implementers					
Monitoring implementation progress against plan					
Monitoring implementation quality					
Using logic models					
Fostering sustainability					
Integrating PiP programs into school curriculum					
Engaging parents					
Engaging other stakeholders (besides parents)					
Addressing implementation challenges					

*Construct: Inputs → Technical assistance from EDC  
Source: Original items*

**25. During the 2021-2022 school year, did one or more people from your *Partners in Prevention* project observe program sessions being implemented at one or more of your schools? (Check one.)**

- Yes
- Not yet but we plan to
- No [SKIP NEXT FIVE QUESTIONS]

**26. [IF YES OR NOT YET] What type of training did (or will) the observer(s) receive prior to conducting observations? (Check all that apply.)**

- Implementer training for the prevention program they are observing
- Train-the-trainer training for the prevention program they are observing
- Observer training for the prevention program they are observing



- General training on conducting classroom observations (i.e., not specific to the prevention program being observed)
  - Other training (please specify: \_\_\_\_\_)
  - Observers have not (and will not) receive any training
27. [IF YES] **About what proportion of implementers does your grant project plan to observe this year? (Enter estimate as a percentage.) [TEXT BOX RESTRICTED TO WHOLE NUMBER BETWEEN 1 AND 100]**
28. [IF YES and < 100%] **How does your grant project decide which implementers to observe? (Check all that apply.)**
- Random
  - Implementers who we are concerned about
  - Implementers of particular programs (please list: \_\_\_\_\_)
  - Other (please specify: \_\_\_\_\_)
29. [IF YES] **For the implementers your grant project observes (or plans to observe), on average, how many times will your project observe each of them during the 2021-2022 school year? [TEXT BOX RESTRICTED TO TWO-DIGIT WHOLE NUMBER]**
30. [IF YES] **For implementers your grant project observed, did you (or will you) provide them with feedback about their performance? (Check one.)**
- Yes, we provided feedback to all observed implementers
  - Yes, we provided feedback to some observed implementers (IF SELECTED: Approximately what percentage of observed implementers received feedback? \_\_\_\_\_)
  - We have not yet provided any feedback but plan to
  - No, we haven't provided feedback and don't plan to
  - I don't know
- Construct: Inputs → Implementation oversight from grant leadership → Observation*  
*Source: Original items*
31. **During the 2021-2022 school year, did your grant project require that *Partners in Prevention* implementers report information about their program implementation, such as completing an implementation checklist of session activities? (Check one.)**
- Yes, all implementers are required to report on their implementation
  - Yes, some implementers are required to report on their implementation (IF SELECTED: Approximately what percentage of implementers are required to report on their implementation? \_\_\_\_\_)
  - No [SKIP NEXT QUESTION]

**32. [IF YES] For implementers who submitted implementation data, did (or will) your grant project provide them with feedback about their performance? (Check one.)**

- Yes, we provided feedback to all implementers who submitted data
- Yes, we provided feedback to some implementers who submitted data (IF SELECTED: Approximately what percentage of implementers who submitted implementation data received feedback? \_\_\_\_\_)
- We have not yet provided any feedback but plan to
- No, we haven't provided feedback and don't plan to
- I don't know

**33. [IF YES TO EITHER OBSERVATION OR SELF-REPORT OR WE HAVE NOT YET BUT PLAN TO] Does your grant project follow up (or plan to follow up) with implementers who have unsatisfactory implementation? (Check all that apply.)**

- Yes, we provide (or plan to provide) follow-up training
- Yes, we provide (or plan to provide) one-on-one mentoring or coaching
- Yes, we ask (or plan to ask) these implementers to observe high-quality implementation by peers or mentors
- Yes, we collect (or plan to collect) additional data from these implementers to monitor improvements
- Yes, we follow up (or plan to follow up) in some other way (Please specify: \_\_\_\_\_)
- No, we have not followed up and do not plan to

*Construct: Inputs → Implementation oversight from grant leadership → Implementer self-report  
Source: Original items*

### 1.3.4 Your School Environment

**34. Since your last PiP survey in January 2021, have there been any changes in your school system's (or school's) policies that may affect your social-emotional learning or substance use prevention programs?**

- Yes (please explain: \_\_\_\_\_)
- No

**35. Our school system (or school) currently has policies requiring...**

	Yes	No	I don't know
a. Substance use prevention programming for our students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Social-emotional programming for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The use of evidence-based programming or practices with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Alignment of program(s) with state standards, school policy, and school mission*

*Source: Original item*

**36. Do any of the following types of policies limit your school system’s (or school’s) ability to deliver prevention programming to students?**

	Yes, this is a <b>major barrier</b> to our prevention efforts	Yes, this is a <b>minor barrier</b> to our prevention efforts	No, this is <b>not a barrier</b> to our prevention efforts	<b>I don’t know</b> whether this is a barrier
a. Policies that limit what prevention content can be taught in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Policies that allow individual students (or their parents) to opt out of prevention programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Policies that limit administrator’s ability to require teacher involvement in prevention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Policies that restrict what data can be collected or used for program monitoring and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Policies mandating school schedules (e.g., start/end dates, start/end times) that limit the amount of time available for prevention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Policies mandating academic activities/benchmarks that, in turn, limit the amount of time available for prevention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Policies that limit ability to apply for, request, or use funding for prevention programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**37. Did your grant project encounter any other policy-related barriers to your implementation of *Partners in Prevention*? If so, please list them here, and indicate whether each was a major or minor barrier. [TEXT BOX]**

*Construct: Contextual factors → Alignment of program(s) with state standards, school policy, and school mission*

*Source: Original items*

**38. During the 2021-2022 school year, one or more leaders from my school system (or school)...**

	Yes	No	I don't know
a. Participated in planning for our <i>Partners in Prevention</i> project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Participated in training for <i>Partners in Prevention</i> programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Implemented <i>Partners in Prevention</i> programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Observed <i>Partners in Prevention</i> implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Monitored data from our <i>Partners in Prevention</i> grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Leader support of program(s)*

*Source: Original item*

**39. Think about the parents of *Partners in Prevention* program participants. To your knowledge, during the 2021-2022 school year, how many parents (if any) have done the following things?**

	No parents have done this	A small number of parents have done this	A large number of parents have done this	I don't know
a. Participated in planning for our <i>Partners in Prevention</i> project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provided positive feedback on how they felt program implementation was going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provided negative feedback on how they felt program implementation was going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provided resources (e.g., money, time, materials) to support program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Completed program activities sent home with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Expressed concerns about whether SEL or prevention programming is appropriate for their children (Please describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (Please describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Intermediate Outcomes → Program(s) are embedded in schools, part of school culture*

*Source: Original items*

### 1.3.5 SUSTAINABILITY AND FUNDING

**40. During the 2020-2021, school year, have you or other leaders of your *Partners in Prevention* program communicated to any of the following stakeholders about the *Partners in Prevention* program benefits or outcomes?**

Possible Stakeholders	Yes, we have	No, we have not yet, but plan to this year	No
School board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Superintendent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chamber of commerce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other local businesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**41. Please describe your most successful stakeholder engagement strategy or strategies this year. (Examples of stakeholders include parents; school administrators, school staff, school board members, and superintendent; partner agencies and organizations in the community; business community, chamber of commerce).**

**42a) During the 2021-2022 school year, which sources provided funds to support the implementation or administration of your *Partners in Prevention* programs? (Check one.)**

- Our *Partners in Prevention* programs were only funded by the Healthcare Foundation of La Porte [SKIP NEXT QUESTION]
- We had additional sources of funding for our *Partners in Prevention* programs

**42b) Which other sources provided funds to support your *Partners in Prevention* programs during the 2021-2022 school year? (Check all that apply.)**

a. Lilly Endowment Counseling Initiative grant	<input type="checkbox"/>
b. Grants from other private funders in Indiana Please specify funder/grant: _____	<input type="checkbox"/>
c. Grants from private funders outside of Indiana Please specify funder/grant: _____	<input type="checkbox"/>
d. Federal government Please specify funder/program: _____	<input type="checkbox"/>
e. Government funding at the state level Please specify state agency: _____	<input type="checkbox"/>
f. Government funding at the local level	<input type="checkbox"/>
g. Community coalition (e.g., La Porte County Drug Free Partnership)	<input type="checkbox"/>
h. School entity (e.g., public school corporation, individual school)	<input type="checkbox"/>
i. Faith-based organization (e.g., church, archdiocese)	<input type="checkbox"/>
j. Corporate/business entities	<input type="checkbox"/>
k. Individual donations/fundraising	<input type="checkbox"/>
l. Other Please specify: _____	<input type="checkbox"/>

43. [IF OTHER FUNDING SOURCES, FOR EACH FUNDING SOURCE] **During the 2021-2022 school year, how much funding did each source provide for the administration or implementation of *Partners in Prevention* programs? Please enter your best estimate in whole dollars. [TEXT BOX RESTRICTED TO WHOLE NUMBERS >=1]**

*Construct: Inputs → Funding from outside organizations*

*Source: Original item*

44. **The following questions focus on planning to sustain *Partners in Prevention* programming after the end of your grant. For each item, indicate the degree to which your school system (or school) planned for sustaining *Partners in Prevention* programming. Please focus on planning activities conducted during the 2021-2022 school year.**

Did your school system (or school) make plans to:

	No discussion	Limited discussion with no clear plan	Discussion with tentative plan	Discussion with firm plan	Executed plan	I don't know
a. Determine the funds needed to sustain <i>Partners in Prevention</i> programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Make the programs a line-item in the budget of your school corporation, school, or community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Secure funds by applying for additional grants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Secure funds from sources other than grants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identify key stakeholders who might support the programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Determine how the programs align with the mission and goals of potential future stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Discuss with local leaders how the programs relate to the community's overall prevention needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Present student outcome data to potential stakeholders (e.g., school board members, principals, parents)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. What is the greatest challenge to your school system or school for sustaining your Partners in Prevention program(s)? Please focus on the work plan activities you will implement regarding sustaining PiP programming after the end of your grant.

*Construct: Intermediate outcomes → Program(s) embedded in schools, part of school culture*

*Source: Adapted from Annual Survey of Evidence-based Programs (ASEP) 2014*

46. Does your school system (or school) plan to continue implementing [PROGRAM] after your Partners in Prevention funding ends?

- Yes, definitely [SKIP QUESTION 49]
- Maybe [SKIP QUESTION 47 and 49]
- No, but we plan to implement another prevention/SEL program [SKIP QUESTION 47]

(Please specify if you know the program\_\_\_\_\_)

- No, we do not plan to implement [PROGRAM] or something similar [GO TO QUESTION 49]
- I don't know [SKIP REST OF THIS SECTION; GO TO SECTION 6]

47. [IF "YES, DEFINITELY" SELECTED FOR Q46] **During the 2022-2023 school year, after Partners in Prevention grant funding ends, does your school system (or school) plan to conduct any of the following activities in addition to delivering the program to students? (Check all that apply.)**

- Program training for new implementers
- Program training for current implementers
- Program monitoring (e.g., observations, implementer reports)
- Outcome data collection (e.g., student assessments)

**48.** [IF ANY OF THE FIRST 3 OPTIONS WERE SELECTED FOR Q46 FOR ANY PROGRAM; THIS QUESTION IS NOT PROGRAM SPECIFIC] **For the 2022-2023 school year, after *Partners in Prevention* grant funding ends, what funding sources will support your *Partners in Prevention* program(s)? (If you are going to replace your *Partners in Prevention* program with another prevention or SEL program, please provide those funding sources) (Check all that apply.)**

a. Lilly Endowment Counseling Initiative grant	<input type="checkbox"/>
b. Grants from other private funders in Indiana Please specify funder/grant: _____	<input type="checkbox"/>
c. c) Grants from private funders outside of Indiana Please specify funder/grant: _____	<input type="checkbox"/>
d. Federal government Please specify funder/program: _____	<input type="checkbox"/>
e. Government funding at the state level Please specify state agency: _____	<input type="checkbox"/>
f. Government funding at the local level	<input type="checkbox"/>
g. Community coalition (e.g., La Porte County Drug Free Partnership)	<input type="checkbox"/>
h. School entity (e.g., public school corporation, individual school)	<input type="checkbox"/>
i. Faith-based organization (e.g., church, archdiocese)	<input type="checkbox"/>
j. Corporate/business entities	<input type="checkbox"/>
k. Individual donations/fundraising	<input type="checkbox"/>
l. Other Please specify: _____	<input type="checkbox"/>

**49.** [IF Q46=NO, WE DO NOT PLAN TO IMPLEMENT [PROGRAM] OR SOMETHING SIMILAR] **Which of the following are reasons your school system or school does not plan to continue implementing [PROGRAM] after your *Partners in Prevention* funding ends? (Check all that apply.)**

- Not enough funding to pay for new staff to be trained in the program
- Not enough funding to pay for staff to implement the program
- Not enough funding to pay for staff to oversee/coordinate the program
- Program was not a good fit
- Program required too much classroom time
- Lack of support from school leadership
- Lack of buy-in among staff implementing the program
- Other [please explain: \_\_\_\_\_]



### 1.3.6 Implementation In The Context Of COVID-19

This section focuses on implementation issues during COVID-19. For a few questions, you will be asked about each of your *Partners in Prevention* programs (if you have more than one). Note: You are near the end of the survey!

**50. For the 2021-2022 school year, in what settings has your school system (or school) been providing [PROGRAM] to students? (Check one.)**

- In-person only
- Remote/virtual only [IF YES, ANSWER SUBQUESTIONS BELOW]
- Both in-person and remote/virtual [IF YES, ANSWER SUBQUESTIONS BELOW]
- [IF YES TO REMOTE/VIRTUAL ONLY OR BOTH IN-PERSON AND REMOTE/VIRTUAL] For which groups of students are you providing [PROGRAM] remotely/virtually? (Check all that apply.)
- Students who are completely remote this year
- Students who are remote just for periods (e.g., weeks or months) when school buildings close, but not remote for the whole year
- Students who are home on quarantine
- Other (Specify

Additional explanation if needed [TEXT BOX]

**51. During the 2021-2022 school year, to what extent has each issue below posed a barrier to implementing [PROGRAM]?**

	Not a Barrier	Minor Barrier	Moderate Barrier	Major Barrier
Time demands placed on teachers/implementers				
Teacher/implementer stress				
Student stress				
Lack of teacher/implementer buy-in and engagement with SEL/prevention				
Schools' prioritization of academic subjects				
Periodic school closures				
Student quarantines				
Lack of student engagement or interest in the sessions				
[ONLY ASK THE FOLLOWING ITEMS RELATED TO VIRTUAL LEARNING IF ONE OF THE VIRTUAL LEARNING ANSWER OPTIONS WAS SELECTED IN QUESTION 50.]				
Students' lack of internet access at home				
Students' absence from online/remote learning (unrelated to internet access)				
Lack of online/remote lesson materials for [PROGRAM]				
Lack of online/remote data collection materials for [PROGRAM]				
Difficulty implementing session activities in remote setting				
Implementers' lack of experience or confidence teaching [PROGRAM] virtually				
[PROGRAM] does not fit well with online/remote learning				
[ASK ALL RESPONDENTS]				
Other (Specify____)				

**1.3.7 Final Thoughts**

**52. Outside of navigating through COVID-19, what has been the biggest accomplishment or success of your Partners in Prevention project during the 2021-2022 school year? [TEXT BOX]**

53. To what extent and how have you or your school system (or school) communicated this success to stakeholders (e.g., parents, school board members, community supporters, etc.)? [TEXT BOX]
  
54. Thinking about the entire initiative, what has been your school system's (or school's) single greatest challenge in implementing Partners in Prevention? [TEXT BOX]
  
55. How (if at all) did you attempt to address this challenge? [TEXT BOX]
  
56. What do you consider to be the most significant impact of your school system's (or school's) Partners in Prevention project since the beginning of the project? [TEXT BOX]
  
57. Would you like to explain any of your responses to this survey or provide us with any additional information? [TEXT BOX]

## 2. PARTNERS IN PREVENTION EVALUATION IMPLEMENTER SURVEYS

### 2.1 Implementer Survey Year 1, 2020

RTI International is conducting an evaluation of the Healthcare Foundation of La Porte's (HFL's) Partners in Prevention initiative. This annual survey of Partners in Prevention implementers is an important component of that evaluation.

Your responses will help RTI learn more about how *Partners in Prevention* is being implemented at your school. This will allow HFL to improve *Partners in Prevention* and its future funding initiatives.

This survey should take about 30 minutes to complete. If you are not able to complete the entire survey in one sitting, you can use the survey's "save and return later" function.

Your organization's grant requires full participation in RTI's evaluation of the *Partners in Prevention* initiative, which includes this survey. We hope that you will attempt to answer each question. However, you may skip any question you do not feel comfortable answering.

RTI will keep your identity confidential. Your name will not be publicly linked with your survey responses. Your candid responses are critical for learning about the successes and challenges of *Partners in Prevention*.

If you have any questions or concerns about this survey, you can contact (name), Project Director of the *Partners in Prevention* evaluation, at (phone number) or (email address).

#### 2.1.1 You and Your Background

**1. What organization do you work for? [REQUIRED]**

[DROP-DOWN MENU OF GRANTEE NAMES]

**2. What is your school's name? [REQUIRED FOR MULTI-SCHOOL GRANTEES; SINGLE-SCHOOL GRANTEES WILL SKIP]**

[DROP-DOWN MENU OF SCHOOL NAMES FOR SELECTED GRANTEE]

3. Which of the following programs have you implemented (or do you plan to implement) during the 2019-2020 school year? (Check all that apply.) [REQUIRED]

If you have implemented (or plan to implement) more than one program at your school, please select the program that you will implement with the most students during the 2019-2020 school year.

a. Botvin LifeSkills Training	<input type="checkbox"/>
b. Conscious Discipline	<input type="checkbox"/>
c. Positive Action	<input type="checkbox"/>
d. Ripple Effects	<input type="checkbox"/>
e. Second Step: Elementary	<input type="checkbox"/>
f. Second Step: Middle	<input type="checkbox"/>
g. School Connect	<input type="checkbox"/>
h. Too Good For Drugs	<input type="checkbox"/>
i. Too Good For Violence	<input type="checkbox"/>
j. Other Please specify: _____	<input type="checkbox"/>
k. None [EXIT OUT OF SURVEY]	<input type="checkbox"/>

4. During the 2019-2020 school year, are you implementing (or do you plan to implement) more than one program funded by HFL's Partners in Prevention grant?

- Yes  
 No [SKIP NEXT QUESTION]

5. Which of the following additional programs (excluding [programs\_imp]) have you implemented (or do you plan to implement) during the 2019-2020 school year? [REQUIRED]

a. Botvin LifeSkills Training	<input type="checkbox"/>
b. Conscious Discipline	<input type="checkbox"/>
c. Positive Action	<input type="checkbox"/>
d. Ripple Effects	<input type="checkbox"/>
e. Second Step: Elementary	<input type="checkbox"/>
f. Second Step: Middle	<input type="checkbox"/>
g. School Connect	<input type="checkbox"/>
h. Too Good For Drugs	<input type="checkbox"/>
i. Too Good For Violence	<input type="checkbox"/>
j. Other Please specify: _____	<input type="checkbox"/>

*Construct: Demographic and administrative variables → Program*

*Source: Original items*

6. **In the 2019-2020 school year, what is your primary position at your school? If you occupy multiple roles, please select the position in which you spend the most time. (Check one.)**

a. Do not work for school	<input type="checkbox"/>
b. Please specify position: _____	
c. General education teacher teaching multiple subjects	<input type="checkbox"/>
d. Physical education, health, or wellness teacher	<input type="checkbox"/>
e. General education teacher teaching a single subject <u>other</u> than physical education, health, or wellness	<input type="checkbox"/>
f. Special education teacher	<input type="checkbox"/>
g. Guidance counselor	<input type="checkbox"/>
h. School social worker	<input type="checkbox"/>
i. Prevention or intervention specialist	<input type="checkbox"/>
j. School/student resource officer	<input type="checkbox"/>
k. Administrator	<input type="checkbox"/>
l. Instructional coach/support	<input type="checkbox"/>
m. Other school position Please specify: _____	<input type="checkbox"/>

*Construct: Contextual factors → Implementer characteristics*

*Source: Original item*

7. **Counting the current school year, for how many years of your career have you been a teacher, instructor, or program facilitator? Please enter your response as a whole number. [TEXT BOX RESTRICTED TO TWO-DIGIT WHOLE NUMBER]**

*Construct: Contextual factors → Implementer characteristics*

*Source: Original item*

## 2.1.2 Partners In Prevention Programs

8. **In the 2019-2020 school year, with what grade(s) are you (or will you be) implementing [PROGRAM]? (Check all that apply.)**

a. Pre-K	<input type="checkbox"/>
b. Kindergarten	<input type="checkbox"/>
c. 1 <sup>st</sup> grade	<input type="checkbox"/>
d. 2 <sup>nd</sup> grade	<input type="checkbox"/>
e. 3 <sup>rd</sup> grade	<input type="checkbox"/>
f. 4 <sup>th</sup> grade	<input type="checkbox"/>
g. 5 <sup>th</sup> grade	<input type="checkbox"/>
h. 6 <sup>th</sup> grade	<input type="checkbox"/>
i. 7 <sup>th</sup> grade	<input type="checkbox"/>
j. 8 <sup>th</sup> grade	<input type="checkbox"/>
k. 9 <sup>th</sup> grade	<input type="checkbox"/>
l. 10 <sup>th</sup> grade	<input type="checkbox"/>
m. 11 <sup>th</sup> grade	<input type="checkbox"/>
n. 12 <sup>th</sup> grade	<input type="checkbox"/>

*Construct: Outputs → Trained implementers deliver evidence-based programming with Pre-K through 12<sup>th</sup> grade students at funded schools*

*Source: Original items*

**9. How much do you agree or disagree with the following statements? (Select one answer per row.)**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I believe that if I do a good job teaching [PROGRAM], the students I teach will be less likely to misuse alcohol and other drugs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I believe that if I do a good job teaching [PROGRAM], the students I teach will have better social and emotional skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I believe that if I do a good job teaching [PROGRAM], the students I teach will have better academic outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I believe that if I do a good job teaching [PROGRAM], the students I teach will have fewer issues with school discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I believe that if I do a good job teaching [PROGRAM], the students I teach will be healthier adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I believe that if I do a good job teaching [PROGRAM], the students I teach will be more likely to live productive lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Implementers have favorable attitudes about program(s)  
Source: Adapted from the Health Teacher Self-Efficacy Scale; Everett et al., 1996*

**10. Had you taught [PROGRAM] before the 2019-2020 school year? (Check one.)**

- Yes
- No [SKIP NEXT QUESTION]

**11. Prior to this year, for how many years had you taught [PROGRAM]? Please enter your response as a whole number. [TEXT BOX RESTRICTED TO TWO-DIGIT WHOLE NUMBER]**

**12. Other than [PROGRAM], have you ever taught a program focused on social-emotional learning or the prevention of risk behaviors like substance use, sexual risk behavior, or violence? (Check one.)**

- Yes
- No [SKIP NEXT QUESTION]

**13. During how many school years did you teach at least one of those other programs? Please enter your response as a whole number. [TEXT BOX RESTRICTED TO TWO-DIGIT WHOLE NUMBER]**

*Construct: Contextual factors → Implementer characteristics  
Source: Original items*



14. **During summer 2019 or the 2019-2020 school year, did you participate in training for [PROGRAM]? Note that this training might have taken place during a school professional development day/time. (Check all that apply.)**

- Yes, I participated in an in-person training.
- Yes, I participated in a virtual training (e.g., webinar, videoconference) with a live trainer.
- Yes, I participated in a self-study training (i.e., no interaction with a trainer)
- Yes, I participated in some other kind of training. (please specify)
- No, but I participated in a training prior to the current school year. [SKIP NEXT QUESTION]
- No, I have never participated in a training for this program. [SKIP NEXT QUESTION]

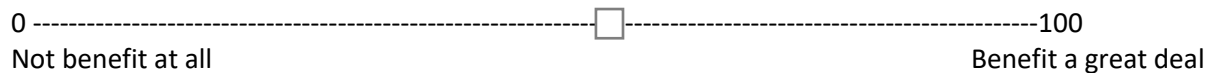
15. **When did you participate in your initial [PROGRAM] training? (Check one.)**

- Before I began implementing the program
- After I began implementing the program
- Other (please specify)

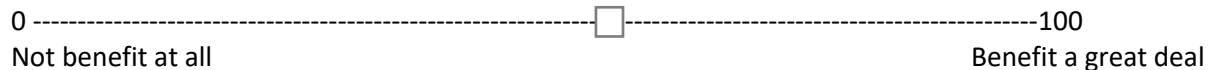
*Construct: Inputs → Training from curriculum developer, vendor, or trainer*

*Source: Original items*

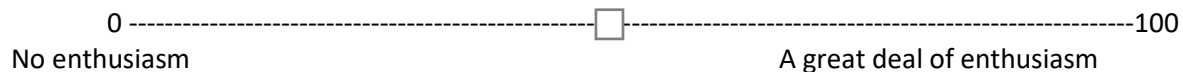
16. **How likely is it that your students would benefit from any substance use prevention program?**



17. **How likely is it that your students would benefit from any social emotional learning program?**



18. **How much enthusiasm do you have about teaching [PROGRAM]?**



*Construct: Contextual factors → Implementers have favorable attitudes about program(s)*

*Source: Adapted from Rohrbach et al., 1993*

### 2.1.3 Program Implementation

19. **Have you finished implementing [PROGRAM] for the 2019-2020 school year? (Check one.)**

- Yes, I have finished implementing the program with all of my students.
- I have finished implementing with some students but am still implementing with others.
- No, I have not yet finished implementing with any students, but I am on track to finish by the end of the school year. [SKIP NEXT QUESTION]
- No, I have not yet finished implementing with any students, and I do not expect to finish by the end of the school year. [SKIP NEXT QUESTION and Q22]

**20. Consider the total number of required sessions for [PROGRAM]. For the students/classes where implementation is complete for the 2019-2020 school year, what proportion of required sessions did you complete? (Check one.)**

- I delivered all required sessions with all classes.
- I delivered almost all required sessions to my classes.
- I delivered about half of required sessions to my classes.
- I delivered a few required sessions to my classes.
- I do not know which sessions, or how many sessions, are required.
- This program does not have required sessions.

**21. In the 2019-2020 school year, during the time you were implementing [PROGRAM], how frequently did you deliver program lessons or content to a particular student or group of students? (If you have not yet begun implementation, please select your expected frequency.) (Check one.)**

- Daily
- 2-3 days per week
- Weekly
- Every other week
- Monthly
- Every other month
- Other, please specify

**22. Consider the dates on which you implemented the first and last [PROGRAM] sessions to a particular student or class of students during the 2019-2020 school year. Over what period of time did you (or do you expect to) deliver program lessons or content? (If you delivered [PROGRAM] to different groups of students at different times of the year, estimate the average or typical length of time for a single group of students.) (Check one.)**

- 1 month or less
- 2 months
- 3 months
- 4 months
- 5 months
- 6 months
- 7 months
- 8 months
- 9 months
- 10 months or more

*Construct: Outputs → Trained implementers deliver evidence-based programming with Pre-K through 12<sup>th</sup> grade students at funded schools*

*Source: Original items*

**23. In the 2019-2020 school year, how closely did you follow the curriculum guide(s) in teaching [PROGRAM] lessons? (Check one.)**

- I did not use a curriculum guide [SKIP NEXT TWO QUESTIONS]
- Not very closely – I frequently adapted the material as appropriate
- Somewhat closely – I sometimes adapted the material as appropriate
- Very closely – I taught the material as specified in the curriculum guide(s) [SKIP NEXT TWO QUESTIONS]
- I have not yet begun implementation for this year [SKIP THE FOLLOWING:
  - a. Q24 (program changes),
  - b. Q25 (reasons for program changes),
  - c. Q26 (program lessons to replace instructional content),
  - d. Q30 (mention support services),
  - e. Q31 (implementation assistance from support staff),
  - f. Q32 (student engagement),
  - g. Q33 (student understanding),
  - h. Q34-38 (implementation challenges),
  - i. Q48-50 (observations),
  - j. Q52-Q53 (feedback on monitoring data)]

*Construct: Outputs → Implementation fidelity → Adherence*  
*Source: Adapted from Ringwalt et al., 2003*

**24. What types of changes did you make, if any? (Check all that apply.)**

a. Skipped or shortened program activities or lessons	<input type="checkbox"/>
b. Repeated or reviewed program activities or lessons	<input type="checkbox"/>
c. Presented additional activities, lessons, or content that were not part of the program	<input type="checkbox"/>
d. Changed the order of activities or lessons	<input type="checkbox"/>
e. Changed program language or examples	<input type="checkbox"/>
f. Changed the format of program activities (e.g., substituted discussion for role play, modified worksheets or homework assignments)	<input type="checkbox"/>
g. Delivered lessons at a frequency different from what program recommends (e.g., implemented lessons on consecutive days instead of weekly)	<input type="checkbox"/>
h. Implemented with a different type of student (e.g., grade level, risk status) than what the program targets	<input type="checkbox"/>
i. Other (please describe: _____)	<input type="checkbox"/>
j. I did not make any changes [SKIP NEXT QUESTION]	<input type="checkbox"/>

*Construct: Outputs → Implementation fidelity → Adherence → Adaptation*  
*Source: Original item, informed by Stirman et al., 2013*

25. [IF ANY CHANGES MADE, FOR EACH CHANGE] **What led you to make this change? (Check all that apply.)**

a. We didn't have enough time.	<input type="checkbox"/>
b. We had extra time.	<input type="checkbox"/>
c. I disagreed with program messages/content/format.	<input type="checkbox"/>
d. I forgot or made a mistake.	<input type="checkbox"/>
e. I did not have needed equipment or materials.	<input type="checkbox"/>
f. Program content or language was not culturally appropriate for my students.	<input type="checkbox"/>
g. I wanted to increase student engagement.	<input type="checkbox"/>
h. I wanted to minimize disruptive behavior.	<input type="checkbox"/>
i. I wanted to increase student comprehension/retention.	<input type="checkbox"/>
j. My school/organization leadership directed me to make changes.	<input type="checkbox"/>
k. Other (please describe: _____)	<input type="checkbox"/>

*Construct: Outputs → Implementation fidelity → Adherence → Adaptation*

*Source: Original item, informed by Hill, 2007*

26. **During the 2019-2020 school year, did you use [PROGRAM] lessons to replace instructional content you would have had to deliver anyway? (Check one.)**

- Yes, often
- Yes, occasionally
- Yes, but rarely
- No, never
- This does not apply; I am not a classroom teacher

27. **During the 2019-2020 school year, during times when you were not implementing [PROGRAM], did you reference [PROGRAM] content or messages when interacting with students? (Check one.)**

- Yes, often
- Yes, occasionally
- Yes, but rarely
- No, never

28. **During the 2019-2020 school year, were [PROGRAM] materials or messages incorporated into the school environment, such as in posters or morning announcements? (Check one.)**

- Yes, often
- Yes, occasionally
- Yes, but rarely
- No, never

29. Have [PROGRAM] concepts or messages been incorporated into your school's school-wide expectations? (Check one.)

- Yes
- No
- I don't know

*Construct: Intermediate outcomes → Program(s) are embedded in schools, part of school culture*  
*Source: Original items*

30. During the 2019-2020 school year, while you were implementing [PROGRAM], did you mention any of the following school support services to your students? (Check one.)

- School health services
- School mental health or counseling services
- Both of these
- Neither of these

*Construct: Intermediate outcomes → Program(s) are embedded in schools, part of school culture*  
*Source: Original item*

31. In the 2019-2020 school year, did any of the following staff members assist with implementing [PROGRAM]? If you serve in one of these roles, do not count yourself. (Check all that apply.)

- School nurse
- School social worker
- School psychologist
- Guidance counselor
- School prevention or intervention specialist
- School/student resource officer
- Other (please specify)
- None of these

*Construct: Intermediate outcomes → Program(s) are embedded in schools, part of school culture*  
*Source: Original item*

32. During the 2019-2020 school year, how engaged were the students in [PROGRAM]? (Check one.)

- Not at all engaged/bored
- Barely engaged
- Somewhat engaged
- Almost fully engaged
- Fully engaged

**33. During the 2019-2020 school year, how well do you think the students understood [PROGRAM] lessons? (Check one.)**

- Did not understand
- Poor
- Fair
- Good
- Excellent/Complete understanding

*Construct: Implementation quality → Fidelity → Participant engagement  
Source: Adapted from Dating Matters Implementer Session Log Q4 and Q6*

**34. Please indicate if any of the following challenges interfered with your ability to implement program sessions during the 2019-2020 school year. (Select one answer per row.)**

	No, this was never an issue	Yes, this was sometimes an issue	Yes, this was often an issue
a. I did not have enough time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I did not have the needed materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students did not appear to understand the sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students were not engaged or interested in the sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I was uncomfortable discussing some of the topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Students were uncomfortable discussing some the topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Some part of the session was difficult for students (e.g., role plays).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. There were other more pressing demands during session time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Implementation barriers  
Source: Adapted from Dating Matters Implementer Session Logs Q2*

**35. During the 2019-2020 school year, what has been your single greatest challenge in implementing [PROGRAM]? [TEXT BOX]**

**36. How (if at all) did you attempt to address this challenge? [TEXT BOX]**

**37. Did you bring this challenge to your *Partners in Prevention* grant director? (Check one.)**

- Yes
- No [SKIP NEXT QUESTION]

**38. How (if at all) did your grant director address this challenge? [TEXT BOX]**

*Construct: Strategies for overcoming barriers*

*Source: Original item*

**2.1.4 Your School Environment**

**39. Please indicate the extent to which you agree or disagree with the following statements. (Select one answer per row.)**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. Substance use prevention programming is consistent with our school's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Programming to promote social-emotional learning is consistent with our school's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Alignment of program(s) with state standards and school mission*

*Source: Adapted from Dating Matters Capacity Assessment and Planning Tool - Local Health Department Survey Q16*

40. Consider the group(s) of students with whom you implemented (or will implement) [PROGRAM] during the 2019-2020 school year. Think about what they're like in general, not just during [PROGRAM]. How much do you agree or disagree with the following statements? (Select one answer per row.)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. The students enjoy their schoolwork in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students fight with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students often race to see who can finish their work first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In the class the work is hard to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. In the class everyone is friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Students are happy with the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Most students want their work to be better than their friend's work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Most students cannot complete their assignments without a lot of help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Students in the class have good buddies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Students seem to like the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Only the brightest students can do all the work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. All students in the class get along well with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Most students appreciate their learning experiences in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Some students always try to outperform their peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. The schoolwork is too complicated for the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. All students in the class are fond of one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. The students see the class as fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Students in the class argue with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Most students in the class know how to do their work very well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Intermediate outcomes → Improved classroom climate*

*Source: Adapted from My Class Inventory Short Form for Teachers*



**41. Please indicate the extent to which you agree or disagree with the following statements. (Select one answer per row.)**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I have a close relationship with my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am aware of how all my students are feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am good at understanding how my students feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students come to me with problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. It is very difficult for me to build relationships with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I create a sense of community in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I build positive relationships with my students' families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I nearly always stay calm when a student upsets me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I remain calm when addressing student misbehavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I frequently get upset when students provoke me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I think before I act.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I frequently get upset in the classroom and do not understand why.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I am able to manage my emotions and feelings in healthy ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Short-term outcomes → Increased modeling of social-emotional competence in the classroom, Improved competence in responding to negative student behavior*

*Source: Social Emotional Competence Teacher Rating Scale*

### 2.1.5 Resources And Supports

42. Please indicate whether your school currently has the following resources to participate in a substance use prevention initiative. (Select one answer per row.)

	Yes, we have enough of this resource	We have some of this resource, but a little less than we need	We have some of this resource, but a lot less than we need	No, we do not have this resource	I don't know
a. School staff with time to implement a prevention program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Access to a copier to prepare program handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Space for implementing a prevention program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Funds to hire substitute teachers for when teachers receive program training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Funds to pay for program training (excluding funds to hire substitute teachers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Funds for purchasing program supplies (e.g., paper, markers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Access to ongoing technical assistance for implementing a prevention program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Class time needed for program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Staff time for activities outside of curriculum implementation, such as program training and administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Inputs → Grantee and school resources*

*Source: Adapted from Dating Matters Capacity Assessment and Planning Tool School Survey Q7*

**43. If you had a question or challenge with the following issues, is there someone at your school to whom you could turn for guidance? (Select one answer per row.)**

	Yes, I know of someone at my school who could help me with this	No, I don't know of someone at my school who could help me with this
a. Implementation of [PROGRAM]	<input type="checkbox"/>	<input type="checkbox"/>
b. Implementing substance abuse prevention strategies in general	<input type="checkbox"/>	<input type="checkbox"/>
c. Implementing social-emotional learning strategies in general	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Inputs → In-kind contributions from grantees and schools (grant administration time, teacher time, classroom space)*

*Source: Original item*

**44. Sometimes schools implement multiple prevention programs.**

During the 2019-2020 school year, beyond [PROGRAM], did you implement any other social emotional learning or substance use prevention programs with your students?

- No [SKIP NEXT QUESTION]
- Yes (Please list)

**45. Did the other program(s) include messages that contradict the messages in [PROGRAM]?**

For example, a program might present different substance use statistics from [PROGRAM], or it might present a different set of strategies for coping with negative emotions.

- No, the messages from the other program(s) were consistent with those in my *Partners in Prevention* program
- Yes, some messages from the other program(s) contradicted those in my *Partners in Prevention* program

*Construct: Intermediate outcomes → Program(s) are embedded in schools, part of school culture*

*Source: Original items*

**46. How much do you agree or disagree with the following statements? (Select one answer per row.)**

Our school's principal is:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. Knowledgeable about substance use prevention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Committed to preventing substance use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Able to obtain the necessary financial resources for substance use prevention programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A strong advocate for substance use prevention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Motivated to ensure that substance use prevention efforts are a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Supportive of staff implementing substance use prevention programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Knowledgeable about the promotion of social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Committed to promoting social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Able to obtain the necessary financial resources for the promotion of social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. A strong advocate for the promotion of social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Motivated to ensure that efforts to promote social-emotional learning are a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Supportive of staff implementing programming to promote social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Leader support of program(s)*

*Source: Adapted from Dating Matters Capacity Assessment and Planning Tool - Local Health Department Survey Q14*

2.1.6 Contact With Staff From Your Organization’s *Partners In Prevention* Grant

47. Were you ever invited to give input on the following issues? (Select one answer per row.)

	<input type="checkbox"/> Yes	No	I don’t know
a. Which program(s) your school would implement for <i>Partners in Prevention</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Program logistics, such as the classes or times when <i>Partners in Prevention</i> programs would be implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Whether you would serve as a <i>Partners in Prevention</i> program implementer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Construct: Contextual factors → Staff and student voice in program planning and implementation  
 Source: Original item

48. Has someone affiliated with your school’s *Partners in Prevention* project (e.g., grant director, program trainer) observed your implementation of [PROGRAM] in the 2019-2020 school year? (Check one.)

- Yes, once
- Yes, multiple times
- Not yet, but there are plans for me to be observed [SKIP NEXT QUESTION]
- No, or not that I can recall [SKIP NEXT QUESTION]

49. Did you receive feedback from this observation? (Check one.)

- Yes
- No, or not that I can recall [SKIP NEXT QUESTION]

50. How was this feedback shared with you? (Check one.)

- In writing
- Verbally
- Both in writing and verbally

Construct: Implementation facilitators → Individual level → Staff performance evaluation → Observation

Source: Original items

51. Aside from the annual *Partners in Prevention* implementer surveys administered by RTI, in the 2019-2020 school year, has someone affiliated with your school’s *Partners in Prevention* project (e.g., grant director, program trainer) asked you to report information about your program implementation, such as whether you implemented all program activities or how students responded to the program? (Check one.)

- Yes
- No, or not that I can recall [SKIP NEXT QUESTION]

**52. Did you ever receive feedback based on the information you reported? (Check one.)**

- Yes
- No, or not that I can recall [SKIP NEXT QUESTION]
- I have not yet reported information this year [SKIP NEXT QUESTION]

**53. How was this feedback shared with you? (Check one.)**

- In writing
- Verbally
- Both in writing and verbally

*Construct: Inputs → Implementation oversight from grant leadership*

*Source: Original items*

### 2.1.7 Final Thoughts

**54. Would you like to explain any of your responses to this survey or provide us with any additional information? [TEXT BOX]**

Thank you for taking the time to participate in this survey! Your responses are extremely important in helping us describe and improve the *Partners in Prevention* initiative.

## 2.2 Implementer Survey Year 2, 2021

RTI International is conducting an evaluation of the Healthcare Foundation of La Porte's (HFL's) Partners in Prevention initiative. This initiative funds the implementation of programs in your school to promote students' social and emotional learning and prevent substance use. This annual survey of Partners in Prevention implementers is an important component of that evaluation.

Your responses will help RTI learn more about how Partners in Prevention is being implemented at your school. This will allow HFL to improve Partners in Prevention and its future funding initiatives.

This survey should take about 30 minutes to complete. If you are not able to complete the entire survey in one sitting, you can use the survey's "save and return later" function.

Your organization's grant requires full participation in RTI's evaluation of the Partners in Prevention initiative, which includes this survey. We hope that you will attempt to answer each question. However, you may skip any question you do not feel comfortable answering.

RTI will keep your identity confidential. Your name will not be publicly linked with your survey responses. Your candid responses are critical for learning about the successes and challenges of Partners in Prevention.

If you have any questions or concerns about this survey, you can contact (name), Project Director of the Partners in Prevention evaluation, at (phone number) or (email address).

### NOTE ON COVID-19:

COVID-19 caused significant disruption in schools this year, and social-emotional learning and prevention program implementation may look much different this year. Your feedback about what prevention programming looks like in the context of COVID-19 may help school administrators and the Foundation to understand the ways in which they can more effectively support teachers and students.

### 2.2.1 You and Your Background

**1. What organization do you work for? [REQUIRED]**

[DROP-DOWN MENU OF GRANTEE NAMES]

**2. What is your school's name? [REQUIRED FOR MULTI-SCHOOL GRANTEES; SINGLE-SCHOOL GRANTEES WILL SKIP]**

[DROP-DOWN MENU OF SCHOOL NAMES FOR SELECTED GRANTEE]

3. **During the 2020-2021 school year, for about how many months did your school deliver virtual instruction to all students (i.e., school building was closed)? (Check one.)**

- 1 month or less
- 2 months
- 3 months
- 4 months
- 5 months
- 6 months
- 7 months
- 8 months
- 9 months
- 10 months or more

4. **Which of the following programs have you implemented (or do you plan to implement) during the 2020-2021 school year? [REQUIRED]**

If you have implemented (or plan to implement) more than one program at your school, please select the program that you will implement with the most students during the 2020-2021 school year.

a. Botvin LifeSkills Training	<input type="checkbox"/>
b. Conscious Discipline	<input type="checkbox"/>
c. Positive Action	<input type="checkbox"/>
d. Ripple Effects	<input type="checkbox"/>
e. Second Step: Elementary	<input type="checkbox"/>
f. Second Step: Middle	<input type="checkbox"/>
g. School Connect	<input type="checkbox"/>
h. Too Good for Drugs	<input type="checkbox"/>
i. Too Good for Violence	<input type="checkbox"/>
j. Other Please specify: _____	<input type="checkbox"/>
k. None [EXIT OUT OF SURVEY]	<input type="checkbox"/>

[NOTE: ALL SUBSEQUENT PROGRAM-SPECIFIC QUESTIONS WILL REFERENCE THE PROGRAM IDENTIFIED IN THIS QUESTION.]

5. **During the 2020-2021 school year, how did you deliver (or how do you plan to deliver) [PROGRAM] to students? (Check all that apply.)**

- In-person instruction [SKIP NEXT QUESTION]
- Live/synchronous virtual instruction (e.g., Google Classroom), including sessions/lessons or discussions of program content [SKIP NEXT QUESTION]
- Recorded/asynchronous instruction (e.g., YouTube), assignments to be completed outside of class time [ANSWER NEXT QUESTION IF THIS IS ONE OF OPTIONS SELECTED]
- Other (please describe) [TEXT BOX] [SKIP NEXT QUESTION]



6. [IF Q5 = recorded/asynchronous] **Who was responsible for delivering asynchronous [PROGRAM] content (e.g., creating YouTube videos, developing assignments for outside of class), beyond provision of program links to students? (Check all that apply).**

- Me
- Someone else from my organization
- The program developer
- Other (please specify)
- I do not know

7. **During the 2020-2021 school year, are you implementing (or do you plan to implement) more than one social-emotional learning or substance abuse prevention program?**

- Yes
- No [SKIP NEXT QUESTION]

8. **Which additional programs (excluding [programs\_imp]) have you implemented (or do you plan to implement) during the 2020-2021 school year? [REQUIRED] (Check all that apply.)**

a. Botvin LifeSkills Training	<input type="checkbox"/>
b. Conscious Discipline	<input type="checkbox"/>
c. Positive Action	<input type="checkbox"/>
d. Ripple Effects	<input type="checkbox"/>
e. Second Step: Elementary	<input type="checkbox"/>
f. Second Step: Middle	<input type="checkbox"/>
g. School Connect	<input type="checkbox"/>
h. Too Good for Drugs	<input type="checkbox"/>
i. Too Good for Violence	<input type="checkbox"/>
j. Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/>
k. PATHS	<input type="checkbox"/>
l. Other Please specify: _____	<input type="checkbox"/>

*Construct: Demographic and administrative variables → Program  
Source: Original items*

9. **In the 2020-2021 school year, what is your primary position at your school? If you occupy multiple roles, please select the position in which you spend the most time. (Check one.)**

a. Do not work for school	<input type="checkbox"/>
b. Please specify position: _____	
c. General education teacher teaching multiple subjects	<input type="checkbox"/>
d. Physical education, health, or wellness teacher	<input type="checkbox"/>
e. General education teacher teaching a single subject <u>other</u> than physical education, health, or wellness	<input type="checkbox"/>
f. Special education teacher	<input type="checkbox"/>
g. Guidance counselor	<input type="checkbox"/>
h. School social worker	<input type="checkbox"/>
i. Prevention or intervention specialist	<input type="checkbox"/>
j. School resource officer (SRO)	<input type="checkbox"/>
k. Administrator	<input type="checkbox"/>
l. Instructional coach/support	<input type="checkbox"/>
m. Other school position Please specify: _____	<input type="checkbox"/>

*Construct: Contextual factors → Implementer characteristics*

*Source: Original item*

10. **Counting the current school year, for how many years of your career have you been a teacher, instructor, or program facilitator? Please enter your response as a whole number. [TEXT BOX RESTRICTED TO TWO-DIGIT WHOLE NUMBER]**

*Construct: Contextual factors → Implementer characteristics*

*Source: Original item*

## 2.2.2 Partners in Prevention Programs

11. **In the 2020-2021 school year, with what grade(s) are you (or will you be) implementing [PROGRAM]? (Check all that apply.)**

a. Pre-K	<input type="checkbox"/>
b. Kindergarten	<input type="checkbox"/>
c. 1 <sup>st</sup> grade	<input type="checkbox"/>
d. 2 <sup>nd</sup> grade	<input type="checkbox"/>
e. 3 <sup>rd</sup> grade	<input type="checkbox"/>
f. 4 <sup>th</sup> grade	<input type="checkbox"/>
g. 5 <sup>th</sup> grade	<input type="checkbox"/>
h. 6 <sup>th</sup> grade	<input type="checkbox"/>
i. 7 <sup>th</sup> grade	<input type="checkbox"/>
j. 8 <sup>th</sup> grade	<input type="checkbox"/>
k. 9 <sup>th</sup> grade	<input type="checkbox"/>
l. 10 <sup>th</sup> grade	<input type="checkbox"/>
m. 11 <sup>th</sup> grade	<input type="checkbox"/>
n. 12 <sup>th</sup> grade	<input type="checkbox"/>

*Construct: Outputs → Trained implementers deliver evidence-based programming with Pre-K through 12<sup>th</sup> grade students at funded schools*

*Source: Original items*

12. How much do you agree or disagree with the following statements? (Select one answer per row.)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I understand [PROGRAM] well enough to implement it effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I believe I can do a good job teaching students about substance use prevention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I believe I can do a good job teaching students about social-emotional skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am better at teaching other subjects/topics than I am at implementing [PROGRAM].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I believe that if I do a good job teaching [PROGRAM], the students I teach will be <b>less likely to misuse alcohol and other drugs.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I believe that if I do a good job teaching [PROGRAM], the students I teach will have <b>better social and emotional skills.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I believe that if I do a good job teaching [PROGRAM], the students I teach will have <b>better academic outcomes.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I believe that if I do a good job teaching [PROGRAM], the students I teach will have <b>fewer issues with school discipline.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I believe that if I do a good job teaching [PROGRAM], the students I teach will <b>be healthier adults.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I believe that if I do a good job teaching [PROGRAM], the students I teach will be <b>more likely to live productive lives.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Implementers have favorable attitudes about program(s)  
Source: Adapted from the Health Teacher Self-Efficacy Scale; Everett et al., 1996*

13. Had you taught [PROGRAM] before the 2020-2021 school year? (Check one.)

- Yes
- No [SKIP NEXT 2 QUESTIONS]

14. Prior to this year, for how many years had you taught [PROGRAM]? Please enter your response as a whole number. [TEXT BOX RESTRICTED TO TWO-DIGIT WHOLE NUMBER]

15. Did you teach [PROGRAM] at your current school or school corporation last year (2019-2020)? (Check one.)

- Yes, I taught this program at my current school or school corporation during the 2019-2020 school year.
- No, I did not teach this program at my current school or school corporation last year. [SKIP QUESTION 28 (about lessons completed last year)]

16. Other than [PROGRAM], have you ever taught a program focused on social-emotional learning or the prevention of risk behaviors like substance use, sexual risk behavior, or violence? (Check one.)

- Yes
- No [SKIP NEXT QUESTION]

17. During how many school years did you teach at least one of those other programs? Please enter your response as a whole number. [TEXT BOX RESTRICTED TO TWO-DIGIT WHOLE NUMBER]

*Construct: Contextual factors → Implementer characteristics*  
*Source: Original items*

18. During summer 2020 or the 2020-2021 school year, did you participate in training (professional development) for [PROGRAM]? Note that this training might have taken place during a school professional development day/time. (Check all that apply.)

- Yes, I participated in an in-person training.
- Yes, I participated in a virtual training (e.g., webinar, videoconference) with a live trainer.
- Yes, I participated in a self-study training (i.e., no interaction with a trainer)
- Yes, I participated in some other kind of training. (please specify)
- No, but I participated in a training prior to the current school year. [SKIP NEXT QUESTION]
- No, I have never participated in a training for this program. [SKIP NEXT QUESTION]

19. When did you participate in your initial [PROGRAM] training? (Check one.)

- Before I began implementing the program
- After I began implementing the program
- Other (please specify)

*Construct: Inputs → Training from curriculum developer, vendor, or trainer*  
*Source: Original items*

20. How likely is it that your students would benefit from any substance use prevention program?

0 -----□-----100  
Not benefit at all Benefit a great deal

21. How likely is it that your students would benefit from any social emotional learning program?

0 -----  ----- 100  
Not benefit at all Benefit a great deal

22. How much enthusiasm do you have about teaching [PROGRAM]?

0 ----- 100  
No enthusiasm A great deal of enthusiasm

*Construct: Contextual factors → Implementers have favorable attitudes about program(s)*

*Source: Adapted from Rohrbach et al., 1993*

### 2.2.3 Program Implementation

23. Among the students you teach, who was invited to participate in [PROGRAM] during the 2020-2021 school year? (Check all that apply.)

- Students receiving in-person instruction
- Students receiving online instruction

24. Due to COVID-19 disruptions, are there any groups of students that you will not be able reach as intended with [PROGRAM] lessons?

- Yes [IF YES]

Please explain [TEXT BOX]

Please estimate about how many students you will not be able to reach as intended. [TEXT BOX]

- No

25. Please choose the option that best describes the implementation status of [PROGRAM] for the 2020-2021 school year. (Check one.)

- I have completed program implementation with all of my students. [SKIP NEXT QUESTION]
- I have completed all sessions with some of my students but not with others.
- I have not completed program implementation with any of my students.

[IF CHECKED]

Have you begun implementation yet with any students this year?

- Yes

No [IF NO, SKIP THE FOLLOWING QUESTIONS]

Q27 (proportion of lessons completed)

Q29 (frequency of lesson delivery)

Q30 (time period of lesson delivery)

Q31 (how closely followed guide)

Q32 (types of changes made)

Q33 (reason for program changes)

Q37 (mention support services)

Q38 (implementation assistance from support staff)

Q39-40 (student engagement)

Q41 (virtual attendance)  
Q42 (student understanding)  
Q43-49 (implementation challenges)  
Q54-56 (observations)  
Q57-59 (feedback on monitoring data)]

**26. Please tell us more about the [PROGRAM] implementation that has not yet been completed. (Check one.)**

- I expect to finish implementing all program sessions by the end of the school year.
- I do not expect to finish implementing all program sessions by the end of the school year.

**27. Consider the total number of required sessions for [PROGRAM]. Across all of your students/classes for the 2020-2021 school year, what proportion of required sessions did you complete? (Check one.)**

- I delivered all required sessions with all classes.
- I delivered almost all required sessions to my classes.
- I delivered about half of required sessions to my classes.
- I delivered a few required sessions to my classes.
- I do not know which sessions, or how many sessions, are required.
- This program does not have required sessions.

**28. [SKIP IF DIDN'T TEACH PROGRAM LAST YEAR] Last year, given COVID-19-related school building closures in the spring (mid-March through June 2020), to the best of your knowledge, about how much of your planned [PROGRAM] lessons were you able to complete in the 2019-2020 school year? (Check one.)**

- Completed all of what was planned
- Completed most of what was planned
- Completed some of what was planned
- Completed none of what was planned
- Do not know

29. **During the current 2020-2021 school year, during the time you were implementing [PROGRAM], how frequently did you deliver program lessons or content to a particular student or group of students? (If you have not yet begun implementation, please select your expected frequency.) (Check one.)**

- Daily
- 2-3 days per week
- Weekly
- Every other week
- Monthly
- Every other month
- Other, please specify

*Construct: Frequency of implementation*  
*Source: original item*

30. **Consider the dates on which you implemented the first and last [PROGRAM] sessions to a particular student or class of students during the 2020-2021 school year. Over what period of time did you (or do you expect to) deliver program lessons or content? (If you delivered [PROGRAM] to different groups of students at different times of the year, estimate the average or typical length of time for a single group of students.) Do not include any time that your school was closed for COVID-19 unless you engaged in remote program instruction with students (e.g., online instruction, distributed packets of materials) during that time. (Check one.)**

- 1 month or less
- 2 months
- 3 months
- 4 months
- 5 months
- 6 months
- 7 months
- 8 months
- 9 months
- 10 months or more

*Construct: Duration of implementation (output)*  
*Source: Original item*

31. **In the 2020-2021 school year, how closely did you follow the curriculum guide(s) in teaching [PROGRAM] lessons? (Check one.)**

- I did not use the [PROGRAM] curriculum guide **[SKIP NEXT TWO QUESTIONS]**
- Not very closely – I frequently adapted the material as appropriate
- Somewhat closely – I sometimes adapted the material as appropriate
- Very closely – I taught the material as specified in the curriculum guide(s)

*Construct: Outputs → Implementation fidelity → Adherence*  
*Source: Adapted from Ringwalt et al., 2003*



**32. What types of changes did you make, if any? (Check all that apply.)**

a. Skipped or shortened program activities or lessons	<input type="checkbox"/>
b. Repeated or reviewed program activities or lessons	<input type="checkbox"/>
c. Presented additional activities, lessons, or content that were not part of the program	<input type="checkbox"/>
d. Changed the order of activities or lessons	<input type="checkbox"/>
e. Changed program language or examples	<input type="checkbox"/>
f. Changed the format of program activities (e.g., substituted discussion for role play, modified worksheets or homework assignments)	<input type="checkbox"/>
g. Delivered lessons at a frequency different from what program recommends (e.g., implemented lessons on consecutive days instead of weekly)	<input type="checkbox"/>
h. Implemented with a different type of student (e.g., grade level, risk status) than what the program targets	<input type="checkbox"/>
i. Other (please describe: _____)	<input type="checkbox"/>
j. I did not make any changes [SKIP NEXT QUESTION]	<input type="checkbox"/>

*Construct: Outputs → Implementation fidelity → Adherence → Adaptation*  
*Source: Original item, informed by Stirman et al., 2013*

**33. [IF ANY CHANGES MADE, FOR EACH CHANGE] What led you to make this change? (Check all that apply.)**

a. We did not have enough time due to school closures for COVID-19.	<input type="checkbox"/>
b. We did not have enough time, but this was not related to COVID-19.	<input type="checkbox"/>
c. We had extra time.	<input type="checkbox"/>
d. I disagreed with program messages/content/format.	<input type="checkbox"/>
e. I forgot or made a mistake.	<input type="checkbox"/>
f. I did not have needed equipment or materials.	<input type="checkbox"/>
g. Program content or language was not culturally appropriate for my students.	<input type="checkbox"/>
h. I wanted to increase student engagement.	<input type="checkbox"/>
i. I wanted to minimize disruptive behavior.	<input type="checkbox"/>
j. I wanted to increase student comprehension/retention.	<input type="checkbox"/>
k. My school/organization leadership directed me to make changes.	<input type="checkbox"/>
l. Other (please describe: _____)	<input type="checkbox"/>

*Construct: Outputs → Implementation fidelity → Adherence → Adaptation*  
*Source: Original item, informed by Hill, 2007*

**34. During the 2020-2021 school year, during times when you were not implementing [PROGRAM], did you reference [PROGRAM] content or messages when interacting with students? (Check one.)**

- Yes, often
- Yes, occasionally
- Yes, but rarely
- No, never

35. **During the 2020-2021 school year, were [PROGRAM] materials or messages incorporated into the broader school environment, such as in posters or morning announcements? (Check one.)**

- Yes, often
- Yes, occasionally
- Yes, but rarely
- No, never

36. **Have [PROGRAM] concepts or messages been incorporated into your school's school-wide expectations? (Check one.)**

- Yes
- No
- I do not know

*Construct: Intermediate outcomes → Program(s) are embedded in schools, part of school culture  
Source: Original items*

37. **During the 2020-2021 school year, while you were implementing [PROGRAM], did you mention any of the following school support services to your students? (Check all that apply.)**

- School health services
- School mental health or counseling services
- Drug and alcohol counseling services at school
- None of these

*Construct: Intermediate outcomes → Program(s) are embedded in schools, part of school culture  
Source: Original item*

38. **In the 2020-2021 school year, did any of the following staff members assist with implementing [PROGRAM]? If you serve in one of these roles, do not count yourself. (Check all that apply.)**

- School nurse
- School social worker
- School psychologist
- Guidance counselor
- School prevention or intervention specialist
- School resource officer (SRO)
- Other (please specify)
- None of these

*Construct: Intermediate outcomes → Program(s) are embedded in schools, part of school culture  
Source: Original item*

39. [IF Q5 INCLUDES IN-PERSON INSTRUCTION] **During the 2020-2021 school year, how engaged were the students in [PROGRAM] during in-person instruction? (Check one.)**
- Not at all engaged/bored
  - Barely engaged
  - Somewhat engaged
  - Almost fully engaged
  - Fully engaged
40. [IF Q5 INCLUDES LIVE/SYNCHRONOUS VIRTUAL INSTRUCTION] **During the 2020-2021 school year, how engaged were the students in [PROGRAM] during live/synchronous remote instruction? (Check one.)**
- Not at all engaged/bored
  - Barely engaged
  - Somewhat engaged
  - Almost fully engaged
  - Fully engaged
41. [IF Q5 INCLUDES LIVE/SYNCHRONOUS OR RECORDED/ASYNCHRONOUS VIRTUAL INSTRUCTION] **When [PROGRAM] lessons were delivered remotely (whether live/synchronous or asynchronous), on average, about what percentage of students attended or participated? (Enter percentage as whole number.) [TEXT BOX]**
42. **During the 2020-2021 school year, how well do you think the students understood [PROGRAM] lessons? (Check one.)**
- Did not understand
  - Poor
  - Fair
  - Good
  - Excellent/Complete understanding

*Construct: Implementation quality → Fidelity → Participant engagement*

*Source: Adapted from Dating Matters Implementer Session Log Q4 and Q6*

**43. Please indicate if any of the following challenges interfered with your ability to implement program sessions during the 2020-2021 school year. (Select one answer per row.)**

	No, this was never an issue	Yes, this was sometimes an issue	Yes, this was often an issue
a. I did not have enough time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I did not have the needed materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [PROGRAM] lacks online/remote lesson materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I was unable to get the needed materials (e.g., workbooks, videos) to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students lacked technology (e.g., internet access) at home to participate in lessons remotely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Many students did not attend program sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I was unable to see how students reacted to session activities in a remote or asynchronous setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Students did not appear to understand the sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Students were not engaged or interested in the sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I was uncomfortable discussing some of the topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Students were uncomfortable discussing some the topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Session activities were difficult to implement in a remote setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Some part of the session was difficult for students (e.g., role plays) for reasons unrelated to remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I did not feel confident teaching [PROGRAM] virtually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. There were other more pressing demands during session time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. I needed to prioritize academic subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. My stress level was very high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Students' stress levels were very high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Implementation barriers*

*Source: Adapted from Dating Matters Implementer Session Logs Q2 and original items*

44. To your knowledge, has [PROGRAM] helped your students adapt to COVID-related schooling disruptions (e.g., learning from home)? (Check one.)

- Yes, to a small extent
- Yes, to a moderate extent
- Yes, to a major extent
- No [IF NO]: Please discuss why not]
- Do not know

45. During the 2020-2021 school year, what has been your single greatest challenge in implementing [PROGRAM]? [TEXT BOX]

46. How (if at all) did you attempt to address this challenge? [TEXT BOX]

47. Did you bring this challenge to your *Partners in Prevention* grant director? (Check one.)

- Yes
- No [SKIP NEXT QUESTION]

48. How (if at all) did your grant director address this challenge? [TEXT BOX]

*Construct: Strategies for overcoming barriers*  
*Source: Original item*

#### 2.2.4 Your School Environment

49. Please indicate the extent to which you agree or disagree with the following statements. (Select one answer per row.)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. Substance use prevention programming is consistent with our school's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Programming to promote social-emotional learning is consistent with our school's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Alignment of program(s) with state standards and school mission*  
*Source: Adapted from Dating Matters Capacity Assessment and Planning Tool - Local Health Department Survey Q16*

50. Consider the group(s) of students with whom you implemented (or will implement) [PROGRAM] during the 2020-2021 school year. Think about what they're like in general, not just during [PROGRAM]. How much do you agree or disagree with the following statements? (Select one answer per row.)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. The students enjoy their schoolwork in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students fight with each other.					
c. In the class the work is hard to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In the class everyone is friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students are happy with the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Most students cannot complete their assignments without a lot of help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Students in the class have good buddies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Students seem to like the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Only the brightest students can do all the work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. All students in the class get along well with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Most students appreciate their learning experiences in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. The schoolwork is too complicated for the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. All students in the class are fond of one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. The students see the class as fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Students in the class argue with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Most students in the class know how to do their work very well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Intermediate outcomes → Improved classroom climate*

*Source: Adapted from My Class Inventory Short Form for Teachers*

## 2.2.5 Resources And Supports

**51. Does your school currently have the following resources to participate in a substance use prevention or social-emotional learning (SEL) initiative? (Select one answer per row.)**

	Yes, we have enough of this resource	We have some of this resource, but a little less than we need	We have some of this resource, but a lot less than we need	No, we do not have this resource	I don't know
a. School staff with time to implement a prevention or social-emotional learning (SEL) program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Access to a copier to prepare program handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Space for implementing a prevention/SEL program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Funds to hire substitute teachers for when teachers receive program training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Funds to pay for program training (excluding funds to hire substitute teachers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Funds for purchasing program supplies (e.g., paper, markers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Access to ongoing technical assistance for implementing a prevention/SEL program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Class time needed for program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Staff time for activities outside of curriculum implementation, such as program training and administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Technology for staff to implement prevention programming with students during remote learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Technology for students to participate in prevention programming during remote learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Inputs → Grantee and school resources*

*Source: Adapted from Dating Matters Capacity Assessment and Planning Tool School Survey Q7*

52. If you had a question or challenge with the following issues, is there someone at your school to whom you could turn for guidance? (Select one answer per row.)

	Yes, I know of someone at my school who could help me with this	No, I don't know of someone at my school who could help me with this
a. Implementation of [PROGRAM]	<input type="checkbox"/>	<input type="checkbox"/>
b. Implementing substance abuse prevention strategies in general	<input type="checkbox"/>	<input type="checkbox"/>
c. Implementing social-emotional learning strategies in general	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Inputs → In-kind contributions from grantees and schools (grant administration time, teacher time, classroom space)*

*Source: Original item*

53. How much do you agree or disagree with the following statements? (Select one answer per row.)

**During the 2020-2021 school year, our school's principal has been:**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
a. A strong advocate for substance use prevention in our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Motivated to ensure that substance use prevention efforts are a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Supportive of staff implementing substance use prevention programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A strong advocate for the promotion of social-emotional learning in our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Motivated to ensure that efforts to promote social-emotional learning are a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Supportive of staff implementing programming to promote social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Prioritizing social-emotional learning/prevention programming as highly as academic instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Able to make adjustments to give more time to social-emotional learning/prevention as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Leader support of program(s)*

*Source: Adapted from Dating Matters Capacity Assessment and Planning Tool - Local Health Department Survey Q14*



## 2.2.6 Contact With Staff From Your Organization's *Partners In Prevention* Grant

54. Has someone affiliated with your school's *Partners in Prevention* project (e.g., grant director, program trainer) observed your implementation of [PROGRAM] in the 2020-2021 school year? (Check one.)

- Yes, once
- Yes, multiple times
- Not yet, but there are plans for me to be observed [SKIP NEXT QUESTION]
- No, or not that I can recall [SKIP NEXT QUESTION]

55. What type of instruction was observed? (Check all that apply.)

- In-person instruction
- Live/synchronous virtual instruction (e.g., Google Classroom)
- Recorded/asynchronous instruction (e.g., YouTube)
- Other (please describe)

56. Did you receive feedback from this observation? (Check one.)

- Yes
- No, or not that I can recall [SKIP NEXT QUESTION]

*Construct: Implementation facilitators → Individual level → Staff performance evaluation → Observation*

*Source: Original items*

57. Aside from the annual *Partners in Prevention* implementer surveys administered by RTI, in the 2020-2021 school year, has someone affiliated with your school's *Partners in Prevention* project (e.g., grant director, program trainer) asked you to report information about your program implementation, such as whether you implemented all program activities or how students responded to the program? (Check one.)

- Yes
- No, or not that I can recall [SKIP NEXT 2 QUESTIONS]

58. How often was this information reported? (Check one.)

- Annually
- Semi-annually
- Quarterly
- Monthly
- Other (Please specify\_\_\_\_\_)

**59. Did you ever receive feedback based on the information you reported? (Check one.)**

- Yes
- No, or not that I can recall
- I have not yet reported information this year

*Construct: Inputs → Implementation oversight from grant leadership*

*Source: Original items*

### 2.2.7 Final Thoughts

**60. Are there any areas in which you would like more support, technical assistance, or training for [PROGRAM]? (Check one.)**

- Yes (Please describe \_\_\_\_\_)
- No

**61. Would you like to explain any of your responses to this survey or provide us with any additional information? [TEXT BOX]**

Thank you for taking the time to participate in this survey! Your responses are extremely important in helping us describe and improve the *Partners in Prevention* initiative.

## 2.3 Implementer Survey Year 3, 2022

RTI International is conducting an evaluation of the Healthcare Foundation of La Porte's (HFL's) *Partners in Prevention* initiative. This initiative funds the implementation of evidence-based programs in your school to promote students' social and emotional learning and prevent substance use. This final survey of implementers conducting *Partners in Prevention* programming is an important component of that evaluation.

Your responses will help RTI learn more about how *Partners in Prevention* is being implemented at your school. This will help inform future HFL initiatives.

This survey should take about 30 minutes to complete. If you are not able to complete the entire survey in one sitting, you can use the survey's "save and return later" function.

Your organization's grant requires full participation in RTI's evaluation of the *Partners in Prevention* initiative, which includes this survey. We hope that you will attempt to answer each question. However, you may skip any question you do not feel comfortable answering.

RTI will keep your identity confidential. Your name will not be publicly linked with your survey responses. Your candid responses are critical for learning about the successes and challenges of implementing *Partners in Prevention* programming.

If you have any questions or concerns about this survey, you can contact (name), Project Director of the *Partners in Prevention* evaluation, at (phone number) or (email address).

### 2.3.1 You And Your Background

**1. What organization do you work for? [REQUIRED]**

[DROP-DOWN MENU OF GRANTEE NAMES]

**2. What is your school's name? [REQUIRED FOR MULTI-SCHOOL GRANTEES; SINGLE-SCHOOL GRANTEES WILL SKIP]**

[DROP-DOWN MENU OF SCHOOL NAMES FOR SELECTED GRANTEE]

3. During the 2021-2022 school year, for about how many months did your school deliver virtual instruction to all students (i.e., school building was closed)? (Check one.)

- Less than 1 month
- 1 month
- 2 months
- 3 months
- 4 months
- 5 months
- 6 months
- 7 months
- 8 months
- 9 months
- 10 months or more
- We did **not** deliver virtual instruction to **all** students at any point in 2021-2022 school year [SKIP NEXT QUESTION]

4. During the time when your school offered virtual instruction to all students, was your *Partners in Prevention* programming delivered at all?

- Yes
- No

5. Which of the following prevention and social-emotional learning programs have you implemented (or do you plan to implement) during the 2021-2022 school year? [REQUIRED]

If you have implemented (or plan to implement) more than one program at your school, please select the program that you will implement with the most students during the 2021-2022 school year. (Check one.)

a. Botvin LifeSkills Training	<input type="checkbox"/>
b. Conscious Discipline	<input type="checkbox"/>
c. Positive Action	<input type="checkbox"/>
d. Ripple Effects	<input type="checkbox"/>
e. Second Step: Elementary	<input type="checkbox"/>
f. Second Step: Middle	<input type="checkbox"/>
g. School Connect	<input type="checkbox"/>
h. Too Good for Drugs	<input type="checkbox"/>
i. Too Good for Violence	<input type="checkbox"/>
j. Other Please specify: _____	<input type="checkbox"/>
k. None [EXIT OUT OF SURVEY]	<input type="checkbox"/>

[NOTE: ALL SUBSEQUENT PROGRAM-SPECIFIC QUESTIONS WILL REFERENCE THE PROGRAM IDENTIFIED IN THIS QUESTION.]

6. **During the 2021-2022 school year, how did you deliver (or how do you plan to deliver) [PROGRAM] to students? (Check all that apply.)**
- In-person instruction
  - Live/synchronous virtual instruction (e.g., Google Classroom), including sessions/lessons or discussions of program content
  - Recorded/asynchronous instruction (e.g., YouTube), assignments to be completed outside of class time
  - Other (please describe) [TEXT BOX]

7. **During the 2021-2022 school year, are you implementing (or do you plan to implement) more than one social-emotional learning or substance use prevention program?**
- Yes
  - No [SKIP NEXT QUESTION]

8. **Which additional programs (excluding [programs\_imp]) have you implemented (or do you plan to implement) during the 2021-2022 school year? [REQUIRED] (Check all that apply.)**

a. Botvin LifeSkills Training	<input type="checkbox"/>
b. Conscious Discipline	<input type="checkbox"/>
c. Positive Action	<input type="checkbox"/>
d. Ripple Effects	<input type="checkbox"/>
e. Second Step: Elementary	<input type="checkbox"/>
f. Second Step: Middle	<input type="checkbox"/>
g. School Connect	<input type="checkbox"/>
h. Too Good for Drugs	<input type="checkbox"/>
i. Too Good for Violence	<input type="checkbox"/>
j. Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/>
k. PATHS	<input type="checkbox"/>
l. Other Please specify: _____	<input type="checkbox"/>

*Construct: Demographic and administrative variables → Program*  
*Source: Original items*

9. **In the 2021-2022 school year, what is your primary position at your school? If you occupy multiple roles, please select the position in which you spend the most time. (Check one.)**

a. Do not work for school	<input type="checkbox"/>
b. Please specify position: _____	
c. General education teacher teaching multiple subjects	<input type="checkbox"/>
d. Physical education, health, or wellness teacher	<input type="checkbox"/>
e. General education teacher teaching a single subject <u>other</u> than physical education, health, or wellness	<input type="checkbox"/>
f. Special education teacher	<input type="checkbox"/>
g. Guidance counselor	<input type="checkbox"/>
h. School social worker	<input type="checkbox"/>
i. Prevention or intervention specialist	<input type="checkbox"/>
j. School resource officer (SRO)	<input type="checkbox"/>
k. Administrator	<input type="checkbox"/>
l. Instructional coach/support	<input type="checkbox"/>
m. Other school position Please specify: _____	<input type="checkbox"/>

*Construct: Contextual factors → Implementer characteristics*

*Source: Original item*

10. **Counting the current school year, for how many years of your career have you been a teacher, instructor, or program facilitator? Please enter your response as a whole number. [TEXT BOX RESTRICTED TO TWO-DIGIT WHOLE NUMBER]**

*Construct: Contextual factors → Implementer characteristics*

*Source: Original item*

### 2.3.2 Partners in Prevention Programs

11. **In the 2021-2022 school year, with what grade(s) are you (or will you be) implementing [PROGRAM]? (Check all that apply.)**

a. Pre-K	<input type="checkbox"/>
b. Kindergarten	<input type="checkbox"/>
c. 1 <sup>st</sup> grade	<input type="checkbox"/>
d. 2 <sup>nd</sup> grade	<input type="checkbox"/>
e. 3 <sup>rd</sup> grade	<input type="checkbox"/>
f. 4 <sup>th</sup> grade	<input type="checkbox"/>
g. 5 <sup>th</sup> grade	<input type="checkbox"/>
h. 6 <sup>th</sup> grade	<input type="checkbox"/>
i. 7 <sup>th</sup> grade	<input type="checkbox"/>
j. 8 <sup>th</sup> grade	<input type="checkbox"/>
k. 9 <sup>th</sup> grade	<input type="checkbox"/>
l. 10 <sup>th</sup> grade	<input type="checkbox"/>
m. 11 <sup>th</sup> grade	<input type="checkbox"/>
n. 12 <sup>th</sup> grade	<input type="checkbox"/>

*Construct: Outputs → Trained implementers deliver evidence-based programming with Pre-K through 12<sup>th</sup> grade students at funded schools*

*Source: Original items*

12. How much do you agree or disagree with the following statements? (Select one answer per row.)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I understand [PROGRAM] well enough to implement it effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I believe I can do a good job teaching students about substance use prevention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I believe I can do a good job teaching students about social-emotional skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am better at teaching other subjects/topics than I am at implementing [PROGRAM].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I believe that if I do a good job teaching [PROGRAM], the students I teach will be <b>less likely to misuse alcohol and other drugs.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I believe that if I do a good job teaching [PROGRAM], the students I teach will have <b>better social and emotional skills.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I believe that if I do a good job teaching [PROGRAM], the students I teach will have <b>better academic outcomes.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I believe that if I do a good job teaching [PROGRAM], the students I teach will have <b>fewer issues with school discipline.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I believe that if I do a good job teaching [PROGRAM], the students I teach will <b>be healthier adults.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I believe that if I do a good job teaching [PROGRAM], the students I teach will be <b>more likely to live productive lives.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Implementers have favorable attitudes about program(s)*  
*Source: Adapted from the Health Teacher Self-Efficacy Scale; Everett et al., 1996*



13. Have you taught [PROGRAM] before the 2021-2022 school year? (Check one.)

- Yes
- No [SKIP NEXT 2 QUESTIONS]

14. Prior to this year, for how many years did you teach [PROGRAM]? Please enter your response as a whole number. [TEXT BOX RESTRICTED TO TWO-DIGIT WHOLE NUMBER]

15. Did you teach [PROGRAM] at your current school or school corporation last year (2020-2021)? (Check one.)

- Yes
- No

16. During summer 2021 or the 2021-2022 school year, did you participate in training (professional development) for [PROGRAM]? Note that this training might have taken place during a school professional development day/time. (Check all that apply.)

- Yes, I participated in an in-person training.
- Yes, I participated in a virtual training (e.g., webinar, videoconference) with a live trainer.
- Yes, I participated in a self-study training (i.e., no interaction with a trainer)
- Yes, I participated in some other kind of training. (Please specify)
- No, but I participated in a training prior to the current school year.
- No, I have never participated in a training for this program.

*Construct: Inputs → Training from curriculum developer, vendor, or trainer*  
*Source: Original items*

17. How likely is it that your students would benefit from any substance use prevention program?

0 -----  ----- 100  
Not benefit at all Benefit a great deal

18. How likely is it that your students would benefit from any social-emotional learning program?

0 -----  ----- 100  
Not benefit at all Benefit a great deal

19. How much enthusiasm do you have about teaching [PROGRAM]?

0 -----  ----- 100  
No enthusiasm A great deal of enthusiasm

*Construct: Contextual factors → Implementers have favorable attitudes about program(s)*  
*Source: Adapted from Rohrbach et al., 1993*

**20. How much interest do you have in continuing to teach [PROGRAM]?**

0 -----  ----- 100  
No interest Extremely interested  
Please tell us more about your interest in continuing to teach the program. [TEXT]

**2.3.3 Program Implementation**

**21. Due to COVID-19 disruptions, are there any groups of students that you will not be able to reach as intended with [PROGRAM] lessons? (Check all that apply.)**

- Yes, I will not be able to reach students who are home on quarantine
- Yes, I will not be able to reach students who are fully virtual
- Yes, other (Please explain \_\_\_\_\_)
- No
  
- [IF ANY YES] Please estimate about what percentage of students you will not be able to reach as intended. [TEXT BOX]

**22. Please choose the option that best describes the implementation status of [PROGRAM] for the 2021-2022 school year. (Check one.)**

- I have completed program implementation with all of my students. [SKIP NEXT QUESTION Q23]
- I have completed program implementation with some of my students but not with others.
- I have not completed program implementation with any of my students. [IF CHECKED THIS THIRD ANSWER OPTION]
- Have you begun implementation yet with any students this year?
- Yes [SKIP Q 24]
  - No [IF NO, SKIP THE FOLLOWING QUESTIONS]
  - Q24 (proportion of lessons completed)
  - Q25 (time period of lesson delivery)
  - Q26 (how closely followed guide)
  - Q27 (types of changes made)
  - Q28 (reason for program changes)
  - Q32 (mention support services)
  - Q33-34b (student engagement)
  - Q35 (student understanding)
  - Q36-37 (implementation challenges)
  - Q45-46 (observations)
  - Q47-49 (required to report on implementation)]

**23. Please tell us more about the [PROGRAM] implementation that has not yet been completed. (Check one.)**

- I expect to finish implementing all program sessions by the end of the school year.
- I do not expect to finish implementing all program sessions by the end of the school year.
- [IF CHECKED] Please briefly describe barrier(s) to finishing all sessions [TEXT]

24. Consider the total number of required sessions for [PROGRAM]. For the students/classes where implementation is complete for the 2021-2022 school year, what proportion of required sessions did you complete? (Check one.)

- I delivered all required sessions with all classes.
- I delivered almost all required sessions to my classes.
- I delivered about half of required sessions to my classes.
- I delivered a few required sessions to my classes.
- I do not know which sessions, or how many sessions, are required.
- This program does not have required sessions.

25. Consider the dates on which you implemented the first and last [PROGRAM] sessions to a particular student or class of students during the 2021-2022 school year. Over what period of time did you (or do you expect to) deliver program lessons or content? (If you delivered [PROGRAM] to different groups of students at different times of the year, estimate the average or typical length of time for a single group of students.) Do not include any time that your school was closed for COVID-19 unless you engaged in remote program instruction with students (e.g., online instruction, distributed packets of materials) during that time. (Check one.)

- 1 month or less
- 2 months
- 3 months
- 4 months
- 5 months
- 6 months
- 7 months
- 8 months
- 9 months
- 10 months or more

*Construct: Duration of implementation (output)*

*Source: Original item*

26. In the 2021-2022 school year, how closely did you follow the curriculum guide(s) in teaching [PROGRAM] lessons? (Check one.)

- I did not use the [PROGRAM] curriculum guide [SKIP NEXT TWO QUESTIONS]
- Not very closely – I frequently adapted the material as appropriate
- Somewhat closely – I sometimes adapted the material as appropriate
- Very closely – I taught the material as specified in the curriculum guide(s)

*Construct: Outputs → Implementation fidelity → Adherence*

*Source: Adapted from Ringwalt et al., 2003*

**27. What types of changes did you make, if any? (Check all that apply.)**

a. Skipped or shortened program activities or lessons	<input type="checkbox"/>
b. Repeated or reviewed program activities or lessons	<input type="checkbox"/>
c. Presented additional activities, lessons, or content that were not part of the program	<input type="checkbox"/>
d. Changed the order of activities or lessons	<input type="checkbox"/>
e. Changed program language or examples	<input type="checkbox"/>
f. Changed the format of program activities (e.g., substituted discussion for role play, modified worksheets or homework assignments)	<input type="checkbox"/>
g. Delivered lessons at a frequency different from what program recommends (e.g., implemented lessons on consecutive days instead of weekly)	<input type="checkbox"/>
h. Implemented with a different type of student (e.g., grade level, risk status) than what the program targets	<input type="checkbox"/>
i. Other (please describe: _____)	<input type="checkbox"/>
j. I did not make any changes [SKIP NEXT QUESTION]	<input type="checkbox"/>

*Construct: Outputs → Implementation fidelity → Adherence → Adaptation*  
*Source: Original item, informed by Stirman et al., 2013*

**28. [IF ANY CHANGES MADE, FOR EACH CHANGE] What led you to make this change? (Check all that apply.)**

a. We did not have enough time due to COVID-19 disruptions.	<input type="checkbox"/>
b. We did not have enough time, but this was not related to COVID-19.	<input type="checkbox"/>
c. We had extra time.	<input type="checkbox"/>
d. I disagreed with program messages/content/format.	<input type="checkbox"/>
e. I forgot or made a mistake.	<input type="checkbox"/>
f. I did not have needed equipment or materials.	<input type="checkbox"/>
g. Program content or language was not culturally appropriate for my students.	<input type="checkbox"/>
h. I wanted to increase student engagement.	<input type="checkbox"/>
i. I wanted to minimize disruptive behavior.	<input type="checkbox"/>
j. I wanted to increase student comprehension/retention.	<input type="checkbox"/>
k. My school/organization leadership directed me to make changes.	<input type="checkbox"/>
l. Other (please describe: _____)	<input type="checkbox"/>

*Construct: Outputs → Implementation fidelity → Adherence → Adaptation*  
*Source: Original item, informed by Hill, 2007*

**29. During the 2021-2022 school year, during times when you were not implementing [PROGRAM], did you reference [PROGRAM] content or messages when interacting with students? (Check one.)**

- Yes, often
- Yes, occasionally
- Yes, but rarely
- No, never

30. **During the 2021-2022 school year, were [PROGRAM] materials or messages incorporated into the broader school environment, such as in posters or morning announcements? (Check one.)**

- Yes, often
- Yes, occasionally
- Yes, but rarely
- No, never

31. **Have [PROGRAM] concepts or messages been incorporated into your school's school-wide expectations? (Check one.)**

- Yes
- No
- I do not know

*Construct: Intermediate outcomes → Program(s) are embedded in schools, part of school culture*  
*Source: Original items*

32. **During the 2021-2022 school year, while you were implementing [PROGRAM], did you mention any of the following school support services to your students? (Check all that apply.)**

- School health services
- School mental health or counseling services
- Drug and alcohol counseling services at school
- None of these

*Construct: Intermediate outcomes → Program(s) are embedded in schools, part of school culture*  
*Source: Original item*

33. **[IF Q6 INCLUDES IN-PERSON INSTRUCTION] During the 2021-2022 school year, how engaged were the students in [PROGRAM] during in-person instruction? (Check one.)**

- Not at all engaged/bored
- Barely engaged
- Somewhat engaged
- Almost fully engaged
- Fully engaged

34a. **[IF Q6 INCLUDES LIVE/SYNCHRONOUS VIRTUAL INSTRUCTION] During the 2021-2022 school year, how engaged were the students in [PROGRAM] during live/synchronous remote instruction? (Check one.)**

- Not at all engaged/bored
- Barely engaged
- Somewhat engaged
- Almost fully engaged
- Fully engaged

**34b.** [IF Q6 INCLUDES VIRTUAL/ASYNCHRONOUS] During the 2021-2022 school year, how engaged do you think students were with [PROGRAM] recorded/asynchronous instruction? (Check one.)

- Not at all engaged/bored
- Barely engaged
- Somewhat engaged
- Almost fully engaged
- Fully engaged

**35.** During the 2021-2022 school year, how well do you think the students understood [PROGRAM] lessons? (Check one.)

- Did not understand
- Poor understanding
- Fair understanding
- Good understanding
- Excellent/Complete understanding

*Construct: Implementation quality → Fidelity → Participant engagement  
Source: Adapted from Dating Matters Implementer Session Log Q4 and Q6*

**36. Please indicate if any of the following challenges interfered with your ability to implement program sessions during the 2021-2022 school year. (Select one answer per row.)**

	No, this was never an issue	Yes, this was sometimes an issue	Yes, this was often an issue
a. I did not have enough time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I did not have the needed materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students did not appear to understand the sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students were not engaged or interested in the sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [IF ANY Yes SELECTED] Please describe if there were there any particular issues that made it challenging to engage students [TEXT BOX]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I was uncomfortable discussing some of the topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Students were uncomfortable discussing some the topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Some part of the session was difficult for students (e.g., role plays) for reasons unrelated to remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. There were other more pressing demands during session time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I needed to prioritize academic subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. My stress level was very high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Students' stress levels were very high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (Please specify _____)[TEXT BOX]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. [ONLY ASK m - r IF Q6 = virtual synchronous or asynchronous]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. [PROGRAM] lacks online/remote lesson materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Students lacked technology (e.g., internet access) at home to participate in lessons remotely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Many students did not attend virtual program sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. I was unable to see how students reacted to session activities in a remote or asynchronous setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Session activities were difficult to implement in a remote setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. I did not feel confident teaching [PROGRAM] virtually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Implementation barriers*

*Source: Adapted from Dating Matters Implementer Session Logs Q2 and original items*

37. **During the 2021-2022 school year, what has been your single greatest challenge in implementing [PROGRAM]? [TEXT BOX]**

38. **Think about the parents of [PROGRAM] participants. To your knowledge, during the 2021-2022 school year, how many parents (if any) have done the following things?**

	No parents have done this	A small number of parents have done this	A large number of parents have done this	I don't know (or not applicable)
a. Participated in planning for [PROGRAM]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provided positive feedback on how they felt program implementation was going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provided negative feedback on how they felt program implementation was going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provided resources (e.g., money, time, materials) to support program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Completed program activities sent home with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Expressed concerns about whether SEL or prevention programming is appropriate for their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (Please describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Intermediate Outcomes → Program(s) are embedded in schools, part of school culture*  
*Source: Original items*

39. **During the 2021-2022 school year, how did you communicate or plan to communicate information and activities to reinforce [PROGRAM] messages and lessons at home? (Check all that apply.)**

- Newsletters
- Social media posts
- Family-oriented social-emotional learning (SEL) assignments
- Parent/guardian events at school
- Parent and teacher conferences
- Discuss with parent/guardian after an incident
- Recognize parents who reinforce program messages, lessons, and activities at home
- Communicate how the school is integrating [PROGRAM] with academics
- Communicate reasons for SEL/prevention programs
- Other (please specify: \_\_\_\_\_)

*Construct: Intermediate outcomes → Program(s) embedded in schools, part of school culture*  
*Source: Original item*



### 2.3.4 Your School Environment

40. Please indicate the extent to which you agree or disagree with the following statements. (Select one answer per row.)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I have a close relationship with my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am aware of how all my students are feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am good at understanding how my students feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students come to me with problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. It is very difficult for me to build relationships with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I create a sense of community in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I build positive relationships with my students' families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I nearly always stay calm when a student upsets me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I remain calm when addressing student misbehavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I frequently get upset when students provoke me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I think before I act.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I frequently get upset in the classroom and do not understand why.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I am able to manage my emotions and feelings in healthy ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Short-term outcomes → Increased modeling of social-emotional competence in the classroom, Improved competence in responding to negative student behavior*

*Source: Social Emotional Competence Teacher Rating Scale*

41. Consider the group(s) of students with whom you implemented (or will implement) [PROGRAM] during the 2021-2022 school year. Think about what they're like in general, not just during [PROGRAM]. How much do you agree or disagree with the following statements? (Select one answer per row.)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a) The students enjoy their schoolwork in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Students fight with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) In the class the work is hard to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) In the class everyone is friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Students are happy with the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Most students cannot complete their class assignments without a lot of help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Students in the class have good buddies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Students seem to like the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Only the brightest students can do all the work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) All students in the class get along well with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Most students appreciate their learning experiences in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) The schoolwork is too complicated for the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) All students in the class are fond of one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) The students see the class as fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Students in the class argue with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Most students in the class know how to do their work very well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Intermediate outcomes → Improved classroom climate*

*Source: Adapted from My Class Inventory Short Form for Teachers*

### 2.3.5 Resources And Supports

**42. Does your school currently have the following resources to participate in a substance use prevention or social-emotional learning (SEL) initiative? (Select one answer per row.)**

	Yes, we have enough of this resource	We have some of this resource, but a little less than we need	We have some of this resource, but a lot less than we need	No, we do not have this resource	I don't know
a. School staff with time to implement a prevention or social-emotional learning (SEL) program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Access to a copier to prepare program handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Space for implementing a prevention/SEL program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Funds to hire substitute teachers for when teachers receive program training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Funds to pay for program training (excluding funds to hire substitute teachers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Funds for purchasing program supplies (e.g., paper, markers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Access to ongoing technical assistance for implementing a prevention/SEL program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Class time needed for program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Staff time for activities outside of curriculum implementation, such as program training and administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Technology for staff to implement prevention programming with students during remote learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Technology for students to participate in prevention programming during remote learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Inputs → Grantee and school resources*

*Source: Adapted from Dating Matters Capacity Assessment and Planning Tool School Survey Q7*

43. **During the 2021–2022 school year, if you had a question or challenge with the following issues, is there a designated person at your school to whom you could turn for guidance? (Select one answer per row.)**

	Yes, there is a designated person at my school to consult on this	No, there is not a designated person, but I know of someone at my school who could help me with this	No, I don't know of someone at my school who could help me with this
a. Implementation of [PROGRAM]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How to encourage student engagement and discussion in [PROGRAM]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Implementing substance use prevention strategies in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Implementing social-emotional learning strategies in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Inputs → In-kind contributions from grantees and schools (grant administration time, teacher time, classroom space)*

*Source: Original item*

44. How much do you agree or disagree with the following statements? (Select one answer per row.)

**During the 2021-2022 school year, our school's principal has been:**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
a. A strong advocate for substance use prevention in our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Motivated to ensure that substance use prevention efforts are a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Supportive of staff implementing substance use prevention programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A strong advocate for the promotion of social-emotional learning in our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Motivated to ensure that efforts to promote social-emotional learning are a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Supportive of staff implementing programming to promote social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Prioritizing social-emotional learning programming as highly as academic instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Prioritizing substance use prevention programming as highly as academic instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Able to make adjustments to give more time to social-emotional learning as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Able to make adjustments to give more time to substance use prevention as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Construct: Contextual factors → Leader support of program(s)*

*Source: Adapted from Dating Matters Capacity Assessment and Planning Tool - Local Health Department Survey Q14*

### 2.3.6 Contact with Staff from Your Organization's Partners In Prevention Grant

45. Has someone affiliated with your school's Partners in Prevention project (e.g., grant director, program trainer) observed your implementation of [PROGRAM] in the 2021-2022 school year? (Check one.)

- Yes, once
- Yes, multiple times
- Not yet, but there are plans for me to be observed [SKIP NEXT QUESTION]
- No, or not that I can recall [SKIP NEXT QUESTION]

46. Did you receive feedback from this observation? (Check one.)

- Yes
- No, or not that I can recall

*Construct: Implementation facilitators → Individual level → Staff performance evaluation → Observation*

*Source: Original items*

47. Aside from the annual *Partners in Prevention* implementer surveys administered by RTI, in the 2021-2022 school year, has someone affiliated with your school's *Partners in Prevention* project (e.g., grant director, program trainer) asked you to report information about your program implementation, such as whether you implemented all program activities or how students responded to the program? (Check one.)

- Yes
- No, or not that I can recall [SKIP NEXT 2 QUESTIONS]

48. How often was this information reported? (Check one.)

- Annually
- Semi-annually
- Quarterly
- Monthly
- Other (Please specify \_\_\_\_\_)

49. Did you ever receive feedback based on the information you reported? (Check one.)

- Yes
- No, or not that I can recall
- I have not yet reported information this year

*Construct: Inputs → Implementation oversight from grant leadership*

*Source: Original items*

### 2.3.7 Final Thoughts

50. What do you consider to be the most significant impact of [PROGRAM] since the beginning of the project? [TEXT]

51. Overall, during the 2-3 years your school implemented [PROGRAM], how effective do you think [PROGRAM] has been in improving students' social and emotional skills?

0 -----  ----- 100  
Not at all effective Extremely effective

Please explain your answer: \_\_\_\_\_

52. How much do you agree or disagree with the following statements? (Select one answer per row.)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
a. [PROGRAM] has had a positive impact on students' ability to <b><u>cope with stressors related to COVID-19 pandemic.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [PROGRAM] has reduced <b><u>bullying</u></b> at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [PROGRAM] has had a positive impact on students' <b><u>self-awareness</u></b> (the abilities to understand one's own emotions, thoughts, and values and how they influence behavior).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. [PROGRAM] has had a positive impact on students' <b><u>self-management</u></b> (the abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [PROGRAM] has had a positive impact on students' <b><u>social awareness</u></b> (the abilities to understand the perspectives of and empathize with others).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. [PROGRAM] has had a positive impact on students' <b><u>relationship skills</u></b> with peers and teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. [PROGRAM] has had a positive impact on students' <b><u>responsible decision-making.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. [PROGRAM] has had a positive impact on students' <b><u>understanding of the dangers of substance use/misuse.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. [PROGRAM] has had a positive impact on <b><u>understanding the influences of peers and media on youth substance use/misuse.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. [PROGRAM] has helped to <b><u>prevent student substance use/misuse.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53. How has implementing this program affected you personally? [TEXT BOX]

54. Are there any areas in which you would like more support, technical assistance, or training for [PROGRAM]? (Check one.)

Yes (Please describe \_\_\_\_\_)

No

55. Would you like to explain any of your responses to this survey or provide us with any additional information? [TEXT BOX]

Thank you for taking the time to participate in this survey! Your responses are extremely important in helping us describe and improve the *Partners in Prevention* initiative.



### 3. PARTNERS IN PREVENTION EVALUATION GRANT DIRECTOR INTERVIEW GUIDES

#### 3.1 Grant Director Interview Guide Year 1, 2020

##### 3.1.1 Introduction

Hello, my name is \_\_\_\_\_, and I am part of the Partners in Prevention evaluation team at RTI International. The goal of our evaluation is to help the Healthcare Foundation of La Porte fine-tune its prevention investment by identifying the factors that are associated with better results for students and schools.

This interview is part of a series of interviews that will be conducted each year with all 11 *Partners in Prevention* grant directors. We developed a semi-structured interview protocol so that we will ask each grant director a similar set of questions. We refined those questions based on our review of your grant application, responses to the grant director survey, and feedback you have provided our grantee liaisons thus far. We recognize that it can be really challenging to plan and implement a school-based initiative of this size, on the timeline you did. These interviews serve as a helpful way for the Foundation to learn more about your implementation processes, along with the challenges and successes you have encountered.

Today's interview is confidential. As part of our annual evaluation report, we may present quotes from this interview. If quotes are presented, all efforts will be made to remove all identifying information in the quote. Quotes will not include your name, any staff names identified during the interview, or your organization's name. We may describe interviewees in general terms, like "Director of a single-school grant" or "Director of a grant that used the Second Step curriculum." If there is information that you would prefer that we did not quote or record, please let us know and we are happy to stop the audio-recording.

We will use notes from today's conversations to identify common and unique themes across grantees. Our analysis will be summarized and integrated into an annual report that is presented to the Foundation.

This interview will take about 60 minutes of your time. In addition to this interview, you will be contacted in the future for additional data collection efforts that are part of the *Partners in Prevention* evaluation.

[Team member] will be taking notes, but we would like to audio-record this interview as a backup to our written and typed notes. This recording will only be used by our evaluation team and will be destroyed at the end of the evaluation. Also, we can stop the recording at any time, if there is information or responses that you would prefer to not have recorded.

Do we have your consent to proceed with our interview?

Do we have your permission to record?

Thank you for agreeing to participate in this interview. Do you have any questions for me before we begin?

### 3.1.2 Interview Questions

#### *Implementation Approaches and Timeline*

**1. Please describe your grant progress since your implementation grant was awarded in the fall.**

PROBES:

- Describe the **administrative** progress that has been made to date. Administrative progress includes things such as staffing or planning.
- Describe the **programmatic** implementation progress that has been made to date. Programmatic progress includes dissemination of material and site curriculum.

**2. How, if at all, have your implementation plans and timeline changed since you submitted your grant application?**

PROBES: Types of potential changes in implementation plans and timeline:

- Scope and scale of implementation (e.g., prevention curriculum adopted by schools)
- Target population (e.g., grades, classes)
- Has implementation been delayed?
- Has implementation been moved up to an earlier timeframe than originally planned?

**3. What factors have contributed to the changes in your implementation plans and timeline that you just described?**

PROBES:

- Staffing and capacity challenges
- Partnerships and alliances
- School policies
- Resource constraints

**4. Based on the feedback you provided in your [grant director survey, evaluation plan, logic model and measurement instruments provided by HFL], you mentioned that you are monitoring program implementation in the following ways [system and method for monitoring implementation progress]. Are there other ways that you and your team are monitoring implementation progress? For example, other systems or processes**

**5. How would you characterize the quality of your schools' program implementation so far this year? By quality, we are mean things like implementers closely following a curriculum manual, implementers having strong program delivery skills, students being exposed to all program lessons, and students being interested and engaged. How, if at all, did this vary by school?**

6. **Think about your school(s), in what ways have you embedded prevention program in your school(s)? What lessons, if any, have you or your team learned so far about embedding prevention programming in a school setting?**

PROBES:

- What successes have you had with embedding prevention programming in the school? What challenges have you had?
- Describe any successes or challenges you have had finding time in the school day to integrate prevention activities into students' daily activities. If this has been a challenge, what steps are you taking to address this challenge?
- Describe any successes or challenges you have faced obtaining leadership support at the schools you work with.

7. **Think about the teachers and other school staff who are implementing your prevention programming. What successes have you had in getting teacher support for this prevention programming? What challenges have you had?**

- Describe any successes you have encountered training teachers. Describe any challenges.
- Describe any successes you have had motivating teachers to use the curriculum. Describe any challenges.

8. **In what ways, if any, has your school or school district used previously established relationships to help implement your *Partners in Prevention* grant? Used other sources of funding? Used activities that were already in place at your school(s)?**

PROBES:

- How did you **leverage existing partnerships or relationships** to implement your current *Partners in Prevention* activities?
- How did you build on **prevention curriculum or activities** that were already being implemented in the schools?
- How did you use **prevention staff** who were already working within the school to implement this initiative?

#### *Financial and Policy Barriers and Facilitators*

9. **In what ways, if any, have finances limited your ability to implement prevention programming with students in the way you would like?**
10. **In your grant director survey, you indicated that policies related to [include responses from survey] limited your organization's ability to deliver prevention programming to students. What about this policy (these policies) are most impactful on your ability to implement? Do you think it would be feasible to change this policy and, if so, what would it take to change it?**

### *Key Implementation Facilitators and Barriers*

- 11. In the grant director survey, you indicated that [include text from the survey here] was the biggest accomplishment or success of your *Partners in Prevention* project. What factors contributed to this accomplishment**

PROBE: What staff and other resources were involved in this success?

- 12. In the grant director survey, you indicated that [include text from the survey here] was your organization's single greatest challenge in implementing the *Partners in Prevention* project. What factors contributed to this challenge?**

PROBE: How did factors, such as staffing expertise and limited resources, contribute to this challenge?)

- 13. You mentioned that [included text from the survey here] is one of the strategies that you or the school(s) are taking to overcome or address these obstacles. How effective/impactful are these steps at addressing or overcoming this obstacle?**

### *Early Sustainability Progress*

- 14. We recognize that your *Partners in Prevention* implementation funding was awarded less than a year ago, so it may feel a little strange to already be talking about what comes after this grant. In the grant director survey, you mentioned that discussions about [refer to grant director survey items] have taken place. Can you tell me more about these discussions?**

### *Closing*

- 15. Imagine that the Foundation decided to fund additional schools under *Partners in Prevention*. What planning and implementation advice would you give new *Partners in Prevention* grantees?**

PROBES:

- What challenges or obstacles could be avoided?
- What successes could have been generated faster?
- What other key implementation information would you want to share with these other grantees?
- Based on what you have learned to date, what would you change about implementation if you could start over?

- 16. What, if any, questions do you have for our team before we end today's call?**

Thank you for your time and insights.

## 3.2 Grant Director Interview Guide Year 2, 2021

### 3.2.1 Introduction

Hello, my name is \_\_\_\_\_, and I am part of the *Partners in Prevention* evaluation team at RTI International. The goal of our evaluation is to help the Healthcare Foundation of La Porte fine-tune its prevention investment by identifying the factors that are associated with better results for students and schools.

This interview is part of a series of interviews that will be conducted each year with all 11 *Partners in Prevention* grant directors. We developed a semi-structured interview protocol so that we will ask each grant director a similar set of questions. We refined those questions based on our review of your responses to the grant director survey and feedback you have provided our grantee liaisons thus far. We recognize that it can be really challenging to plan and implement a school-based initiative of this size, on the timeline you did, and during the pandemic. These interviews serve as a helpful way for the Foundation to learn more about your implementation processes, along with the successes and challenges you have encountered.

Today's interview is confidential. As part of our annual evaluation report, we may present quotes from this interview. If quotes are presented, all efforts will be made to remove all identifying information in the quote. Quotes will not include your name, any staff names identified during the interview, or your organization's name. We may describe interviewees in general terms, like "Director of a single-school grant" or "Director of a grant that used the Second Step curriculum." If there is information that you would prefer that we not quote or record, please let us know and we are happy to stop the audio-recording.

We will use notes from today's conversations to identify common and unique themes across grantees. Our analysis will be summarized and integrated into an annual report that is presented to the Foundation.

This interview will take up to 90 minutes of your time. In addition to this interview, you will be contacted in the future for additional data collection efforts that are part of the *Partners in Prevention* evaluation.

[Team member] will be taking summary notes, but we would like to audio-record this interview to make sure that we capture the full interview. This recording will only be used by our evaluation team and will be destroyed at the end of the evaluation. Also, we can stop the recording at any time if there is information or responses that you would prefer to not have recorded.

Do we have your consent to proceed with our interview?

Do we have your permission to record?

Thank you for agreeing to participate in this interview. Do you have any questions for me before we begin?

### 3.2.2 Interview Questions

#### *Effect of COVID-19 on 2019-2020 implementation*

[ONLY ASK IF GRANT DIRECTOR INDICATED IN SURVEY Q39 THAT THEY DID NOT FINISH ALL OF THE PROGRAM ACTIVITIES (E.G., PROGRAM LESSONS AND IMPLEMENTER TRAINING) AS PLANNED LAST YEAR.]

This interview is going to focus on the current academic year, but I first want to briefly follow-up with you about how the pandemic impacted your implementation efforts last year, in spring 2020. Of course, school closures last spring caused major disruptions to schools.

- 1. Based on the responses to your grant director survey, I saw that you made progress implementing your planned Partners in Prevention activities last year in spite of the pandemic. You also indicated that [see Q39 and say which were not completed as planned] was not completed as planned in the last school year.**

**How much did COVID-19 affect this? Can you please describe how the pandemic affected this aspect of implementation of your Partners in Prevention Program last year?**

**PROBE:**

- How did the pandemic affect implementers' ability to carry out the program last year (especially lessons or training)?

#### *Implementation Approaches and Timeline*

Now, I would like to talk about overall implementation of the Partners in Prevention programs during the current school year.

- 2. Please describe your grant progress over the current school year.**

**PROBES:**

- Describe the **administrative** progress that has been made to date. Administrative progress includes things such as staffing or planning.
- Describe the **programmatic** implementation progress that has been made to date. Programmatic progress includes dissemination of material and site curriculum.

- 3. How, if at all, have your implementation plans and timeline changed for this school year?**

**PROBES:** Types of potential changes in implementation plans and timeline:

- Scope and scale of implementation (e.g., prevention curriculum adopted by schools)
- Target population (e.g., grades, classes)
- Has implementation been delayed?
- Has implementation been moved up to an earlier timeframe than originally planned?
- [Probe Q40 from GD survey] In the grant director survey, you noted certain activities that you expect won't be able to be completed as planned for this school year—[insert activities from survey here]

**4. What factors have contributed to the changes in your implementation plans and timeline that you just described?**

PROBES:

- COVID-related issues (specify specific issues)
- Non-COVID-related issues
- Staffing and capacity challenges
- Partnerships and alliances
- School policies
- Resource constraints

**5. The grant director survey asked about the top 3 challenges you face in managing this initiative in recent months related to the pandemic. You mentioned these types of challenges [include text from the survey Q. 44 here]. [PROBE IF ANYTHING WAS UNCLEAR IN THEIR RESPONSE OR NEEDS EXPANDING]**

**In addition to COVID-19, thinking about overall implementation challenges this year, what do you think has been the single greatest implementation challenge?**

OPTIONAL PROBE IF NEEDED:

- [See items they checked as major barriers in Q47 if they need reminders. You mentioned these types of major barriers in the survey...]

PROBE for additional explanation on Q47 if they selected a “major barrier” for the following items (Can you say more about...):

- “lack of teacher/implementer buy-in”, “schools’ prioritization of academic subjects”, “lack of student engagement in online/remote learning”, “[program] does not fit well with remote learning”, or “lack of online lesson materials for [program]”
- Probe as needed for other major barriers (or moderate barriers if no major ones selected)
- In the grant director survey, you stated that you [*strongly disagree to strongly agree*] that the ongoing technical assistance that your grant project has received from EDC has been useful.
  - Can you tell me more about why the ongoing TA has or has not been useful?
  - How has the TA provider, EDC, helped with implementation during the pandemic?
  - [Optional probe if needed for Q48 for TA support that would be helpful to receive from EDC What, if any, assistance would be helpful to receive from the TA provider?

**6. You also reported that [include text from the survey Q. 45 here] is among the strategies that you or the school(s) are taking to overcome some of the COVID-related challenges you identified. So far, how effective are these steps at addressing or overcoming the COVID-related challenges?**

OPTIONAL PROBES:

- [If answer to question 48 is not sufficiently clear, probe about what types of supports would be helpful from the Foundation or TA providers to help your organization implement the *Partners in Prevention* initiative given the COVID-related challenges.]
- [Also review Qs 43. If the answer is yes and the explanation is not clear, briefly probe.]

7. **Based on the feedback you provided in your [grant director survey, evaluation plan, logic model and measurement instruments provided by HFL], you mentioned that you are monitoring program implementation in the following ways [system and method for monitoring implementation progress]. Are there other ways that you and your team are monitoring implementation progress? For example, other systems or processes.**
8. **How would you characterize the quality of your schools' program implementation so far this year? By quality, we mean things like implementers closely following a curriculum manual, implementers having strong program delivery skills, students being exposed to all program lessons, and students being interested and engaged. How, if at all, did this vary by school?**
9. **Think about your school(s), in what ways have you embedded prevention program in your school(s)? What lessons, if any, have you or your team learned so far about embedding prevention programming in a school setting?**

PROBES:

- What successes have you had with embedding prevention programming in the school? What challenges have you had?
- Describe any successes or challenges you have had finding time in the school day to integrate prevention activities into students' daily activities. If this has been a challenge, what steps are you taking to address this challenge?
- Describe any successes or challenges you have faced obtaining leadership support at the schools you work with to embed the prevention program's learning into the students' everyday activities and the school's culture.

10. **Think about the teachers and other school staff who are implementing your prevention programming. What successes have you had in getting teacher support for this prevention programming? What challenges have you had?**

- Describe any successes you have had motivating teachers to use the curriculum.
- Describe any challenges. What strategies have you used to overcome these challenges?
- Describe any successes you have encountered training teachers. Describe any challenges to training teachers.

PROBE:

- A big challenge with training staff is finding time in their schedules to do the training. This is even harder now, with the pandemic. When your school offers training to the program implementers, to what extent do you track implementers' completion of the training? For example, everyone may be offered a training, but not all implementers may fit it into their schedule.



11. In what ways, if any, has your school or school district used previously established relationships to help implement your *Partners in Prevention* grant? Used other sources of funding? Used activities that were already in place at your school(s)?

PROBES:

- How did you **leverage existing partnerships or relationships** to implement your current *Partners in Prevention* activities?
- How did you build on **prevention curriculum or activities** that were already being implemented in the schools?
- How did you use **prevention staff** who were already working within the school to implement this initiative?

#### *Financial and Policy Barriers and Facilitators*

12. In what ways, if any, have finances limited your ability to implement prevention programming with students in the way you would like?
13. In your grant director survey, you indicated that policies related to [include responses from survey] limited your organization's ability to deliver prevention programming to students. What about this policy (these policies) are most impactful on your ability to implement? Do you think it would be feasible to change this policy and, if so, what would it take to change it?

#### *Implementation Facilitators and Areas for Improvement*

14. In the grant director survey, you indicated that [include text from the survey here] was the biggest accomplishment or success of your *Partners in Prevention* project this school year. What factors contributed to this accomplishment?

PROBE: What staff and other resources were involved in this success?

15. In the grant director survey, you indicated that [include text from the survey here] was an area of performance improvement for implementing the *Partners in Prevention* project. Can you say more about that? What led you to identify this as an area of improvement?

PROBE: What factors will be necessary to put into place in order to address this area of improvement? (increased staff skills?, more resources? etc.)

### *Early Sustainability Progress*

- 16. Now I would like to talk a little bit about your efforts towards sustaining Partners in Prevention programming. In the grant director survey, you mentioned that discussions about [refer to grant director survey items] have taken place. Can you tell me more about these discussions/plans of actions/sustainability efforts?**

PROBE: Have you asked anyone to assist you? If so, what are they doing to assist you?

OPTIONAL ADDITIONAL PROBE IF TIME:

- What kinds of barriers are you experiencing in your efforts toward sustaining the *Partners in Prevention* programming?

### *Closing*

- 17. Imagine that the Foundation decided to fund additional schools under *Partners in Prevention*. What planning and implementation advice would you give new *Partners in Prevention* grantees?**

OPTIONAL PROBES:

- What other key implementation information would you want to share with these other grantees?
  - What challenges or obstacles could be avoided? How (would you suggest avoiding them)?
  - What successes could have been generated faster? How (would you suggest accomplishing these successes faster)?
  - Based on what you have learned to date, what would you change about implementation if you could start over?

- 18. What, if any, questions do you have for our team before we end today's call?**

Thank you for your time and insights.