



UNIVERSITY  
OF GUAM

# **A Computer-based Evaluation Data System For Guam's Strategic Planning Framework State Incentive Grant Project**



**Prepared For  
The Governor's PEACE Council:  
Prevention and Early Intervention Advisory  
Committee Empowerment (PEACE)**

**By**

**University of Guam – Cooperative Extension Services**

**September 28, 2006**

**A Computer-based Evaluation Data System  
For Guam's Strategic Planning Framework  
State Incentive Grant Project**

**Prepared for the  
Community Substance Abuse Planning Treatment Group**

**By the  
University of Guam – Cooperative Extension Services**

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## **Process Steps for conducting Program Implementation and Outcomes Evaluation(s)**

- A) Each Community sub-grantee selects an evidence-based program to implement and submits a proposal in response to a PEACE Program RFP. An Implementation Action Plan (or intervention logic model) may be written/submitted as part of their Sub-grantee Funding Application.
- B) Each funded sub-grantee program will submit the **Quarterly Report Form** as follows: First Quarter, (End of Month 3); Second Quarter, (End of Month 6); Third Quarter, (End of Month 9); Fourth Quarter, (End of Month 12). If the project continues for two or more years, reports continue to be submitted 4 times each year or until project is completed and funding ends).
- C) **Program Implementation Record (Form A)** is submitted 3 times over the duration of the funded project: Part I: Before or at start of program project; Part II: Mid-way through program project; Part III: At end/completion of program project.
- D) **Contextual Factors Evaluation (Form B)** is submitted only once each year, for the duration of the funded prevention program, or whenever the project and funding end.

### **Instructions for Program Implementation Record (Form A)**

#### **First Submission: At or before the start of each Funded Prevention Program**

- 1) Each Sub-grantee will initiate (data entry) for Substance Abuse Prevention Program Implementation Record (Form A) to collect descriptive and "Intended Design" data information (Part I - Items 1-18).

#### **Second Submission: If applicable, at a midpoint of each Funded Prevention Program**

- 2) Update Form A (Part II Items # 19-22)

#### **Third Submission: At the end of each Funded Prevention Program**

- 3) Update Form A (Part III Item # 25-26) to document Immediate Outputs/Outcomes Record any Participant Satisfaction Assessment data scores (aggregate level) and Post-test data collection measures taken (Aggregate Level) Immediately.
- 4) Update Form A (Item #s27-36b) Complete Program Implementation measures.

#### **If an evaluation of long term outcomes/impacts was conducted for the Funded Prevention Program**

- 5) Update/finalize Form A (Item # 37) to Record findings of any longitudinally data collected to obtain intermediate outcome measures.
- 6) Submit PEACE Contextual Factors Evaluation: Form B. This form was designed from the national cross-site evaluation to identify those environment and social-political forces that can effect program implementation and its outcomes.
- 7) Guam's Long-term outcome evaluation is obtained from SEW Assessment of Guam's National Outcome measures.



**GLOSSARY FOR COMMUNITY LEVEL  
PROGRAM MONITORING AND EVALUATION**  
Of Guam's SPF-SIG PEACE Project

**Alternative Drug-Free Activities**

Assumes that youth who participate in drug-free activities will have important developmental needs met through these activities and will no longer have those same needs met through drug-related activities. A key aspect of this strategy is the voluntary participation of youth in drug-free activities, which allow youth to enhance their skills and/or knowledge, occupy their unstructured time, and involve them in community service.

**Awareness**

A perception or recognition on the part of the community that there is a substance abuse problem. The level of this awareness can change over time.

**Building Relationships**

A process of developing partnerships and collaborations in order to mobilize resources and expertise of multiple programs in order to address the complexities of the drug problem at the community level.

**Capacity Building**

Capacity building refers to the process by which a community develops the ability to build an effective and sustainable prevention intervention program. Capacity building is facilitated by conducting activities that help raise awareness of the substance abuse problem in the community, by building relationships and coalitions, training stakeholders, coalitions and service providers, leveraging resources and conducting other activities to help develop the infrastructure for a prevention intervention program.

**Coalition**

Formal collaborative relationships often convened to address a specific problem and working for a common cause. There are typically leadership positions, meeting agendas and minutes, formal goals, objectives and activities.

**Cohort**

A specific group that participates in a specific intervention at the same time, attending the same sessions and receiving the same information.

**Collaboration**

Collaborations bring previously separated organizations into a new structure with full commitment to a common mission. Such relationships require comprehensive planning and well-defined communication channels operating on many levels. Authority is determined by the collaborative structure. Risk is much greater because each member of the collaboration contributes its own resources and reputation. Resources are pooled or jointly secured, and the products are shared.

**Community**

A group of individuals who share cultural and social experiences within a common geographic or political jurisdiction.

**Community Based Process**

Aims to enhance community resource involvement in substance abuse prevention. This strategy focuses on building interagency coalitions and training community members and agencies in substance use education and prevention.

**Community Factors**

Conditions or attitudes at the community level that may facilitate or limit the project's objectives.

**Community Needs Assessment**

Assessing demographic profiles of the community and/or target populations, prevention resources, partnerships, baseline use rates of target populations, community prevention experience, etc.

**Community Readiness**

A community's awareness of, interest in, and ability and willingness to support substance abuse prevention activities.

**Comparison Group**

A group of individuals whose characteristics are similar to those of the program participants but who do not receive the program services, products, or activities being evaluated.

**Consequences**

The resulting condition that occur because of the use of alcohol and/or drugs. For instance, the occurrence of car crashes due to driving under the influence.

**Consumption Patterns**

The intake of a substance including alcohol, tobacco, or illegal drugs, and patterns of use that may be targeted for prevention. For instance, targeting those who binge drink.

**Contract Agencies**

Those agencies that have a binding agreement with the funding agency, and have been hired or partnered with in order to carry out the plan for addressing substance use/abuse in the community and conducting appropriate activities.

**Cooperation**

Cooperation is characterized by informal relationships that exist without any commonly defined mission, structure or planning effort. Information is shared as needed, and authority is retained by each organization so there is virtually no risk. Resources are separate, as are rewards.

**Coordination**

Coordination is characterized by more formal relationships and understanding of compatible missions. Some planning and division of roles are required, and communication channels are established. Authority still rests with the individual organizations, but there is some increased risk to all participants and rewards are mutually acknowledged.

**Cost Bands**

Approved cost per person for each type of intervention.

**Cultural Appropriateness**

Ensuring that prevention strategies, activities, and interventions address the cultural needs of the community and target population.

**Cultural Competence**

The capacity of individuals to incorporate ethnic/cultural considerations into all aspects of their work relative to substance abuse prevention and reduction. Cultural competence is maximized with implementer/client involvement in all phases of the implementation process, as well as in the interpretation of outcomes.

**Cultural Factors**

Conditions that result from cultural issues within the community. Cultural issues are often associated with race and ethnicity, but may also concern the culture of certain subpopulations such as lesbian, gay, bisexual, or transgender individuals.

**Curriculum or Manual**

A set of courses to be completed by participants being served by a substance abuse prevention intervention or a set of instructions about how to deliver and intervention.

**Data**

Information collected according to a methodology using specific research methods and instruments.

**Demographic Factors**

The characteristics/conditions of a human population, including sex, age, socioeconomic status (SES), and so forth, which may affect the outcome of the project.

**Density**

The concentration of (number of) an object, in this case liquor stores, located in one particular area of a community.

**Developing a Strategic Plan**

A disciplined and focused effort to produce decisions and activities to guide the successful implementation of an intervention.

**Director/Executive/Administrator**

The highest level staff position within an agency/organization.

**Dosage**

A measured proportion of the exposure to some prevention intervention, activity, curriculum, etc. Examples of dosage include the number of sessions of a prevention curriculum or the number of newspaper advertisements distributed within a community.

**Duration**

The amount of time that is required for completion of a particular intervention and/or its activities. Duration may be measured in such increments as hours, days, or weeks.

## **Ensuring Intervention Activities and Outcomes continue After SPF-SIG Funding Ends**

Examining ways in which to make sure that the intervention(s) implemented is able to continue to serve the target population after funding from the SPF SIG grant has been used. This includes finding additional funding sources, retaining project staff and resources, and so forth.

### **Environmental Strategies**

This strategy establishes or changes community standards, codes, and attitudes and thus influences incidence and prevalence of substance abuse. Altering policy that can reduce risk factors and/or increase protective factors related to substance abuse is an important step in the prevention of substance abuse. Policy changes can translate into community and individual ideals related to substance abuse and adolescent health. Approaches can center on legal and regulatory issues or can relate to service and action-oriented initiatives. Examples include TA to communities to maximize enforcement of laws governing availability and distribution of legal drugs, product pricing strategies, and modification of practices of advertising alcohol and tobacco. Environmental strategies can also include changing organizational policies (such as workplace, recreation league, etc.) to prevent substance use. Finally, environmental strategies can include information dissemination, which aims to increase knowledge and alter attitudes about issues related to alcohol, tobacco, and illicit drug use and abuse. Information is disseminated about the nature and prevalence of substance abuse and addiction and the psychological and social effects of substance abuse. Many information dissemination efforts involve media campaigns.

### **Environmental Systems Factors**

Those factors that are external or perceived to be external to an individual but that may nonetheless affect his or her behavior. At a narrow level these factors relate to an individual's family setting and relationships. At the broader level, these refer to social norms and expectations as well as policies and their implementation.

### **Evaluation Design**

Involves the purpose of the evaluation and determining the questions to be answered by the evaluation. The evaluation design chosen should accommodate the complexity of program activities and meet the needs of the stakeholders. Three general types include experimental, quasi-experimental and observational.

### **Evaluation Plan**

The systematic blueprint detailing all the evaluation aspects of the project including the database structures to manage the project data.

### **Evidence-Based Prevention Program, Policy, or Practice**

A program that is theory-driven, has activities/interventions related to the theory of change underlying the program model, has been well implemented, and has produced empirically verifiable outcomes, which are assumed to be positive.

### **Existing Intervention**

Any intervention (evidence-based or not) that has been used in the past by the grantee or others, which was NOT newly created just for this project.

### **First Introduced**

The first day in which activities were conducted in order to begin implementing the intervention. This may include the first day that a media campaign began, the first day that training was conducted for bartenders and wait staff, the first day that a letter-writing campaign began, and so on.



**Frequency**

The number of times per month that a certain activity takes place.

**Immediate Outcomes**

The initial change in a sequence of changes expected to occur as a result of implementation of an evidence-based program, policy, or practice.

**Implementation**

Implementation of a prevention intervention program consists of the development of a strategic plan based on documented needs, and should build on identified resources/strengths, include creating measurable objectives and performance measures. Plans should be adjusted during ongoing needs assessment and monitoring activities. Sustainability should be a constant throughout each step of planning and implementation. The development of an Advisory Council and the appointment of a chair by the Governor is also a requirement during implementation of the SPF SIG.

**Information Dissemination**

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

**Institutionalized (prevention program)**

To incorporate a structured and formalized system for substance abuse prevention within organizations throughout the community through written policies, procedures and other formal processes.

**Intermediate Outcomes**

In a sequence of changes expected to occur in an evidence-based program, policy, or practice, the changes that are measured at program completion. Depending on the theory of change guiding the intervention, an intermediate outcome in one intervention may be an immediate or final outcome in another.

**Intervening Variables**

Factors or characteristics of an intervention, participant, or context that may or may not be causally related to substance use/abuse.

**Intervention**

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

**Intervention Activities**

Activities conducted as part of an intervention in order for implementation to occur. Examples of activities include a training session for an environmental strategies intervention or attending and presenting at a PTA meeting for information dissemination purposes.

### **Intervention Implementation**

Conducting activities such as delivering a substance abuse prevention curriculum or educating law enforcement agents about substance use/abuse in order to fulfill the requirements of the proposed intervention and begin serving participants.

### **Intervention Level Evaluation Activities**

Activities designed to assess the effectiveness of the intervention.

### **Intervention Selection**

Communities should choose a program that is proven to be effective in research settings and communities. The community implementers must ensure that culturally competent adaptations are made without sacrificing the core elements of the program. SAMHSA encourages the selection and adaptation of programs contained in the National Registry of Effective Programs (NREP), although this is not a requirement.

### **Intervention Strategy**

A strategy design to provide substance abuse prevention education, information, activities, community-based processes, or environmental changes within a community, region, or state.

### **Keg Registration**

The requirement of all kegs of beer to have a unique identification label or tag attached to them. The identification may include the name and address of the retrieval licensee, name of the purchaser, and unique identification number.

### **Key Informant**

Someone who is knowledgeable about the ATOD prevention system (i.e., infrastructure, policies, and services) in your community.

### **Key Opinion Leaders**

Those individuals (experts in the field) who serve as the driving force in creating an opinion about the issue(s) at hand, in this case being substance abuse prevention.

### **Key Stakeholders**

All members of the community who have a vested interest (a stake) in the activities or outcomes of a substance abuse intervention.

### **Logic Model**

A graphic depiction of the components of a theory, program, initiative, or activity that shows the program's components and plausible linkages between the program components.

### **Management Information System**

A computer system designed to help managers plan and direct business and organization operations.

### **Media Advocacy**

This theoretical and innovative approach aggressively promotes health awareness and policy changes with the aid of mass media. This approach increases public concern, improves response to public health issues, and is often used in community models.

### **Media Literacy**

Media literacy is being able to analyze media messages, understand the intent of the messages, and judge how the information in the messages is used.

**Monitoring and Evaluation**

Observing the effects of an intervention, whether the intervention is participant-based or not, and assessing the success of the intervention.

**Needs Assessment**

An assessment of various targeted populations, communities, and prevention resources within the State, studies of current outcome indicators, geographic and demographic analyses of social marketing data, and household and school surveys.

**Needs and Resources Assessment**

An assessment of various targeted populations, communities, and prevention resources within the State, studies of current outcome indicators, geographic and demographic analyses of social marketing data, and household and school surveys, along with social, fiscal, recreational, and other community support that presently target substance abuse prevention and/or reduction.

**New Participant**

A participant who has not yet received/participated in the intervention and therefore, not previously counted.

**Openness**

A community's willingness to do something about the substance abuse problem in their community and to participate in prevention activities.

**Organizational and/or Coalition Resources**

These resources include such necessities as project staff, a facility to house the project and/or meeting space, appropriate technology, and other resources necessary for the start-up of a substance abuse prevention program.

**Organizational Needs Assessment**

Assessing leadership, human resources, technical resources and technology, infrastructure, funding sources, etc.

**Outcome Data**

Information that reveals the extent of change in targeted attitudes, values, behaviors, or conditions between baseline measurement and subsequent points of measurement. Depending on the nature of the intervention and the theory of change guiding it, changes can be immediate, intermediate, final, and longer-term outcomes.

**Outcome Evaluation**

The systematic assessment of the results or effectiveness of a program or activity. It is a type of evaluation used to identify the results of a program's effort. It seeks to answer the question, "What difference did the program make?" It yields evidence about the effects of a program after a specified period of operation.

**Policy Intervention**

Interventions that target substance abuse prevention by implementing, changing, or enforcing organizational, local, or state policies. Policies are typically written documents.

## Population Types

- **Universal Population** - Prevention designed for everyone in the eligible population, both the general public and all members of specific eligible groups. Also, activities targeted to the general public or a whole population group that has not been identified on the basis of individual risk.
- **Selective Sub-Population** - Activities targeted to individuals or a subgroup of the population whose risk of developing a disorder is significantly higher than average.
- **Indicated Target Population** - Strategies designed for persons who are identified as having minimal but detectable signs or symptoms or precursors of some illness or condition, but whose condition is below the threshold of a formal diagnosis of the condition.
- **Institutional Population** - Any group of persons living in group quarters under care or custody (e.g. hospitals, college, dormitories, juvenile facility, correctional center, jails, or residential care facility).

## Prevention

A proactive process that empowers individuals and systems to meet the challenges of life events and transitions by creating and reinforcing conditions that promote healthy behaviors and lifestyles. The goal of substance abuse prevention is the fostering of a climate in which (a) alcohol use is acceptable only for those of legal age and only when the risk of adverse consequences is minimal; (b) prescription and over-the-counter drugs are used only for the purposes for which they were intended; (c) other abused substances, e.g., aerosols, are used only for their intended purposes; and (d) illegal drugs and tobacco are not used at all.

## Prevention Domains

Prevention domains are spheres of influence in which prevention activities are conducted. Domains are usually considered to include individuals (self and peers), school, workplace, family, community, and society.

- **Community Domain** - A prevention approach that focuses on the problems and needs of a community, i.e., a group of individuals who share cultural and social experiences within a common geographic or political jurisdiction.
- **Family Domain** - A prevention approach that focuses on the problems and needs of the family, i.e., parents (or persons serving as parents) and children who are related either through biology or through assignment of guardianship, whether formally (by law) or informally, who are actively involved together in family life and who share a social network, material and emotional resources, and sources of support.
- **Individual Domain** - A prevention approach that focuses on the problems and needs of the individual.
- **Peer Domain** - An approach that involves activities and interventions targeting the influence and behaviors of friends and peers.
- **School Domain** - An approach that promotes the health and well being of students in elementary and secondary schools by conducting activities to prevent and/or reduce substance abuse.
- **Society/Environmental Domain** - A prevention approach that focuses on the environment as a societal climate that encourages, supports, reinforces, or sustains problematic use of drugs.

## Prevention Education

The aim of this prevention strategy is to teach participants critical life and social skills (e.g., decision making skills, refusal skills, and cultural pride) as a means of promoting health and well being in youth, while preventing problems that may occur without these skills.

## Prevention Intervention Program

A structured intervention, including environmental initiatives, that is designed to change social, physical, fiscal, or policy conditions within a definable geographic area or for a defined population

**Prevention Intervention Curricula**

A formal prescription for the content, schedule and evaluation of a program.

**Problem Identification and Referral**

A prevention strategy that involves recognizing youth who have already initially tried drugs or developed substance use problems and referring them to appropriate treatment options.

**Project Level Outcome Evaluation Activities**

Evaluation activities that are specific to the prevention intervention program and the unique participants in the program.

**Protective Factors**

Conditions that build resilience to substance abuse and can serve to buffer the negative effects of risks. Also referred to as assets.

**Readiness to Change**

A community's awareness of, interest in, and ability and willingness to support substance abuse prevention initiatives.

**Recurring**

A prevention service provided to a fixed group of people at risk for substance use or abuse, who are enrolled for a fixed period of time in a planned sequence of activities. The activities, through the practice or application of recognized prevention strategies, are intended to inform, educate, develop skills, alter risk behaviors, deliver services, and/or provide referrals to other services

**Relationship Building**

Prevention practitioners who can mobilize the resources and expertise of multiple programs can address the complexities of the drug problem at the community level. The benefits of these relationships include:

- Simplifying needs assessments
- Identifying and filling gaps in services
- Expanding services
- Improving interagency communications
- Reducing competitive services
- Achieving visibility for community-wide actions
- Enhancing staff training and expertise
- Conserving resources

**Risk Factors**

Conditions for a group, individual, or defined geographic area that increase the likelihood of a substance use/abuse problem occurring.

**Selecting Interventions**

Choosing an intervention that is appropriate for the population being targeted for substance abuse prevention.

**Service Approach**

How services are delivered to the target population or community.

**Setting**

The location in which a prevention intervention and/or its activities may take place. For instance, the setting of a prevention education intervention may be a classroom or the setting for conducting alternative drug-free activities might be a local YMCA.

**Social Marketing**

Using commercial marketing techniques to develop, implement, and evaluate programs designed to influence the behavior of a target audience. Social marketing integrates health communication theory into research and practice. The six-stage process includes planning, channel selection, materials development, implementation, effectiveness evaluation, and revision. Social marketing often relies on the use of mass media and involves identifying the needs of a specific group, supplying information so people can make informed decisions, offering services that meet needs, and assessing how well the needs were met.

**Stakeholders**

All members of the community who have a vested interest (a stake) in the activities or outcomes of a substance abuse intervention (*Achieving Outcomes*, 12/01). In general, groups or persons with a vested interest in something tangible or intangible.

**State Epidemiological and Outcomes Workgroup (SEOW)**

A component of the SPF-SIG that will examine alcohol, tobacco, and other drug-related data for prevention. The function of the SEOW is to collect, analyze, and apply implications from data about alcohol, tobacco, and illicit drug-related problems to improved prevention practice; to bring systematic, analytical thinking to understanding the causes and consequences of the use of alcohol, tobacco, and other drugs; and to drive effective and efficient use of prevention resources.

**Start Date**

The first date that participants are served/participate in an intervention.

**Strategic Plan**

A plan developed and used to guide the successful implementation of an intervention that defines specific objectives and actions to be taken, in order to accomplish the proposed goals.

**Strategic Plan Development**

A disciplined and focused effort to produce decisions and activities to guide the successful implementation of an intervention.

**Surveillance**

The ongoing systematic collection, analysis, and interpretation of data (e.g., regarding consumption, consequences, and risk factors) essential to the planning, implementation, and evaluation of public health practice, closely integrated with the timely dissemination of these data to those responsible for prevention and treatment.

**Sustainability**

The process of supporting innovation and ensuring an adaptive prevention system that can be integrated into ongoing operations to benefit diverse stakeholders. Sustainable thinking considers the connections between various elements of a healthy society, and implies a longer time span (i.e., in decades, instead of years).

**Workforce**

Those staff members and individuals who work in the field of prevention and are working towards a common outcome.

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**Your Information Dissemination Efforts**

Efforts focused on distributing substance abuse prevention information to targeted audiences, often involving collaboration with individuals and/or organizations.

**Evaluation Data Instrument Administration Guide**  
**PEACE: Guam Strategic Prevention Framework State Incentive Grant**  
(9/17/2006)  
**Community Partner Quarterly Report**

**Purpose**

This report collects information about what your organization is doing to implement your funded project and activities you are conducting to help your program achieve the goals outlined in Guam's Strategic Prevention Framework State Incentive Grant – PEACE. Each quarterly report documents your activities with community partners and changes that occur as you apply the Strategic Prevention Framework (i.e., needs and resources assessments, capacity building, strategic plan development, intervention selection and implementation). These data will enable the Governor's PEACE Advisory Council staff to see what efforts improve the effectiveness of Guam prevention programming and which do not.

The following instructions will help you complete your quarterly reports. An overview for each section of the instrument and detailed instructions for individual questions are provided. Some information is collected only once, unless you need to make changes, and these sections are clearly labeled. There is an accompanying "Glossary For Community Level Program Monitoring and Evaluation" with definitions for some terms used in questions or responses.

These data will be used solely to monitor the kinds of activities occurring and assess the extent to which these organizational processes may help accomplish the PEACE project goals. Your responses will not affect your project funding.

**INSTRUCTIONS**

- This instrument should be completed by community partners who have received SPFSIG funding from the Governor's Guam PEACE Project administered by the Department of Mental Health and Substance Abuse.
- You should consult with your project's administrative and project staff who can provide you information helping you answer questions before responding to any particular section.

**Electronic Version--**

A computer data-entry version using the ACCESS software program is has been developed. It will make data entry easier and speed up submission by email. The ACCESS program will be made available for loading into your computers with training conducted as needed.

**Print Version**

- If you are completing a printed version of the instrument to be given to a staff person for data entry. Please use a pencil.
- Please fill in all the response boxes to make data entry more accurate.
- For Narrative responses to open questions, please print the response with block letters for clarity and accuracy. Do not write in cursive.



## THE QUARTERLY REPORT FORM

### HOW TO LOAD THE ACCESS PROGRAM

(From CD-Rom to Personal Computer)

**\*\*Note: To ACCESS the Program you must download the program from the CD-ROM to your personal computer, otherwise you will not be able to make/save changes, export data, or view the program because it is on the “read-only” property for the CD-ROM.**

- **After you have put the CD into the DVD Drive on your computer to download, you will come to a menu screen that will show you all the contents on the disk.**
- **From the CD, highlight all the contents, then copy and paste it to your computer desktop or a file that can be easily found on your computer. For simplicity, you may consider creating a “PEACE Evaluation” Folder on your desktop to keep all the contents that you copied from the CD in order.**  
*(\* Note: To highlight/copy/paste, simply “left click” on the screen and drag your mouse across the contents you want highlighted, then “right click” on the over the area you highlighted and select “Copy” from the drop-down box).*
- **After you have copied all the contents from the CD-ROM to your computer, simply “right click” over the “ACCESS Program” file. You will see a drop-down box.**
- **At the bottom of the drop-down box, click on “Properties” and you will be prompted to choose one of three tabs at the top of the properties screen. Click on the “General” Tab (If the tab is already opened, you will not need to look click on it again).**
- **On the “General” screen, go down to the last option (at the bottom) on the screen. It should say “Attributes.” The “Read-Only” box should be checked with a green marker. Click once on the box and the marker will disappear.**
- **Click on “OK” to close the prompt and your ACCESS Program should be useable. You can continue with data entry, exporting, and saving.**
- **If you have any problems, contact the PEACE Office.**

### ACCESS Program Instructions

- To Open the ACCESS Program, simply double click on the “ACCESS Program” Folder and then double click on the “PEACE Community Partner Reports”.
- You will then be prompted by a “Security Warning.” Click on “Open” and you will be taken to the Main Switchboard. Double click on the form that you will enter data into. Please follow the specific ordering of the switchboard.
- Each Section Number and Question on the ACCESS Form will correspond with the Print Version of each specific form.
- Enter the PEACE Record ID in the box provided at the beginning of the ACCESS Form.
- Use the ARROW KEYS to navigate up or down within the ACCESS Form.
- Use the TAB KEY to move to the next question on the form.
- The ACCESS Program will prompt an error message if the code entered is invalid (e.g.: If the only codes listed are Code 1= Yes and Code 2= No, the ACCESS program will only recognize Code 1 or Code 2 as an answer). If the error message pops up at any time, simply click the “end” button on the prompt.
- When you come to a question that requires a brief explanation/description, you must click on the TAB KEY at the end of your explanation to proceed to the next question. This also applies if you wish to bypass the explanation/description box.
- Each question that contains a series of sub-categories are sectioned off in the ACCESS Program for your convenience.
- Some questions contain “drop-down” boxes. Simply click on the answer most applicable to you and proceed to the next question.
- Some questions contain skip patterns. The ACCESS Program will automatically take you to the next question (e.g.: If Code 2 is entered for Section IIIb, Question 1, the program will automatically “skip” to Section IIIc as listed on the PEACE Quarterly).
- Be aware that the Sections/Questions are in columns, not rows. The ACCESS Program will take you down rather than across the form. If you come to the end of a Section at the end of that column on the form, the ACCESS Program will automatically bring you back to the top of the next section/column.
- Use the ENTER/RETURN KEY at the end of the form. To Exit out and proceed to the next applicable Evaluation Form, simply click on the black “X” at the top right hand corner of the screen next to the “Help” bar. DO NOT click on the red “X”, as this will entirely close out the ACCESS Program.

## HOW TO EXPORT YOUR ACCESS REPORT DATA INFORMATION

(To be submitted to the PEACE office):

- Click on the file folder that contains the ACCESS Program and Double click on the ACCESS Program. A “Secure Warning” Box will prompt when you first enter the program. Simply hold down the “Shift” bar on your keyboard and click “Open” on the prompt.
- A database file will pop-up after you have opened the prompt. Click on “Tables” and then click each item to the right of the screen in the following order: *(It is critical that you export the items in this exact order).*
  - Record Management
  - Quarterly Report
  - Record Management I
  - Form A
  - Contextual Factors Evaluation Form B
- You must click on each item separately to export. After you have clicked on an item, go to the top menu bar and click on “File.” Scroll down and click on “Export . . .”
- The “Export from PEACE” box will pop-up. Go down to the bottom of the prompt and enter a valid file name in the “File Name” bar. Then designate a place to save your file in at the top of the prompt (i.e.: desktop, my documents, etc.). When you are through go to the “Save as Type” bar at the bottom of the prompt and scroll down for a list of options. Click on “Microsoft Excel 97-2003” and click on the “Export” Bar to the right of the prompt.
- Repeat the above steps with each item on the list until you have exported all (5) items.
- Go to the designated place you have saved your items in (i.e.: Desktop) and put all items in one file folder for ease.
- After exporting the files, email them as an attachment to the PEACE Office.

This section provides basic information about your organization and how the Evaluation Component can contact you.

**These questions may only need to be answered once, unless there are any changes or corrections needed to update your organization's information.**

### **Ia. RECORD MANAGEMENT**

Enter Code indicating whether or not there are any changes in the contact information (code for "No", when entered in to computer program, will skip to item #1, Section IIa.)

#### **PEACE Office Assigned File Record ID:**

Your Sub-Grantee ID, as assigned by PEACE/DMHSA, is necessary for the computer database to track and connect your program data entries from multiple forms.

#### **Question 1: Name of Organization:**

Provide the full name of your organization.

#### **Question 2: Site Location**

List where the project operates, especially if different from your organization's main or central office. For example, this may be a project carried out at one or more schools, or in a village district field office, or at an institutional facility such as the Department of Corrections, Guam Memorial Hospital, or a Guam Housing & Urban Renewal Authority community center.

#### **Question 3: Name of Person:**

Who should the PEACE Office or Evaluation Component contact if there are any questions about your reporting?

#### **Question 3a: Title:**

Provide the contact person's title for the SPF-SIG funded program intervention (e.g.: Project Director, Administrative Support, Program Coordinator, etc).

#### **Question 3b: Contact -Telephone Numbers and Email address:**

Provide applicable ways to get information to you or where you may be contacted.

#### **Question 3c: Office Mailing Address:**

Provide a mailing address just in case the National SAMHSA-CSAP SPF-SIG program, or Guam's PEACE Project, should need to mail you hard copy materials.

### **Ib. REPORTING PERIOD**

**For computer ACCESS Program; Exit Record Management and select Quarterly Report Form;  
Enter your record ID.**

**Question 1: Circle the quarter for which you are reporting and enter the applicable reporting period code for computer data entry:**

Select only one response. (ACCESS program has “drop down” menu options).

**Question 2: Indicate the date you began receiving SPF-SIG funds from PEACE/DMHSA:**

Indicate the month and year you began receiving funding in the form of mm/dd/yy (e.g.: If you began receiving funds in January 2007, you should enter 01/2007; If funding started in November 2006, you should enter 11/2006).

**Question 3: Indicate the date your funding for the funded community project is scheduled to end for the overall project:**

Indicate the month and year your funding is scheduled to end in the form of mm/dd/yy (e.g.: If your funding year is scheduled to end in January 2008, you should enter 01/2008; If funding ends in November 2006, you should enter 11/2006)

**Question 4: Instrument Submission Date (Provide month, day, and year: mm/dd/yy)**

Date when you turn in the form or submit the ACCESS data form.

**II. ORGANIZATIONAL INFORMATION**

This section asks for basic information about your organization, its work with community partners, and information about your targeted client communities.

**Question 1: Number of Staff**

Please enter the number of staff working specifically on your prevention project for this reporting period (i.e.: not all staff in your organization, only those working on your PEACE Funded Project).

**Question 2: Involvement with Key Stakeholders (see Glossary Definition)**

These items collect information on your involvement with other groups and potential partners to help your project. If you have met with, teamed up or jointly co-sponsored activities with other groups, select *Yes*. If project work was by your staff with no need to meet or partner with other groups, select *No* (this will skip you to item 4).

**Question 3: Stakeholders/Community Partners**

Enter all applicable codes in the boxes that best describe your community partners. Select *Yes* if you have worked with individuals from or members of the formal groups listed, or persons who are representative of a group category (e.g. a business owner willing to help, or a nurse/doctor giving you technical advice). Otherwise, select *No* for these categories.

**Question 4: Client Service Population**

Enter all applicable codes in the boxes provided that does or does not best describe your client service population.

**III. STRATEGIC PREVENTION FRAMEWORK**

**Question 1:**

The Strategic Prevention Framework (SPF) has 5 components as listed. Only select the component(s) you worked on during this reporting period. If all of your time was spent on strategic plan development you would select code *Yes* only for it. If you divided time between 2 or 3 components, select *Yes* only for those.

**IIIa: NEEDS ASSESSMENT****Question 1: Needs Assessment**

This section asks about two different kinds of needs assessment. One is studying the needs of your organization and the second is studying the needs of the community you want to serve. If you did not work on any kind of needs assessment, select *No*.

**Question 2: Community Assessment**

Enter the appropriate codes in the box. Examples of an assessment of needs would include baseline rates, prevention resources, partnerships, community prevention experience, and other monetary and non-monetary resources or if you have conducted an assessment of the targeted population of your program intervention. Examples include studies of current outcome indicators, geographic and demographic analyses of social marketing data, and household/school surveys.

**Question 3: Community Assessment**

Enter all appropriate codes to indicate the different areas of community your program did or did not assess.

**Question 4: Data**

Enter the appropriate code in the box provided to indicate whether or not your program used data provided by the Guam SEW group in your assessment.

**Question 5: Organizational Capacity**

Enter the appropriate code in the box provided to indicate whether or not your program conducted any internal assessments. Enter the appropriate code to indicate whether you have worked on examining needs internally and include assessments of leadership, human resources, technical resources, and technology, infrastructure, etc.

**Question 6: Organizational Capacity**

Enter all appropriate codes to indicate the different areas of your program that you did or did not assess. \*(ACCESS Program will automatically skip to top of Column 2 after this question)\*

### **IIIb: CAPACITY BUILDING**

#### **Question 1: Capacity Building**

Enter the appropriate code in the box provided to indicate whether or not you worked on developing your group's capacity to deliver an effective and sustainable prevention intervention program; If not, select *No* and skip to IIIc.

#### **Question 2: Organizational Resources**

Enter all appropriate codes in the boxes provided to indicate which activities your program conducted to improve its organizational capacity. Examples of areas in which activities could be conducted to build capacity include: organizational resources, community awareness, community readiness, relationship building, and ensuring intervention activities and outcomes continue after SPF-SIG funding ends.

### **IIIc: COMMUNITY PROGRAM STRATEGIC PLAN**

#### **Question 1: Drug Substances**

Guam's Strategic Plan has identified priorities to focus prevention activities. Enter appropriate codes in the boxes provided to indicate what your program will or will not focus its efforts on. Option "f" refers to environmental strategies (see *Glossary* for explanation). It is possible to select more than one, or you may be conducting an environmental strategy on a particular drug substance.

#### **Question 2: Strategic Plan Development**

Enter the appropriate code in the box provided to indicate whether or not you worked on a disciplined and focused effort to produce decisions and activities to guide the successful implementation of your intervention.

#### **Question 3: Logic Model**

Enter the appropriate code in the box provided to indicate the nature of your project's logic model. You may have created one independent of those drafted by PEACE, or you may not have come to that point yet when you need to make a logic model, or your project may be such that it does not need a logic model.

#### **Question 4: Target Population**

Enter codes in the boxes provided to indicate whether or not your intervention is targeting the specified populations. Review the definitions under "Population Types" in the *Glossary*, then select the one type that best describes your program's focus. The progression from *Universal* to *Selective* to *Indicated* to *Institutionalized* is narrowing from general to specific.

#### **Question 5: Target Population Traits**

Within the block, enter information and codes to describe the people being served by your project. For age (a/b), even if you serve a “Universal Population” (see item 4), your specific target population may be formed at one or several age groups (e.g. youth, adults, or elderly, or a combination). The following age groupings are common conventions to help you specify on age range. These are only suggestions – you should enter the age range you identify as the most accurate description.

<u>Nominal Age Groupings</u>	<u>Age in Years</u>
Preschool Children	From 1 to 4
Elementary School	From 5 to 10
Middle School	From 11 to 13
High School	From 14 to 18
Young Adults	From 19 to 21
Adults	From 22 to 49/64
Elderly	From 50/65 to older

(c) If you are serving both Males and Females Code=3,

(d) Ethnicity: you may code up to 3 specific Ethnic Groups targeted by your programs. If you only need to enter one or two ethnic codes, leave any remaining code boxes blank. Enter one or more of the following ethnic group codes beginning with code box 1. If you are targeting a specific ethnic group that is lumped together in a multi-combined category, use the write in space on the form.

<u>Code</u>	<u>Ethnic Category</u>
9	All Ethnic Groups/Universal (enter Code in box 1 only)
1	Chamorro (includes these from CNMI residing on Guam)
2	Chuukese (a priority ethnic group in need)
3	Other Micronesian Islands (Kosraean, Marshallese, Palauan, Pohnpeian, Yapese)
4	Any “non-Chamorro” Pacific Islanders; e.g. Combining Code 2,3 and any Native Hawaiian and other Pacific Islanders. (If the target is Chamorros and all other Pacific Islanders: Code box 1=1; and box 2= 4).
5	Filipino Only
6	Other Asians (Chinese, Japanese, Korean, Other)
7	Filipino and all other Asian – the Asian Community
8	(White, Black, or African Americans, non-Pacific Islanders/non-Asian Community, and other races/ethnic groups not specified.

(e-n) Other trait characteristics. These item options allow you to indicate descriptive clarifications beyond age, sex, and ethnicity. For example, you may have a school-health class program for Grades 4-8 (elementary and middle school ages from 9-13), or a program aimed at a selected target group consisting of 18-35 year old Chamorros males who are high risk adults or more specifically those in your village who associate together as sport organization (or as gang groups).

#### **Question 6: Strategic Plan Reviewed**

Enter the appropriate code in the box to indicate whether or not your strategic plan was reviewed



for improvement, and if changes were made.

**Question 7: Strategic Plan Revisited**

If changes were made, enter the appropriate code in the box to indicate the natures of changes made.

**IIIId: INTERVENTION, SELECTION, IMPLEMENTATION, and COMMUNITY AWARENESS**

**Question 1: Intervention Selection/Implementation**

Enter the appropriate code in the box to indicate whether or not your program worked on choosing a program and/or implementing one this quarter.

**Question 2: Evidence-based Program Intervention**

Enter the appropriate code in the box to indicate whether or not you have considered/selected an evidence-based program intervention (see *Glossary* for definition).

**Question 3: Evidence-based Intervention**

Enter appropriate codes in the boxes provided to indicate all the ways helping you know your intervention as an evidence-based program.

**Question 4: Guidance Training**

Enter the appropriate code to indicate if you have or will receive some type of assistance or training from the program designer, West CAPT, or other training service provider.

**Question 5: Intervention Experience**

This item asks you to indicate your previous experience with the type of program you have selected.

**Question 6: Support Activities**

Enter appropriate codes to indicate if you carried out any of the listed actions to support your project or help prevention efforts this reporting period.

**MEDIA AWARENESS**

**Question 7: Enter the appropriate code in the box provided. If No, skip to question 11.**

**Question 8: Awareness Raising Efforts**

Enter the code to indicate the nature of the audience for your awareness efforts.

**Question 9: Awareness Raising Issues**

Enter appropriate codes to indicate the different types of issues you will or will not use to develop recognition on the part of the community that there is a substance abuse problem.

**Question 10: Types of Media Activities:**

Indicate the different kinds of media you used this quarter.

**EDUCATION AND TRAINING PROGRAM**

**Question 11: Professional Learning**

Indicate if your staff participated in, or if you conducted, any kind of training from prevention program staff.

**Question 12: Professional Training Curriculum**

Indicate whether or not the training conducted this quarter was a formally designed learning event.

**IIIe: INTERVENTION PROGRAM EVALUATION**

**Question 1: Evaluation Plan**

Indicate whether or not you worked on a systematic plan for any evaluation aspect of your project including database structures to manage the project data for your program's outcomes and impacts. If No, *skip to 3*.

**Question 2: Technical Assistance**

Indicate whether or not you have requested or received any help with regard to the development of your plan.

**Question 3: Completion of Evaluation Plan**

Enter the appropriate code in the box provided.

#### Question 4: Type of Evaluation

There are different types of evaluation designs listed. If “other” is entered, describe on the lines provided.

Code		Description
1	Customer Satisfaction Surveys	Participants' self-report of satisfaction with services they received (e.g. quality, access, friendliness, impact)
	Post Program Measures	Use of evaluation tools to describe outcomes (e.g., behavior, attitudes, experiences, or knowledge) <i>following</i> a program.
	Post-Measures and Benchmarks	Same as post-program measure approach, only similar scores are also collected from partner organizations or other targets selected for <i>benchmark</i> comparisons.
2	Pre- and Post Program Measures	Describes participants' "scores" on expected outcome variables (e.g., behavior, attitudes, experiences, or knowledge) <i>prior</i> to program and scores <i>following</i> completion of the program.
	Pre- and Post Program Measures with a Comparison Group	Same as described above, but with the addition of collecting similar scores for a <i>comparison group</i> .
3	Pre- and Post Program Measures and Long-Term Post Measures	Same as pre- and post program approach, with additional scores <i>obtained again at a later point in time</i> (e.g., six months, one year, two years).

#### Question 5: Implementation

Enter the appropriate code in the box provided.

## PEACE Community Partner Quarterly Reports

**This report collects activity information to help monitor the progress of community and village programs toward achieving the goals outlined in the Strategic Prevention Framework State Incentive Grant - PEACE.**

**Information reported should refer to your quarterly activity as a community based organization and is due every 2<sup>nd</sup> week of the subsequent Quarter.**

<b>Part IA. Record Management</b>		<i>PEACE Office Assigned File Record (ID)</i> _____
<i>Contact Information</i>	<i>Has any information changed from previous report? Place Code Here</i> <input type="checkbox"/> <i>Yes=Code 1 / No=Code 2</i>	
1. Name of Organization:	2. Site Location:	
3. Name of Person Submitting Report:		
First Name:	Last Name:	
3a. Title:	3b. Office number: Fax number: Cell. number:	
3c. Office Mailing Address:		
City:	State:	Zip:

**Part IB: For computer ACCESS Program; Exit Record Management and select Quarterly Report Form**

1. Project Quarterly Reporting Period: (ACCESS has "drop down" menu options) <i>1<sup>st</sup> Qtr =Code 1 2<sup>nd</sup> Qtr=Code 2 3<sup>rd</sup> Qtr=Code 3 4<sup>th</sup> Qtr=Code 4</i> Place Code Here <input type="checkbox"/>		
2. Start Date (mm/dd/yy):	3. Ending Date (mm/dd/yy):	4. Date of Submission (mm/dd/yy):

## II. Community Partner Organizational Information

1. Please enter the number of Staff working on your PEACE Prevention Project(s) during this reporting period:

- a. Administrative Support \_\_\_\_\_
- b. Unit Supervisor \_\_\_\_\_
- c. Program Coordinator \_\_\_\_\_
- d. Prevention Educators or Aids \_\_\_\_\_

Note: The total will be calculated and displayed in the report print-out

2. Have you worked with key stakeholders and community partners this quarter? Place Code Here   
**Yes=Code 1 / No=Code 2 (skip to 4)**

3. If yes, which of the following best describes the specific stakeholders/community partners you worked with this quarter. (Enter Codes in the box for all that apply)

Yes=Code 1 / No=Code 2

Yes=Code 1 / No=Code 2

- |  |  |
|--|--|
| a. <input type="checkbox"/> Youth Groups           | g. <input type="checkbox"/> Law Enforcement Agencies         |
| b. <input type="checkbox"/> Parent Groups          | h. <input type="checkbox"/> Faith Based Organizations        |
| c. <input type="checkbox"/> Business Community     | i. <input type="checkbox"/> Civic or volunteer organizations |
| d. <input type="checkbox"/> Media                  | j. <input type="checkbox"/> Healthcare Professionals         |
| e. <input type="checkbox"/> Schools                | k. <input type="checkbox"/> Local Government Agencies        |
| f. <input type="checkbox"/> Youth Serving Agencies | l. <input type="checkbox"/> Other Groups                     |

4. Select the best description of the client service population or "community" your organization has served during the prior quarter: (Enter Codes in the box for all that apply)

Yes=Code 1 / No=Code 2

- a.  A defined geographic area, such as a neighborhood, village, or district
- b.  A specific target population, such as young girls or boys, low-income families, pregnant women, ethnic community
- c.  A specific setting, such as emergency rooms, a school, a business employer, etc.
- d.  Court involved youth
- e.  Court involved adults
- f.  Other (Describe.) \_\_\_\_\_

## III. Strategic Prevention Framework.

1. Indicate the component(s) of the SPF-SIG framework that your program project worked on during this reporting period. (Enter Codes in the box for all that apply)

SPF Components Worked On

Yes=Code 1 / No=Code 2

- a. Needs assessments.....a
- b. Capacity building.....b
- c. Strategic plan development.....c
- d. Intervention selection, implementation and community awareness.....d
- e. Intervention level outcome evaluation.....e
- f. Other Activity (e.g.: Administrative/Other Projects).....f

Briefly Describe: (Limit to 255 characters/25-30 words)

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**III.a Needs Assessment**

1. Did you work on a Needs assessment of your organization (see Item 5) or of the target clientele for your prevention program (see Item 2).

1 = Yes

2 = No (Skip to III.b)

Place Code Here

2. Was your assessment during the prior quarter to determine the substance abuse prevention needs within your community? An assessment of needs would include baseline rates, prevention resources, partnerships, community prevention experience, and other monetary and non-monetary resources.

Yes=Code 1 / No=Code 2 (go to #5)

Place Code Here

3. If yes, indicate the areas of your community that you assessed: (Enter Codes in the box for all that apply)

Yes=Code 1 / No=Code 2

a.  Sub-populations among your clientele (e.g. homeless, disabled, gay/bi-sexual)

b.  Prevention resources available

c.  Cultural practices, barriers, factors

d.  Partnerships with community organizations and groups

e.  Baseline substance use rates of target population

f.  Special practices/policy needs working with your clients

g.  Other (Describe.) \_\_\_\_\_

4. Did you use data provided by Guam's State Epidemiological Workgroup for your community needs assessment?

1 = Yes (Please indicate the data used)

2 = No

3 = Don't know

Place Code Here

5. Did your program group conduct any assessments of your own program and organizational capacity during the prior quarter?

1 = Yes

2 = No (Proceed to question #1 on III.b)

Place Code Here

6. If yes, indicate the areas of your organization that you have assessed:

(Enter Codes in the box for all that apply)

Yes=Code 1 / No=Code 2

a.  Mission/vision

b.  Leadership ability

c.  Cultural competence

d.  Human Staff resources

e.  Organizational experience

Yes=Code 1 / No=Code 2

f.  Technical resources/technology

g.  Infrastructure

h.  Funding sources

i.  Other (Describe) \_\_\_\_\_

*\*(ACCESS Program will skip to top of Column 2)*

**III.b Capacity Building**

1. Did you work on program Capacity building? Place Code Here   
 1 = Yes  
 2 = No (Skip to III.c)

2. Indicate the activities you conducted during this reporting period to improve organizational resources: (Enter Codes in the box for all that apply) Yes=Code 1 / No=Code 2

- a. Reviewed or rewrote organizational mission.....a
- b. Worked on Needs/Resource Assessment/ Evaluation .....b
- c. Worked on Coalition/ Partnership Building.....c
- d. Worked on Program Implementation .....d
- e. Improved cultural competence.....e
- f. Identified or secured physical space to used for prevention activities .....f
- g. Coordinated or improved technical resources.....g
- h. Coordinated data collection and/or management information systems (MIS) plans.....h
- i. Other: (Describe.) \_\_\_\_\_ .....i

**III.c Community Program Strategic Plan**

1. On which drug substance(s) will your program focus its effort? Yes=Code 1 / No=Code 2

- a. Tobacco.....a
- b. Alcohol.....b
- c. Marijuana.....c
- d. Inhalants.....d
- e. Methamphetamines.....e
- f. A program to affect policies/public law (describe briefly):.....f

---

2. Did you work on your Strategic Plan Development? Place Code Here   
 0 = Yes, but it is *not finalized* yet  
 1 = Yes, we Completed it  
 2 = No, we finished it in the past (Skip to #4)  
 3 = No we had to work on other things (Skip to III.d)

3. Will, or does, your strategic plan include a logic model you have developed or modified? Place Code Here   
 (Select yes or no)  
 0 = Yes – we *modified* the PEACE logic model  
 1 = Yes – we created our own  
 2 = No (or not yet)

4. What type of population is being targeted by this intervention? (Select the best answer) Place Code Here   
 Yes=Code 1 / No=Code 2

- a.  We have not yet specified the targeted population(s). (Skip to #6)
- b.  *Universal*<sup>1</sup> Population
- c.  *Selective*<sup>1</sup> subpopulation (Describe):
- d.  *Indicated*<sup>1</sup> Target Population
- e.  *Institutionalized*<sup>1</sup> Population

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<sup>1</sup> (For definition, see *Population Types* in “PEACE Glossary for Community Level Program Monitoring and Evaluation”)  
 Page 4 of 8

5. Specify the following traits that describe your targeted population:

a. Age: From _____ years b. To _____ Years (Read Instruction Guide)	c. Gender: Male = 1 Female = 2 Both M/F = 3	Place Code Here <input style="width: 40px; height: 20px;" type="text"/>
d. Ethnicity (List): (Read Instruction Guide and Ethnic Codes)		Place Code Here <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/>
e.		
f.		
<b>Other (Enter Codes in the box for all that apply): Yes=Code 1 / No=Code 2</b>		
g. <input type="checkbox"/> Students in schools h. <input type="checkbox"/> Youth organization (other than school) i. <input type="checkbox"/> Village or school youth gangs j. <input type="checkbox"/> Parents k. <input type="checkbox"/> Village families	l. <input type="checkbox"/> High Risk Adults m. <input type="checkbox"/> Justice system n. <input type="checkbox"/> Professionals o. <input type="checkbox"/> Public officials p. <input type="checkbox"/> Other ( <i>Describe</i> ):	

6. Was the strategic plan reviewed for improvement during this reporting period? (*Select yes or no.*)  
 1 = Yes Changes made  
 2 = No Changes (**Skip to III.d**)  
 3 = Plan not complete / Not revisited (**Skip to III.d**)

Place Code Here

7. If the strategic plan was revisited, were any changes made? (*Select yes or no.*)  
 1 = Yes, Changes were made  
 2 = No Changes (**Skip to III.d**)  
 3 = Plan not complete / Not revisited (**Skip to III.d**)

Place Code Here

8. Indicate areas where changes were made to the strategic plan after revisiting the plan:  
 (Enter Codes in the box for all that apply)

Yes=Code 1 / No=Code 2 a. <input type="checkbox"/> Plan not complete b. <input type="checkbox"/> Organizational or community needs c. <input type="checkbox"/> Target populations d. <input type="checkbox"/> Strategies to address cultural competence e. <input type="checkbox"/> Stakeholder involvement f. <input type="checkbox"/> Cultural competence	Yes=Code 1 / No=Code 2 g. <input type="checkbox"/> Logic model h. <input type="checkbox"/> Data used for decision making i. <input type="checkbox"/> Evaluation plans j. <input type="checkbox"/> Evaluation measures k. <input type="checkbox"/> Potential barriers to implementation l. <input type="checkbox"/> Other ( <i>Describe</i> ):
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**III.d Intervention Selection, Implementation and Community Awareness**

1. Did you work on program Intervention selection or implementation?  
 0 = Program Selection Only  
 1 = Program Selection and/or Implementation  
 2 = No, we are not ready for these tasks. (**Skip to III.e**)

Place Code Here

2. Are you considering or have you selected an evidence-based prevention program<sup>2</sup> intervention?  
 (Select one)  
 0 = Yes  
 1 = No (**Skip to 4a**)  
 2 = Don't Know/Not Sure (**Skip to 3a**)

Place Code Here

<sup>2</sup> (For definition, see "PEACE Glossary for Community Level Program Monitoring and Evaluation")  
 Page 5 of 8



3. If yes, how do you know this is an evidence-based intervention?

Yes=Code 1 / No=Code 2

- a. PEACE Project told us.....a
- b. National Registry of Evidence-based Programs and Practices (or its web site).....b
- c. Cited in professional or scientific literature.....c
- d. We obtained the program curriculum from the developer or a training source.....d
- e. Other \_\_\_\_\_.....e

4. If this is an Evidence-Based Program or one of CSAP's Best Practices, did or will you receive guidance from either the program's designer, from West CAPT, or other training service provider? (Select one response)

- 1= Yes
- 2= No
- 3= Not applicable (no changes made/not an evidence based program)

Place Code Here

5. Which of the following best describes the intervention you are considering or have selected? (Select one response)

Yes=Code 1 / No=Code 2

- a. Our own intervention we developed/and have conducted in the past .....a
- b. An intervention developed/done elsewhere which we have conducted in the past.....b
- c. An intervention never conducted on island, which we are adapting/developing for Guam...c

6. Did you work on any of the following types of intervention activities this past quarter?

Yes=Code 1 / No=Code 2

- a. Media Awareness.....a
- b. Education Training Program.....b
- c. Environmental/Policy Change Program.....c

**Media Awareness**

7. Did you work to raise awareness in the community during this reporting period?

- 1=Yes
- 2=No (Skip to 8a)

Place Code Here

8. Are you focusing your awareness raising efforts at the general population or at a specific targeted group or community subpopulation?

- 1 = Just general population
- 2 = Specific targeted subgroups

Place Code Here

9. If yes, indicate the issues about which you are attempting to raise awareness.

Yes=Code 1 / No=Code 2

- a. Substance use rates or trends.....a
- b. Safety issues related to substance use, such as drunk driving .....b
- c. Risks associated with substance use .....c
- d. Funding for substance abuse prevention.....d
- e. Coordination among agencies.....e
- f. Other (*Describe.*).....f

10. Indicate the activities that were conducted to raise awareness of the issue(s) you addressed:  
(Enter Codes in the box for all that apply)

Yes=Code 1 / No=Code 2

- a. Media activities such as television, radio, newspaper advertisements, or public service Announcements .....a
- b. Internet activities such as list servers, Web sites, or mass e-mails to targeted populations..b
- c. Competition activities (poster contest, sporting events).....c
- d. Community outreach activities such as health fairs, expo centers or other community events where participation is focused on providing displays.....d
- e. Community presentations.....e
- f. Other: (*Describe*).....f

### Education and Training Program

11. Does this intervention program have curricula (designed implementation plan, set topics, instructor's Guides, developed materials, etc.)? (Select one response)

1 = Yes

2 = No

3 = Don't Know/Not ready to select the intervention program (Skip to End)

Place Code Here

12. Does the designed curriculum specify a targeted population or define intended participants in significant ways, e.g.: age, ethnicity, level of risk, language, maturity? (select one response)

1 = Yes (List: \_\_\_\_\_)

2 = No

3 = Not applicable

Place Code Here

### IIIe. Intervention Program Evaluation

1. Did you work on an evaluation plan of your program's outcomes and impacts?

1 = Yes

2 = No (skip to End)

Place Code Here

2. Have you requested or received technical assistance on developing an evaluation plan this reporting period?

1 = Not Yet

2 = Requested

3 = Received

Place Code Here

3. Is your intervention level outcome evaluation plan complete? (Select yes or no.)

1 = Yes

2 = Not yet

Place Code Here

4. Which of the following best describes the type of evaluation you are planning to conduct?  
(code)

- 1 = Post-event only: (likes/dislikes; opinions of participant learning) Place Code Here
  - 2 = Pre-Post tests: (knowledge gained, attitudes changes; aspirations)
  - 3 = Long term outcomes (pre-post test and follow-up (behavior changes; practices adopted)
  - 4 = Other evaluation design: (briefly describe)
- 
- 
- 

5. Have you started or do you plan to implement your intervention program?

- 0 = Yes, will start soon (Skip to New Form: "Evaluation of Program Process and Outcomes")
- 1 = Yes, already started it (Skip to New Form: "Evaluation of Program Process and Outcomes")
- 2 = Not yet ready for this SPF-SIG Stage

Place Code Here

**Is this your 4<sup>th</sup> Quarterly Report?**

- Yes (Complete Implementation Evaluation Form A and Assessment of Contextual Factors Form B)
- No ( If you are ready to or have started your program, complete Form A/Part I)

**Evaluation Data Instrument Administration Guide**  
**PEACE: Guam Strategic Prevention Framework State Incentive Grant**  
(September 19, 2006)

**Community Level Instrument:**  
**Prevention Program Implementation Record: (Form A)**

**Purpose**

**Evaluation Form A collects information about each intervention program supported by the Guam PEACE Project at three points in time; before it starts, as it progresses and after it ends. Form B collects information once at the end of each program year to document contextual factors and events or conditions outside of your control that may have affected your program and its accomplishments. These reports collect information about the implementation of your funded project, your evaluation of its outcomes, and assessment of other factors that may have affected the impact of your program. The data will enable the Governor's PEACE Advisory Council to see what efforts may improve the effectiveness of Guam prevention programming and what external conditions may be influencing the effectiveness of prevention efforts on Guam. .**

The following instructions will help you complete each of these reports. An overview is provided for each section of the two instruments with instructions for individual questions. Some information is collected only once, unless you need to make changes, and these sections are clearly labeled. There is an accompanying "Glossary For Community Level Program Monitoring and Evaluation" with definitions for some terms used in questions or responses.

**INSTRUCTIONS**

- These instruments should be completed by community partners who have received SPFSIG funding from the Governor's Guam PEACE Project administered by the Department of Mental Health and Substance Abuse.
- You should consult with your project's administrative and project staff who can provide you information helping you answer questions.

**Electronic Version--**

A computer data-entry versions using the ACCESS software program are being/have been developed. It will make data entry easier and speed up submission by email. The ACCESS program will be made available for loading into your computers with training conducted as needed.

**Print Version**

- If you are completing a printed version of the instrument to be given to a staff person for data entry. Please use a pencil.
- Please fill in all the response boxes to make data entry more accurate.
- For Narrative responses to open questions, please print the response with block letters for clarity and accuracy. Do not write in cursive.

## HOW TO LOAD THE ACCESS PROGRAM

(From CD-Rom to Personal Computer)

**\*\*Note: To ACCESS the Program you must download the program from the CD-ROM to your personal computer, otherwise you will not be able to make/save changes, export data, or view the program because it is on the “read-only” property for the CD-ROM.**

- **After you have put the CD into the DVD Drive on your computer to download, you will come to a menu screen that will show you all the contents on the disk.**
- **From the CD, highlight all the contents, then copy and paste it to your computer desktop or a file that can be easily found on your computer. For simplicity, you may consider creating a “PEACE Evaluation” Folder on your desktop to keep all the contents that you copied from the CD in order.**  
*(\* Note: To highlight/copy/paste, simply “left click” on the screen and drag your mouse across the contents you want highlighted, then “right click” on the over the area you highlighted and select “Copy” from the drop-down box).*
- **After you have copied all the contents from the CD-ROM to your computer, simply “right click” over the “ACCESS Program” file. You will see a drop-down box.**
- **At the bottom of the drop-down box, click on “Properties” and you will be prompted to choose one of three tabs at the top of the properties screen. Click on the “General” Tab (If the tab is already opened, you will not need to look click on it again).**
- **On the “General” screen, go down to the last option (at the bottom) on the screen. It should say “Attributes.” The “Read-Only” box should be checked with a green marker. Click once on the box and the marker will disappear.**
- **Click on “OK” to close the prompt and your ACCESS Program should be useable. You can continue with data entry, exporting, and saving.**
- **If you have any problems, contact the PEACE Office.**

### ACCESS Program Instructions

- To Open the ACCESS Program, simply double click on the “ACCESS Program” Folder and then double click on the “PEACE Community Partner Reports”.
- You will then be prompted by a “Security Warning.” Click on “Open” and you will be taken to the Main Switchboard. Double click on the form that you will enter data into. Please follow the specific ordering of the switchboard.
- Each Section Number and Question on the ACCESS Form will correspond with the Print Version of each specific form.
- Enter the PEACE Record ID in the box provided at the beginning of the ACCESS Form.
- Use the ARROW KEYS to navigate up or down within the ACCESS Form.
- Use the TAB KEY to move to the next question on the form.
- The ACCESS Program will prompt an error message if the code entered is invalid (e.g.: If the only codes listed are Code 1= Yes and Code 2= No, the ACCESS program will only recognize Code 1 or Code 2 as an answer). If the error message pops up at any time, simply click the “end” button on the prompt.
- When you come to a question that requires a brief explanation/description, you must click on the TAB KEY at the end of your explanation to proceed to the next question. This also applies if you wish to bypass the explanation/description box.
- Each question that contains a series of sub-categories are sectioned off in the ACCESS Program for your convenience.
- Some questions contain “drop-down” boxes. Simply click on the answer most applicable to you and proceed to the next question.
- Some questions contain skip patterns. The ACCESS Program will automatically take you to the next question (e.g.: If Code 2 is entered for Section IIIb, Question 1, the program will automatically “skip” to Section IIIc as listed on the PEACE Quarterly).
- Be aware that the Sections/Questions are in columns, not rows. The ACCESS Program will take you down rather than across the form. If you come to the end of a Section at the end of that column on the form, the ACCESS Program will automatically bring you back to the top of the next section/column.
- Use the ENTER/RETURN KEY at the end of the form. To Exit out and proceed to the next applicable Evaluation Form, simply click on the black “X” at the top right hand corner of the screen next to the “Help” bar. DO NOT click on the red “X”, as this will entirely close out the ACCESS Program.

## HOW TO EXPORT YOUR ACCESS REPORT DATA INFORMATION

(To be submitted to the PEACE office):

- Click on the file folder that contains the ACCESS Program and Double click on the ACCESS Program. A “Secure Warning” Box will prompt when you first enter the program. Simply hold down the “Shift” bar on your keyboard and click “Open” on the prompt.
- A database file will pop-up after you have opened the prompt. Click on “Tables” and then click each item to the right of the screen in the following order: *(It is critical that you export the items in this exact order).*
  - Record Management
  - Quarterly Report
  - Record Management I
  - Form A
  - Contextual Factors Evaluation Form B
- You must click on each item separately to export. After you have clicked on an item, go to the top menu bar and click on “File.” Scroll down and click on “Export . . .”
- The “Export from PEACE” box will pop-up. Go down to the bottom of the prompt and enter a valid file name in the “File Name” bar. Then designate a place to save your file in at the top of the prompt (i.e.: desktop, my documents, etc.). When you are through go to the “Save as Type” bar at the bottom of the prompt and scroll down for a list of options. Click on “Microsoft Excel 97-2003” and click on the “Export” Bar to the right of the prompt.
- Repeat the above steps with each item on the list until you have exported all (5) items.
- Go to the designated place you have saved your items in (i.e.: Desktop) and put all items in one file folder for ease.
- After exporting the files, email them as an attachment to the PEACE Office.





## **RECORD MANAGEMENT (Form A)**

This section provides basic information about your funded project, its beginning and ending dates and the dates of report submission.

**These questions may only need to be answered once, unless there are any changes or corrections needed to update your project's information.**

### **Prevention Program Implementation Record (Form A)**

#### **I. RECORD MANAGEMENT**

##### **PEACE Office Assigned File Record ID:**

Your Sub-Grantee ID, as assigned by PEACE/DMHSA, is necessary for the computer database to track and connect your program data entries from multiple forms (Quarterly reports and Form B).

##### **Project Information:**

Indicate whether or not there are any changes in the contact information (code for "No", when entered in to computer program, will skip to item #1, Section IIa.)

##### **Question 1: Name of Intervention Program**

Provide the title or name of your project. If your organization has more than one funded PEACE project, submit separate forms for each one.

##### **Program Implementation and Reporting Dates**

**Question I.b.1: Indicate the date your program will start (or started) actual intervention activities.** You may still be planning and building capacity, so you would report the expected date when you will begin your intervention.

##### **Question 2: Indicate the date your intervention project is expected to end.**

You may be funded only for a one-day event (start and end on the same day), or a longer termed project of several months or even 1-2 years.

**Questions 3, 4, and 5: Instrument Submission Dates.** Form A has three sections, which may be submitted all at the same time (for example a one day or short week or month long intervention. For projects with longer duration periods, each section will very likely be submitted at three different dates. (Provide month, day, and year: MM/DD/YY)  
Date when you turn in the form or submit the ACCESS data form.

##### **IIa. Preparation and Input Resources**

This first section asks for basic information about your organizational resources for the project, and the basic design and nature of the intervention you will conduct.

##### **Question 1a: Years of organizational experience in prevention education.**

Organizations such as Sanctuary or Youth-for-Youth have a history of conducting prevention or, others may be relatively new starting with this PEACE project funding.

**Question 1b: Conducting your Funded Prevention Program**

Indicate if this funded project will be a first time experience or this will be a repeat of a program you've done before, either recently (1-2 years) or you've had several years of experience (3 years or longer).

**Question 1c: Training for Instructor/Staff**

Training and/or staff experience is a factor separate of the organization's experience (staff turnover or new hires). Indicate training or experience of staff who will implement this project.

**Question 2: Specified Outcomes or Learning Objectives**

By the time you are getting ready to start your project, you should have your goal objectives at least outlined. This item confirms the status of your plan and sets a skip option for item (#3).

**Question 3: Outcomes Expected**

Prevention program may have one or more types of learning objectives or impact goals resulting from its intervention into people's lives. The types of outcome actions are:

- A. **Knowledge/Awareness Gained:** The participants become aware of conditions and acquire factual information that they didn't have before the intervention.
- B. **Attitudes/ Beliefs/ Aspirations:** After the intervention, participants believe that the condition(s) exist, or can be changed, or they want to work to achieve the desired changes, whereas before the program they believed the opposite or had no particular opinion.
- C. **Behaviors or Lifestyle Changes:** The short term outcomes of the program are that participants become able to do certain procedures or perform skills they were not able to do before the intervention; The long term outcomes are that former participants actually do the procedures or apply the skills as a standard practice.
- D. **Policy Changes or Modifications:** These are the objectives of environmental and systems interventions. The strategy is to change or modify policies, laws, or regulations of formal structures to help reduce substance abuse. The organization may be businesses, churches, schools, public agencies, local or federal government law.

**Question 4a: Sphere of Activity or Domain**

See the "PEACE Glossary for Community Level Program Monitoring and Evaluation" for specific definitions on the domains listed. Enter the appropriate code that best describes your intervention program.

#### Question 4b: Geographic Areas

A drop-down menu is available in the computer ACCESS program. If you are filling out the paper form the following codes are used.

<b>Village Code Listing</b>		
<b>1= Lagu (Both Northern Villages)</b>	<b>14= Kattan (All Eastern Villages)</b>	<b>Continue Haya ( Southern Villages)</b>
2= Dededo	15= Mangilao	
3= Yigo	16= Chalan Pago	27= Inarajan
<b>4= Luchan (All Western Villages)</b>	17= Ordot	28= Talofofu
5= Piti	18= Barrigada	29= Yona
6= Asan	19= Agana Heights	
7= Maina	20= Hagatna	30= <i>Island-wide</i>
8= Tamuning	21= Sinajana	
9= Mongmong	22= <b>Haya (All Southern Villages)</b>	31= <i>Specific Site Location</i>
10= Toto	23= Agat	
11= Maite	24= Santa Rita	
12= Harmon	25= Umatac	
13= Tumon	26= Merizo	

#### **Part IIb: Prevention Program Design**

##### **Question 1: Components of Your Funded Project**

Most projects will consist of only one of these strategies. It is possible that a project will have a Media Advocacy Component, but Media Advocacy is NOT just doing PSA's or fliers to advertise your project.

***Prevention Education*** - This strategy involves two-way communication between an educator or facilitator and participants. The strategy focuses on improving critical life and social skills such as decision making, refusal, critical analysis of media messages, and improved judgment. Examples include classroom sessions for all ages, parenting and family management classes, and peer leader programs.

***Alternative Drug-Free activities and Other Social/Recreational Events*** - Social and recreational activities for youth and adults that specifically exclude the use of alcohol, tobacco, and other drugs. Examples are Project Graduation and similar events; after-prom parties; alcohol, tobacco, and other drug-free school events; alcohol, tobacco, and other drug-free community events; and smoke-free gatherings and events.

***Community based processes*** - This strategy tries to enhance the ability of the community to provide prevention services, and includes such activities as organizing, planning, inter-agency collaboration, coalition building, and networking. The strategy also includes community and volunteer training, systematic planning, multi-agency coordination and collaboration, funding procurement, and community team building. Cooperation and support through this systems approach help communities to create environments for youths that consistently discourage involvement with alcohol, tobacco, and other drugs.

**Environmental Approaches** - This strategy establishes or changes community standards, codes, and attitudes and thus influences incidence and prevalence of substance abuse. Approaches can center on legal and regulatory issues or can relate to service and action-oriented initiatives. Examples include TA to districts or villages to maximize enforcement of laws governing availability and distribution of legal drugs, product pricing strategies, and modification of practices of advertising alcohol and tobacco.

**Media Advocacy** - This innovative approach aggressively promotes health awareness and policy changes with the aid of mass media. This approach increases public concern, improves response to public health issues, and is often used in community models. **Media Campaigns** are usually more than five minutes long, in contrast to short PSA announcements. Examples include media promotion of Red Ribbon, Project Graduation, or other similar events; printing of ads with "no-use" messages; distribution of signs to stores and businesses; distribution of bumper stickers, posters, etc.; use of national substance abuse prevention media materials tagged to a community (e.g., Partnership for a Drug-Free America); and prevention ads and messages in newspapers.

### **Question 2: Prepared Curriculum/ Manual Guide**

Does this intervention include a curriculum or manual? This can be a preexisting curriculum or a formal curriculum developed by the community partner (Select *Yes* or *No*). Curriculum or manual, we mean a set of courses or lesson plans constituting an area of specialization that is to be completed by participants being served by the substance abuse prevention intervention.

## **A. Prevention Education**

### **Question 3a: Nature of Education Program's Audience**

If your education program's audience are groups with 35 or more people, enter Code 1 for "Larger Groups"; if there are between 11 and 35 persons in your group, enter Code 2 for "Big Groups"; if you have less than 11 people in your audience, but more than 2, enter Code 3 for "Small Groups"; if you are only catering to an individual (i.e.: students who have been caught drinking, smoking, or have been referred for other treatment services), enter Code 4 for "Individual Identification and Referral." *Answer each proceeding question, unless Code 4 was entered, then proceed directly to Item 3e.*

### **Question 3b: Recurring Intervention**

If your Intervention is a service provided to a fixed group of people at risk for substance use or abuse, and are enrolled in your intervention for a fixed period of time, enter Code 1 for "Yes. *If not, enter Code 2 for "No" and proceed directly to Part B: Alternative Drug-free Activities, Item 4.*

### **Question 3c: Description of Sessions**

List the time conducted for your educational program in session hours (if it is less than one hour, enter 0.5 for 30 minutes); Enter the number of session that have been or will be held and the number of weeks you plan to hold your educational sessions.

### **Question 3d: Program Cycles**

If your program is offered on regular cycles (e.g.: a new group starts up every two weeks, or each school semester), enter Code 1. If your program is or will only be offered ONLY once and you have not yet decided if you will offer it again, enter Code 2.

### **Question 3e: Program Identification and Referral**

An example of problem identification and referral is implementing a program at a high school where students found drinking or using illegal drugs on campus are referred to other substance abuse prevention (and treatment) activities and services.

## **B. Alternative drug-free activities**

### **Question 4: Nature of Drug-free Activities**

If your drug-free activities are multiple sessions with multiple activities happening simultaneously, enter Code 1; If your activities are scheduled periodically (i.e.: weekly, monthly, quarterly) to accommodate different groups within your program, enter Code 2; If your activities are only a “one-time” event (i.e. annually, every two years, etc.), enter code 3; If any of the descriptions do not appropriately describe your activities, enter Code 3 for “Other”.

## **C. Community based processes**

### **Question 5a: Community Process Project**

Which describes best the nature of your community process project? Enter *code 1* if your community process project is a *task force or a collaboration committee*; enter *code 2* if it is *training or skill building for your professional staff*; enter *code 3* if it is *not listed*.

### **Question 5b: Purpose of Community Process Project**

Briefly describe the goal that your community process project is working toward.

## **D. Environmental Strategies**

### **Question 6a: Environmental Project**

If your project is developing/altering policy that can reduce risk factors and/or increase protective factors related to substance abuse, enter *Code 1* (e.g.: policy changes can translate into community and individual ideals related to substance abuse and adolescent health; include changing organizational policies, such as workplace, recreation league, etc.). If your project approaches center on legal and regulatory issues or can relate to service and action-oriented initiatives, enter *Code 2*. Examples include TA to communities to maximize enforcement of laws governing availability and distribution of legal drugs, product pricing strategies, and modification of practices of advertising alcohol and tobacco. If the nature of your project does not fit the descriptions listed, enter *Code 3* for “Other.”

### **Question 6b: Goal Objectives**

Briefly describe the types of laws, regulations, or policies that your project is seeking to change or develop and who are the decision makers in your project that have the authority to make these changes.

## **E. Media Advocacy**

### **Question 7: Nature of Drug-Free Activities Campaigns**

*Media advocacy* is an approach that aggressively promotes health awareness and policy changes with the aid of mass media. This approach increases public concern, improves response to public health issues, and is often used in community models. *Social marketing* is using commercial marketing techniques to develop, implement, and evaluate programs designed to influence the behavior of a target audience. Social marketing integrates health communication theory into research and practice (e.g.: the use of mass media, identifying the needs of a specific group, supplying information so people can make informed decisions, offering services that meet needs, and assessing how well the needs were met). *Media literacy* is being able to analyze media messages, understand the intent of the messages, and judge how the information in the messages is used. If the nature of your program is Web-based/Internet, enter *Code 4*; If none of the descriptions apply, enter *Code 5*.

## **Part IIc: Evaluation Plan**

### **Question 1a: Data Information**

Enter the appropriate code in the box to indicate whether or not your program has started collecting data for its evaluation.

### **Question 1b: Type of Data**

Enter the code that best describes the type of data you have collected from the beginning of your project up to this point.

### **Question 2: Statistical Data Analyses**

If you plan on carrying out statistical data analyses and you have the capacity to do it, enter *Code 1*; If you plan on carrying out statistical data analyses, but do not yet have the capacity to, enter *Code 2*; If You are not planning to carry out any statistical data analysis, enter *Code 3*.

**Part II STOPS here.**

**Part III To be collected and submitted after program has started**

### Part III: Implementation and Mid-point Evaluation

#### Question 1: Demographic Traits

Within the block, enter information and codes to describe the people served by your project. For age (a/b), the population served may cut across one or several age groups (e.g. youth, adults, or elderly, or a combination). The following age groupings are common conventions to help you specify the age range. They are only suggestions – you should enter the age range that is the most accurate description.

<u>Nominal Age Groupings</u>	<u>Age in Years</u>
Preschool Children	From 1 to 4
Elementary School	From 5 to 10
Middle School	From 11 to 13
High School	From 14 to 18
Young Adults	From 19 to 21
Adults	From 22 to 49/64
Elderly	From 50/65 to older

(c) If you are serving both Males and Females code=3,

(d) Ethnicity: you may code up to 3 specific Ethnic Groups targeted by your programs. If you only need to enter one or two ethnic codes, leave any remaining code boxes blank. Enter one or more of the following ethnic group codes beginning with code box 1. If you are targeting a specific ethnic group that is lumped together in a multi-combined category, use the write in space on the form.

#### Code Ethnic Category

- 9 All Ethnic Groups/Universal (enter box 1 only)
- 1 Chamorro (includes these from CNMI residing on Guam)
- 2 Chuukese (a priority ethnic group in need)
- 3 Other Micronesian Islands (Kosraean, Marshallese, Palauan, Pohnpeian, Yapese)
- 4 Any “non-Chamorro” Pacific Islanders; e.g. Combining Code 2,3 and any Native Hawaiian and other Pacific Islanders. (If the target is Chamorros and all other Pacific Islanders: Code box 1=1; and box 2= 4).
- 5 Filipino Only
- 6 Other Asians (Chinese, Japanese, Korean, Other)
- 7 Filipino and all other Asian – the Asian Community
- 8 The non-Pacific Islanders/non-Asian Community (White, Black, or African Americans, other races/ethnic groups not specified).

(e-n) Other trait characteristics. These item options allow you to indicate descriptive clarifications beyond age, sex, and ethnicity. For example, you may have a school-health class program for Grades 4-8 (elementary and middle school ages from 9-13), or a program aimed at a selected target group consisting of 18-35 year old Chamorros males who are high risk adults or more specifically those in your village who associate together as sport organization (or as gang groups).

**Question 2: Prevention Education/Drug-Free Activities**

For *Question 2a* and *Question 2b*, the code that will be entered in the boxes provided will be the count used in your Number of sessions or activities and the total number of participants that are attending the program or activities (e.g.: If you had 5 sessions held to date, “5” will be the code entered in the box). If none of the questions apply, enter *Code 0* for each box and skip to question 3.

**Question 3: Processes/Environmental Strategies**

For *Questions 3a thru 3g*, the code that will be entered in the boxes provided will be the count used in the number of meetings/events, total participants, number of public officials, etc. (e.g.: For Question 3c: If there were 13 public officials/government leaders contacted/provided information, “13” will be the code entered in that appropriate box, etc.); If none of the questions apply, enter *Code 0* for each box and skip to Question 4.

**Question 4: Media Advocacy**

For *Questions 4a thru 4e*, the code that will be entered in the boxes provided will be the number you give for each question (e.g.: If you use 3 as the number of broadcast spot formats written/produced to date, “3” will be the code entered in that box, etc.); If none of the questions apply, enter *Code 0* for each box and skip to Question 5.

**Question 5: Observation of Community Reaction**

If the community reaction/engagement in your program’s events is strong and they have become engaged, enter *Code 1*; If the community reaction/engagement is neither strong nor weak, enter *Code 2*; If there is little or no community reaction/engagement, enter *Code 3*; If this question does not apply, enter *Code 4*.

**Question 6a: Unexpected Obstacles/Problem Issues**

If your program has encountered any unusual obstacles that may delay the project’s implementation or objectives, enter *Code 1*; If not, enter *Code 2*.

**Question 6b: Actions to Correct/Reduce Problems**

Enter *Code 1* if your program has taken any steps to correct the problems delaying the project’s implementation or objectives; If you have not taken any steps to reduce/correct the problems, enter *Code 2*; If there are no problems that you have encountered, enter *Code 0*.

**Part III STOPS here.**  
**Part IV To be submitted after program ends**



## Part IV: End of Program Output and Outcome Evaluation

### **Question 1a: Aspects of the Program**

If some of the aspects of your original program design were changed as you implemented it, select *Yes*; If not, select *No*.

### **Question 1b: Description of Change**

If you answered "*Yes*" to Question 1a, briefly describe the changes that were made and give specific reasons for making those changes.

### **Question 2: Observations of Overall Engagement**

Select "*Mostly Engaged*" if participants have reacted strongly and become engaged in the program; Select "*Neutral*" if participants' engagement was neither strong nor weak; Select "*Less than Fascinated*" if participants have not reacted and only a few have become engaged in the program.

### **Question 3: Your Response to the Program**

Select only one response that matches the best description of your own response to the program.

### **Question 4: Repeating the Program**

Select only one response indicating whether or not you intend to use this program again.

### **Question 5: Opinions about Repeating the Program**

Check all applicable boxes that may have shaped your opinions about using or not using this program again; If there is nothing on this list, check "*Anything Else?*" and describe.

### **Question 6: Prevention Education/Drug-Free Activities**

For *Question 6a* and *Question 6b*, the code that will be entered in the boxes provided will be the count used in your Number of sessions or activities and the total number of participants that are attending the program or activities (e.g.: If you had 5 sessions held to date, "5" will be the code entered in the box). If none of the questions apply, enter *Code 0* for each box and skip to Question 7.

### **Question 7: Processes/Environmental Strategies**

For *Questions 7a thru 7g*, the code that will be entered in the boxes provided will be the count used in the number of meetings/events, total participants, number of public officials, etc. (e.g.: For Question 3c: If there were 13 public officials/government leaders contacted/provided information, "13" will be the code entered in that appropriate box, etc.); If none of the questions apply, enter *Code 0* for each box and skip to Question 8.

### **Question 8: Media Advocacy**

For *Questions 8a thru 8e*, the code that will be entered in the boxes provided will be the number you give for each question (e.g.: If you use 3 as the number of broadcast spot formats written/produced to date, "3" will be the code entered in that box, etc.); If none of the questions apply, enter *Code 0* for each box and skip to Question 10.

### **Question 9: Unexpected Obstacles/Problem Issues**

If your program has encountered any unusual obstacles that may delay the project's implementation or objectives, enter *Code 1*; If not, enter *Code 2*.

## Program Evaluation Conducted

### **Question 10: Satisfaction Survey**

Enter *Code 1* if your program *only* conducted a Post-Session Participant Survey; If not, enter *Code 2* and skip to Question 12.

### **Question 11: Resultant Ratings**

Select one applicable response that best fits each description listed. For example, if the Satisfaction Rating for "Site location/facilities" is "Low", only select that response for that question. If none apply, select "N/A".

### **Question 12: Post-Program Measurement**

If a Post-Program measurement of outcome effects was conducted enter *Code 1*; If Not, enter *Code 2* and skip to Question 14.

### **Question 13a: Resultant Findings**

Select the best applicable response for the *Perceived Knowledge Learned or Gained*.

### **Question 13b: Resultant Findings**

Select the best applicable response for the *Perceived Changes of Attitudes and Beliefs*.

### **Question 14: Measurement of Outcome Effects**

If a Pre (baseline) and Post-Program measurement of outcome effects was conducted, enter *Code 1*; If Not, enter *Code 2* and skip to Question 16.

### **Question 15a-15c: Resultant Findings for Outcome Measures**

Select the best response applicable for *Questions 15a thru 15c*. If None applies, select *NA*.

### **Question 16: Longitudinal Data Collection**

If your program conducted a longitudinal data collection, enter *Code 1* and proceed to Question 17a thru 17c; If Not, enter *Code 2* and this will be the end of the form.

### **Question 17: Longitudinal Study of Intermediate Outcomes**

Select the best response applicable for *Questions 17a thru 17c*. If None applies, select *NA*.

End of Part IV

## Prevention Program Implementation Record (Form A) Guam PEACE Project

This form collects information about each of your intervention programs supported by the Guam PEACE Project before they start and after they finish. The purpose is to document (1) your program plan, (2) the activities you do to implement your plan, (3) changes you may make altering your original program plan, and (4) how you evaluated outcome impacts. Information on how a program was carried out compared to what outcomes were achieved, can help improve how we plan and conduct future programs.

The different sections will be completed and submitted over the time period of your program:

Before the program starts – Part Ia/Ib (Items 1-4 & 1-9)

During the program -----Part III (Items 1-6)

After the program ends -----Part IV (Items 1-17)

This form should be completed by the lead person providing prevention program services.

### Ia. Record Management (PEACE Office Assigned ID Code: \_\_\_\_\_)

<b>Project Information</b>	Has any of this information changed since the previous report? <b>Yes = Code 1 / No = Code 2</b> <i>Enter Code Here</i> <input style="width: 40px; height: 20px;" type="text"/>	
1. Name of Intervention Program:		
Ib. 1. Date of Initial Program start: (mm/dd/yyyy)	2. Expected date of Program Completion: (mm/dd/yyyy)	
3. Date of Submission – Part I:	4. Date of Submission – Part II:	5. Date of Submission – Part III:

### Part IIa: Preparation and Input Resources

1a. How many years of experience does your organization have providing substance abuse prevention services? (Select one response)

**Code 1** = 1 year or less

**2** = 2 to 4 years

**3** = 5 to 7 years

**4** = 8 or more years

*Enter Code Here*

1b. Have you conducted this program before or will this be the first time you conduct this prevention program?

**Code 1** = We will start in the coming year

**2** = We started this program 1- 2 years ago

**3** = We started this program 3 or more years ago

*Enter Code Here*

1c. Did the lead instructor or staff receive training for conducting this particular program? (Select one best response)

**Code 0** = Yes, but informal or previous experience

**1** = Yes, formal workshop/ course training

**2** = No

**9** = Not Applicable (NA)

*Enter Code Here*

2. Does the intervention have specified outcomes or learning objectives that are expected to result from people's participation. *Enter Code Here*

**Code 0** = Not yet  
**1** = Yes  
**2** = No (skip to item 4a)

3. If Yes or Not Yet, what kind of outcomes are expected? *Enter Codes Here*  
 (Mark all that apply) **Code 1** = Yes **2** = No

A Knowledge/ awareness gained - - - - -	A	<input type="text"/>
B Attitudes/ beliefs changed/ developed - - - - -	B	<input type="text"/>
C Behaviors or lifestyle practices changed (increased/decreased) - - - - -	C	<input type="text"/>
D Policy Changes or Modifications - - - - -	D	<input type="text"/>

4a. For your intervention program, what is its particular sphere of activity or domain<sup>1</sup> within which people live, work, and socialize? (Select the best fit) *Enter Code Here*

**Code 1** = Individual domain      **2** = Family domain  
**3** = Peer domain                      **4** = School domain  
**5** = Community domain              **6** = Society/Environmental domain

4b. What geographic areas are being served by this intervention program? *Enter Code Here*

**Code 1-29** = Sub-region/village (See Instruction Guide for Codes)  
**30** = Island-wide  
**31** = Specific site location (a prison, school, agency clientele):  
 (List) \_\_\_\_\_

**Part IIb: Prevention Program Design**

1. Your funded program may include several components or activities. Indicate each type of component involved in your funded project (see definitions in glossary). **Code 1** = Yes **2** = No

A. Prevention Education (e.g., curriculum-based presentation(s) for classrooms, or select target groups. If yes, complete item 3 on page 3)	<i>Enter Code Here</i>	<input type="text"/>
B. Alternative drug-free activities (e.g., after-school program, or clubs for dance, arts sports, or one time special event opportunities. If yes, complete item 4 on page 3)	<i>Enter Code Here</i>	<input type="text"/>
C. Community based processes (e.g., a community taskforce, or interagency training for program staff. If yes, complete item 5 on page 4)	<i>Enter Code Here</i>	<input type="text"/>
D. Environmental Strategies (e.g., promoting organizational policies or public regulations/law to limit substance use/abuse. If yes, complete item 6 on page 4)	<i>Enter Code Here</i>	<input type="text"/>
E. Media Advocacy (e.g., developing multi-media ad campaign(s) or web-based information delivery. If yes, complete item 7 on page 4)	<i>Enter Code Here</i>	<input type="text"/>

**\*Note: After completing the section(s) applicable for your program, go to Item 8a page 4 to complete Part IIc: Evaluation Plan, of this form.**

<sup>1</sup> (For Definition, see "PEACE Glossary for Community Level Program Monitoring and Evaluation")

2. Does your planned program include a prepared curriculum or manual guide?

- Code 0 = Yes, we will use a designed curriculum/manual guide provided to us  
1 = Yes, we will modify and change a curriculum/manual guide for the program  
2 = There's no designed curriculum or manual guide, but we will produce our own  
3 = No  
9 = Not applicable

Enter Code Here

**A. Prevention Education**

3a. Which describes best the nature of your education program's audience?

- Code 1 = Large Groups (35/36 + persons)  
2 = Big Groups (11/12 – 34/35 persons)  
3 = Small Groups ( 2-10/11 persons)  
4 = Individual Identification and Referral (e.g., School students caught drinking /  
or smoking, etc. referred to other services or treatment; if yes, skip to item 3e)

Enter Code Here

3b. Is your funded program a recurring intervention were the same group participates in multiple sessions (e.g., every Monday night for 6 weeks, or an 8<sup>th</sup> grade health class(s) one day a week for the semester)

Code 1 = Yes 2 = No (skip to 4)

Enter Code Here

3c. Describe the time per session, number of sessions and duration until completion

Time per session = \_\_\_\_\_ Hours (30 minutes = 0.5);

Number of sessions = \_\_\_\_\_, to be held for a duration of \_\_\_\_\_ weeks.

3d. Is your funded program conducted in cycles where a new group begins the program on a regular schedule (e.g, new group starts every 2 weeks, each school semester, etc.), or is it a one time event which may or may not be repeated?

- Code 1 = Offered on regular cycles  
2 = One time event

Enter Code Here

3e. If your program is an identification and referral program for individuals, briefly describe each of the following aspects of your program:

3e. How are persons identified and by whom (describe briefly):

3f. What types of services are/will persons be referred to (describe briefly):

**B. Alternative drug-free activities**

4. Which describes best the nature of your drug-free activities?

- Code 1 = Scheduled Multi-session activities  
2 = Periodic events repeated for different groups  
3 = One time (annual) event  
4 = Other

Enter Code Here

**C. Community based processes**

5a. Which describes best the nature of your community process project?

- Code 1 = Task Force or collaboration committees  
2 = Training/skill building of professional staff  
3 = Other

Enter Code Here

5b. What is the objective or purpose of your community process project?

**D. Environmental Strategies**

6a. Which best describes the nature of your environmental project?

- Code 1 = to develop Policy/procedures of organizations/agencies ( e.g., smoke-free)  
2 = to influence Public law/regulations  
3 = Other

Enter Code Here

6b. Describe your project's goal objective (which laws /regulations /policies and who are the decision makers who can make these changes?)

**E. Media Advocacy**

7. Which best describes the nature of your drug-free activities?

- Code 1 =Media advocacy (i.e.: multi-media to promote awareness of substance use issues and attitudes reducing acceptance of substance use; e.g., alcohol, second hand smoke, etc.)  
2 = Social marketing (multimedia to influence behavior of a target audience; e.g., motivate adults to join smoking cessation programs)  
3 = Media Literacy (education fostering the ability to assess and critique images and messages in the media)  
4 = Web-based/Internet  
5 = Other

Enter Code Here

**Part IIc: Evaluation Plan**

1a. Have you started collecting data information for the evaluation of your program?

- Code 1 = Yes 2 = No (skip to III. 1a) Enter Code Here

1b. What type of data have you collected to date?

- Code 1 = Only after session participant satisfaction or Post program measurements of outcome effects  
2 = Pre (baseline) and Post program measurement of outcome effects  
3 = Longitudinal follow up data collection to assess long-term impact

Enter Code Here

2. Do you plan to carry out statistical data analyses to test and verify program impacts on expected outcomes?

- Code 0 = Yes, and we have the capacity  
1 = Yes, we are planning to, and making arrangements for technical assistance to develop our capacity  
2 = No

Enter Code Here

**Part II STOPS here.**

**Part III To be collected and submitted after program has started**

**Part III: Implementation and Mid-point Evolution**

1. What were the demographic traits of participants involved with or reached by your program to date?

a. Age: From _____ years b. To _____ Years (Read Instruction Guide)	c. Gender: Male = 1 Female = 2 Both M/F = 3	Place Code Here <input type="checkbox"/>
d. Ethnicity (Code up to 3 ethnic groups): (Read Instruction Guide and Ethnic Codes) Other:		Place Code Here <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Other (Enter Codes in the box for all that apply): Yes=Code 1 / No=Code 2</b>		
e. <input type="checkbox"/> Students in schools	j. <input type="checkbox"/> Adults at high risk	
f. <input type="checkbox"/> Youth organization (other than school)	k. <input type="checkbox"/> Justice system programs	
g. <input type="checkbox"/> Village or school youth gangs	l. <input type="checkbox"/> Healthcare, school or other professionals	
h. <input type="checkbox"/> Parents	m. <input type="checkbox"/> Legislators and public agency officials	
i. <input type="checkbox"/> Village families	n. <input type="checkbox"/> Other (Describe):	

2-4. Select the kinds of program components you are conducting and complete the question items:  
(For ACCESS data entry program should skip to top of next column)

2. Prevention Education or Alternative drug-free activities

Code 0 = Not our programs (skip to 3)

2a. Number of sessions or event activities held to date: Code the number Enter Code Here

2b. Total participants attending program sessions/activities to date: Enter Code Here

3. Community based processes OR Environmental Strategies

Code 0 = Not our programs (skip to 4)

3a. Number of Community meetings/events held to date: Enter Code Here

3b. Total participants in meetings/events held to date: Enter Code Here

3c. Number of public officials/government leaders contacted/provided information - -

3d. Number of businesses/private sector leaders contacted/provided information - - -

3e. Number of civic and fraternal organizations contacted/provided information - - -

3f. Number of schools and educational associations contacted/provided information -

3g. Number of other groups (health, justice, religious) contacted/provided information

4. E. Media Advocacy Code 0 = Not our programs (skip to 5)

- 4a. Number of broadcast spot formats written/produced to date: Enter Code Here
- 4b. Number of broadcast spots aired on radio or TV to date: Enter Code Here
- 4c. Number of print materials written/produced to date: Enter Code Here
- 4d. Number of print materials published/distributed to date: Enter Code Here
- 4e. Number of hits on program web-based media: Enter Code Here

5. What was the program leader's observation of the community's reaction and engagement with program events that have occurred to date?

- Code 1 = People have reacted strongly and become engaged in the program Enter Code Here
- 2 = Neutral, neither strong nor weak; moderate engagement
- 3 = People have not reacted and only a few have become engaged in the program
- 4 = Not Applicable

6a. Has the program encountered any unexpected obstacles or problem issues hampering the planned implementation and/or threatening achievement of planned impacts? Enter Code Here

- Code 1 = Yes, problems      2 = No, nothing unusual

6b. Has the program planned or taken any actions to correct/ reduce these problems?

- Code 0 = No problems Enter Code Here
- 1 = Yes actions taken or planned
- 2 = No plan yet to address problems

**Part III STOPS here.**  
**Part IV To be submitted after program ends**



**Part IV: End of Program Output and Outcome Evaluation**

1a. Were there aspects of the program that were changed as you implemented it, that differed from your original program design? (Select one response)  Yes  No

1b. If yes, please describe change(s) and reasons. Please be brief.

2. What was your observation of participants' overall engagement with the program? (Select 1 response)  
 Mostly engaged  Neutral  Less than fascinated

3. What was your response to the program? (Select one response)  
 Enjoyable  Neutral  Tedious

4. Would you use this program again, given the opportunity? (select one response)  
 Probably  Maybe  Unlikely

5. What shaped your opinion about whether or not you would use this program again, given the opportunity? (Please select all that apply).

<input type="checkbox"/>	5a. Pre-test/post-test results
<input type="checkbox"/>	5b. Other measures (school grades, behavioral responses)
<input type="checkbox"/>	5c. Response from parents, school staff, other community members
<input type="checkbox"/>	5d. Participants' or your own reactions to the program
<input type="checkbox"/>	5e. Discussion with other prevention professionals
<input type="checkbox"/>	5f. Anything else? (Yes/No)
<input type="checkbox"/>	5g. Please list:

6-8. Select the kinds of program components you have conducted and complete the question items:

6. Prevention Education or Alternative drug-free activities

Code 0 = Not our programs (skip to 7)

6a. Number of sessions or event activities held to date: Code the number *Enter Code Here*

6b. Total participants attending program sessions/activities to date: *Enter Code Here*

7. Community based processes or Environmental Strategies

Code 0 = Not our programs (skip to 8)

7a. Number of Community meetings/events held to date: *Enter Code Here*

7b. Total participants in meetings/events held to date: *Enter Code Here*

- 7c. Number of public officials/government leaders contacted/provided information - -
- 7d. Number of businesses/private sector leaders contacted/provided information - - -
- 7e. Number of civic and fraternal organizations contacted/provided information - - -
- 7f. Number of schools and educational associations contacted/provided information -
- 7g. Number of other groups (health, justice, religious) contacted/provided information

8. E. Media Advocacy Code 0 = Not our programs (skip to 10)

- 8a. Number of broadcast spot formats written/produced to date: Enter Code Here
- 8b. Number of broadcast spots aired on radio or TV to date: Enter Code Here
- 8c. Number of print materials written/produced to date Enter Code Here
- 8d. Number of print materials published/distributed to date: Enter Code Here
- 8e. Number of hits on program web-based media Enter Code Here

9. As the program ended, did it encounter any unexpected obstacles or problem issues hampering the planned implementation and threatening eventual achievement of planned impacts? Enter Code Here

Code 1 = Yes, problems      2 = No, nothing unusual

**What kind of program evaluation was conducted?**

10. Only Post-session -participant satisfaction survey Enter Code Here   
 Code 1 = Yes      2 = No (skip to 12)

11. What were resultant ratings for the following, if post program participant satisfaction data was collected?

	<u>Satisfaction Rating</u>			
	<i>High</i>	<i>Moderate</i>	<i>Low</i>	<i>NA</i>
a. Site location/ facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Instructions/ delivery Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Content/ Subject Matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Likes/ Strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Dislikes/ Weakness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Suggested Changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. A Post-program measurement of outcome effects Enter Code Here   
 Code 1 = Yes      2 = No (skip to 14)

13. Were there resultant findings for any of the following outcome measures?

- a. Post measures of perceived Knowledge learned or gained
  - Not Asked
  - High percent reported an increase
  - Near even percentage split between an increase versus no change
  - High percent reported no change
- b. Post measures of perceived changes of attitudes and beliefs
  - Not Asked
  - High percent reported an positive change
  - Near even percentage split between a change versus no change
  - High percent reported no change

14. A Pre (baseline) and Post-program measurement of outcome effects Enter Code Here   
 Code 1= Yes      2= No (skip to 16)

15. Were there resultant findings for any of the following kinds of outcome measures?

- a. Pre/Post measures of Knowledge documented a -- \_\_\_ /or  NA  
 Statistically Significant increase  
 Untested/ Apparent increase  
 No change/ decrease
- b. Pre/Post measures of Attitudes/ beliefs documented a -- \_\_\_ /or  NA  
 Statistically Significant increase  
 Untested/ Apparent increase  
 No change/ decrease
- c. Pre/Post measures of Behaviors or Practices documented a -- \_\_\_ /or  NA  
 Statistically Significant increase  
 Untested/ Apparent increase  
 No change/ decrease

16. A longitudinal data collection from participants to assess longer-term impacts after the program.

Code 1 = Yes      2 = No (Finished)

Enter Code Here

17. If a longitudinal study of intermediate outcomes occurring as a result of the program's intervention and immediate impacts, were there resultant findings for any of the following kinds of measures?

- a. Measures of Knowledge documented a -- \_\_\_ /or  NA  
 Statistically Significant increase  
 Untested/ Apparent increase  
 No change/ decrease
- b. Measures of Attitudes/ beliefs documented a -- \_\_\_ /or  NA  
 Statistically Significant increase  
 Untested/ Apparent increase  
 No change/ decrease
- c. Measures of Behaviors or Practices documented a -- \_\_\_ /or  NA  
 Statistically Significant increase  
 Untested/ Apparent increase  
 No change/ decrease

***Development History:***

The form was first drafted in December 2005 by the University of Guam's Cooperative Extension Service for the Guam SPF-SIG grant, following a version developed in August 2005 by the Missouri Strategic Prevention Framework State Incentive Grant evaluator, Christine Owens, PhD, Research Assistant Professor, Missouri Institute of Mental Health, University of Missouri-Columbia, Christine.Owens@mimh.edu, 314 877-6474; her work was modified from a version designed by the Washington State Incentive Grant Evaluation Team in September 2000 by the Washington State Incentive Grant Evaluation Team, University of Washington, Washington Institute of Mental Illness Research and Training/Western Branch. Development of all these forms grew out of the book How to Assess Program Implementation by Jean A. King, Lynn Lyons Morris, and Carol Taylor Fitz-Gibbon, published in 1978 by Sage, Newbury Park, California.

**Evaluation Data Instrument Administration Guide**  
**PEACE: Guam Strategic Prevention Framework State Incentive Grant**  
(September 19, 2006)

**Community Level Instrument:**  
**Contextual Factors Evaluation: (Form B)**

**HOW TO LOAD THE ACCESS PROGRAM**

(From CD-Rom to Personal Computer)

**\*\*Note: To ACCESS the Program you must download the program from the CD-ROM to your personal computer, otherwise you will not be able to make/save changes, export data, or view the program because it is on the “read-only” property for the CD-ROM.**

- **After you have put the CD into the DVD Drive on your computer to download, you will come to a menu screen that will show you all the contents on the disk.**
- **From the CD, highlight all the contents, then copy and paste it to your computer desktop or a file that can be easily found on your computer. For simplicity, you may consider creating a “PEACE Evaluation” Folder on your desktop to keep all the contents that you copied from the CD in order.**  
*(\* Note: To highlight/copy/paste, simply “left click” on the screen and drag your mouse across the contents you want highlighted, then “right click” on the over the area you highlighted and select “Copy” from the drop-down box).*
- **After you have copied all the contents from the CD-ROM to your computer, simply “right click” over the “ACCESS Program” file. You will see a drop-down box.**
- **At the bottom of the drop-down box, click on “Properties” and you will be prompted to choose one of three tabs at the top of the properties screen. Click on the “General” Tab (If the tab is already opened, you will not need to look click on it again).**
- **On the “General” screen, go down to the last option (at the bottom) on the screen. It should say “Attributes.” The “Read-Only” box should be checked with a green marker. Click once on the box and the marker will disappear.**
- **Click on “OK” to close the prompt and your ACCESS Program should be useable. You can continue with data entry, exporting, and saving.**
- **If you have any problems, contact the PEACE Office.**

### ACCESS Program Instructions

- To Open the ACCESS Program, simply double click on the “ACCESS Program” Folder and then double click on the “PEACE Community Partner Reports”.
- You will then be prompted by a “Security Warning.” Click on “Open” and you will be taken to the Main Switchboard. Double click on the form that you will enter data into. Please follow the specific ordering of the switchboard.
- Each Section Number and Question on the ACCESS Form will correspond with the Print Version of each specific form.
- Enter the PEACE Record ID in the box provided at the beginning of the ACCESS Form.
- Use the ARROW KEYS to navigate up or down within the ACCESS Form.
- Use the TAB KEY to move to the next question on the form.
- The ACCESS Program will prompt an error message if the code entered is invalid (e.g.: If the only codes listed are Code 1= Yes and Code 2= No, the ACCESS program will only recognize Code 1 or Code 2 as an answer). If the error message pops up at any time, simply click the “end” button on the prompt.
- When you come to a question that requires a brief explanation/description, you must click on the TAB KEY at the end of your explanation to proceed to the next question. This also applies if you wish to bypass the explanation/description box.
- Each question that contains a series of sub-categories are sectioned off in the ACCESS Program for your convenience.
- Some questions contain “drop-down” boxes. Simply click on the answer most applicable to you and proceed to the next question.
- Some questions contain skip patterns. The ACCESS Program will automatically take you to the next question (e.g.: If Code 2 is entered for Section IIIb, Question 1, the program will automatically “skip” to Section IIIc as listed on the PEACE Quarterly).
- Be aware that the Sections/Questions are in columns, not rows. The ACCESS Program will take you down rather than across the form. If you come to the end of a Section at the end of that column on the form, the ACCESS Program will automatically bring you back to the top of the next section/column.
- Use the ENTER/RETURN KEY at the end of the form. To Exit out and proceed to the next applicable Evaluation Form, simply click on the black “X” at the top right hand corner of the screen next to the “Help” bar. DO NOT click on the red “X”, as this will entirely close out the ACCESS Program.

## **HOW TO EXPORT YOUR ACCESS REPORT DATA INFORMATION**

(To be submitted to the PEACE office):

- Click on the file folder that contains the ACCESS Program and Double click on the ACCESS Program. A “Secure Warning” Box will prompt when you first enter the program. Simply hold down the “Shift” bar on your keyboard and click “Open” on the prompt.
- A database file will pop-up after you have opened the prompt. Click on “Tables” and then click each item to the right of the screen in the following order: *(It is critical that you export the items in this exact order).*
  - Record Management
  - Quarterly Report
  - Record Management I
  - Form A
  - Contextual Factors Evaluation Form B
- You must click on each item separately to export. After you have clicked on an item, go to the top menu bar and click on “File.” Scroll down and click on “Export . . .”
- The “Export from PEACE” box will pop-up. Go down to the bottom of the prompt and enter a valid file name in the “File Name” bar. Then designate a place to save your file in at the top of the prompt (i.e.: desktop, my documents, etc.). When you are through go to the “Save as Type” bar at the bottom of the prompt and scroll down for a list of options. Click on “Microsoft Excel 97-2003” and click on the “Export” Bar to the right of the prompt.
- Repeat the above steps with each item on the list until you have exported all (5) items.
- Go to the designated place you have saved your items in (i.e.: Desktop) and put all items in one file folder for ease.
- After exporting the files, email them as an attachment to the PEACE Office.

## RECORD MANAGEMENT (Form B)

This section provides basic information about your funded project.

### I. RECORD MANAGEMENT

#### PEACE Office Assigned File Record ID:

Your Sub-Grantee ID, as assigned by PEACE/DMHSA, is necessary for the computer database to track and connect your program data entries from multiple forms (Quarterly reports and Form A).

#### Question 2: Report Submission

Enter *Code 1* if you are submitting this report at the end of the year and you intend to continue the project. Enter *Code 2* if you are submitting this report at the end of the project.

#### Question 3: Instrument Submission Date (Provide month, day, and year: mm/dd/yy)

Date when you turn in this form or submit the ACCESS data form.

### Demographic Factors

#### Question 1: Demographic Factors

For each specific demographic factor (a thru h) in the table, enter the appropriate code in the far right column that is most applicable to each description. For example, if the Migration Trends (Out) Immigration hindered your intervention activities this past year, Enter *Code 1* for that specific factor. If there are other demographic factors that were not listed, briefly describe them in the space provided in *Box h* and then enter the appropriate code for your description.

### Cultural Factors

#### Question 2: Cultural Factors

For each specific cultural factor (a thru e) in the table, enter the appropriate code in the far right column that is most applicable to each description. For example, if the Language Differences/Ethnic Diversity did not hinder your intervention activities at all for this reporting period, enter *Code 0* for that specific factor. If there are other cultural factors that were not listed, briefly describe them in the space provided in *Box e* and then enter the appropriate code for your description.

## Community Factors

### **Question 3: Community Factors**

For each specific community factor (a thru l) in the table, enter the appropriate code in the far right column that is most applicable to each description. For example, if the Local Political Process/Dynamics helped your intervention activities this past year, enter *Code 2* for that specific factor. If there are other community factors that were not listed, briefly describe them in the space provided in *Box I* and then enter the appropriate code for your description.

## Environmental/Systems Factors

### **Question 4: Environmental/Systems Factors**

For each specific community factor (a thru m) in the table, enter the appropriate code in the far right column that is most applicable to each description. For example, if the Access to Guam Policy Makers did not hinder your intervention activities for this reporting period, enter *Code 0* for that specific factor. If there are other environmental/systems factors that were not listed, briefly describe them in the space provided in *Box m* and then enter the appropriate code for your description.



**Note: Only for end of year Quarterly Report #4, or Final Report at end of PEACE funded project**

## PEACE Contextual Factors Evaluation: Form B

This report collects information to assess events and conditions outside of your control that may have effected your program and its accomplishments. Contextual factors are conditions of our surrounding island society that exist outside the scope of your intervention activities, but nevertheless can hinder or obstruct your program's effectiveness, or may actually help or intensify your program's effectiveness. While you can think about these factors when planning, they typically cannot be changed by program activities. Understanding the nature of the contextual factors, however, is still helpful in evaluating what forces influenced the success of the interventions sponsored by the PEACE. Project.

Information reported should refer to your organization and it's surrounding social environment over the past year.

### I. Record Management

<i>Contact Information</i>	<b>PEACE Office Assigned File Record (ID)</b> _____
2. Is this report submission for: <span style="float: right; font-size: small;">Mark/Enter only one code</span> End of Year/ Project will continue <input type="checkbox"/> code 1 End of Project - - - - - <input type="checkbox"/> code 2	3. Submission Date (mm/dd/yyyy): _____

**For purposes of this end of year / end of project data collection, contextual factors are grouped into demographic factors, cultural factors, community factors, and environmental/systems factors.**

1. Did the following demographic factors affect your intervention activities this past year; helping or hindering your program implementation: (*Select one response for each factor.*)

Demographic factors	Factor did not affect us	Factor hindered us	Factor helped us	Mark Code to be entered
a. Village population was very - rural	0	1	2	
b. Village population was very - urban	0	1	2	
c. Migration trends (In) Immigration	0	1	2	
d. Migration trends (Out) Emigration	0	1	2	
e. Poverty rates	0	1	2	
f. Literacy rates	0	1	2	
g. Un-employment rates	0	1	2	
h. Other ( <i>Describe.</i> )	0	1	2	

2. Did the following cultural factors affect your intervention activities this reporting period, hindering or helping your program implementation: *(Select one response for each factor.)*

<b>Cultural factors</b>	<b>factor did not affect us</b>	<b>Factor hindered us</b>	<b>Factor helped us</b>	<b>Mark Code to be entered</b>
a. Parental/family/caregiver ambivalence about drug/alcohol use	0	1	2	
b. Language differences / Ethnic diversity	0	1	2	
c. Skepticism or mistrust of government sponsored programs	0	1	2	
d. Skepticism or mistrust of law enforcement	0	1	2	
e. Other ( <i>Describe.</i> )	0	1	2	

3. Did the following community factors affect your intervention activities this past year, hindering or helping your program implementation: *(Select one response for each factor.)*

<b>Community factors</b>	<b>Factor did not affect us</b>	<b>Factor hindered us</b>	<b>Factor helped us</b>	<b>Mark Code to be entered</b>
a. Level of community readiness	0	1	2	
b. Community attitudes and norms towards drug/alcohol use	0	1	2	
c. Access to drugs/alcohol	0	1	2	
d. Government funding for substance abuse	0	1	2	
e. Non-governmental funding sources to our organization	0	1	2	
f. Other competing programs for the same clientele	0	1	2	
g. Local political process/ dynamics	0	1	2	
h. Transportation	0	1	2	
i Other: Briefly describe	0	1	2	

4. Indicate whether the following environmental / systems factors, on average, affected your intervention activities this reporting period, created a barrier that affected your intervention activities, or facilitated your intervention activities (*Select one response for each factor*).

Environmental / System Factors	Factor did not hinder us	Factor hindered us	Factor helped us	Mark Code to be entered
a. Guam laws	0	1	2	
b. Guam agency regulations	0	1	2	
c. Access to Guam policymakers	0	1	2	
d. Coordination among Guam agencies	0	1	2	
e. Organizational or other internal policies	0	1	2	
f. School district policies	0	1	2	
g. Prevention as a priority within community	0	1	2	
h. Public support for substance abuse prevention at community level	0	1	2	
i. Number of staff dedicated to substance abuse prevention	0	1	2	
j. Number of volunteers helping substance abuse prevention at community level	0	1	2	
k. Amount of our funds allocated to substance abuse prevention	0	1	2	
l. Time required to work on other non-substance abuse projects or tasks of our organization	0	1	2	
m. Other (Describe):	0	1	2	

END HERE and SUBMIT YOUR REPORTING FORM