Prevention Data System Activity Type Manual

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CABINET FOR HEALTH
AND FAMILY SERVICES
—— Department for ——
Behavioral Health, Developmental
& Intellectual Disabilities

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Prevention and CSAP Strategies

Primary prevention activities are those directed at individuals who do not require treatment for substance use/misuse. In implementing the comprehensive prevention program, the Division of Behavioral Health (DBH) and contracted prevention providers shall use the six strategies listed below.

(1) Information Dissemination: This strategy provides awareness and knowledge of the nature and extent of alcohol, tobacco/nicotine products, and drug use, misuse, and addiction and their effects on individuals, families, and communities. Information dissemination is characterized by one-way communication from the source to the audience, with limited interaction between the two.

Examples of activities conducted and methods used for this strategy include (but are not limited to) the following:

- Clearinghouse/information resource center(s)
- Resource directories
- Media campaigns, billboards, yard signs
- Brochures/flyers
- Radio/TV/theater public service announcements
- Speaking engagements
- Health fairs/health promotion events
- Promotion of national, state, and local hotlines
- Social media posts

(2) Education: This strategy involves two-way communication and is distinguished from the Information Dissemination strategy by the fact that interaction between the educator/facilitator and the participants is the basis of its activities. Activities under this strategy aim to affect life and social skills, including decision-making, refusal skills, and critical analysis (e.g., of media messages). Education always includes use of an established curriculum.

Examples of activities conducted and methods used for this strategy include (but are not limited to) the following:

- Classroom and/or small group sessions (all ages)
- Parenting and family management classes
- Education programs for youth groups
- Evidence-based curriculum implementation

(3) Alternative Activities: This strategy includes constructive and healthy activities that offset the attraction to substance use/misuse and prevent related consequences.

Examples of activities conducted and methods used for this strategy include (but are not limited to) the following:

- Drug-free dances and parties
- Youth/adult leadership activities
- Community drop-in centers
- Service projects

(4) Environmental: This strategy establishes or changes written and unwritten community standards, codes, norms, and attitudes that influence the misuse of alcohol, tobacco/nicotine products, and other drugs.

Examples of activities conducted and methods used for this strategy may include (but are not limited to) the following:

- Promote the establishment or review of policies focused on substance use and related consequences in schools, workplaces, and communities
- Maximize local enforcement of existing laws, regulations, and policies that affect availability, distribution and consequences of substance use/misuse
- Review or modify alcohol and tobacco/nicotine product advertising and pricing practices

(5) Community-Based Process: This strategy aims to enhance the ability of the community to provide behavioral health promotion, prevention, and treatment services.

Examples of activities conducted and methods used for this strategy include (but are not limited to) the following:

- Community, volunteer, and stakeholder training
- Strategic planning
- Multi-agency coordination and collaboration
- Grant-writing
- Community team-building
- Formal community/coalition meetings
- Staff development

(6) Problem Identification and Referral: This strategy aims to identify individuals who have used substances and may have experienced consequences but whose behavior can be changed through prevention education. This strategy is used for screenings performed by prevention specialists, not for assessments by clinical staff. Do not use this strategy for screenings performed as part of curriculum delivery.

Examples of activities conducted and methods used for this strategy include (but are not limited to) the following:

- (SBIRT) Screening, Brief Intervention and Referral to Treatment (independent of curriculum delivery)
- (GAIN Q) Global Appraisal of Individual Needs Questionnaire (independent of curriculum delivery)
- (SASSI) Substance Abuse Subtle Screening Inventory (independent of curriculum delivery)
- (KY-Moms MATR) KY-Moms Maternal Assistance Toward Recovery Level 1 (independent of curriculum delivery)

Explanation of Institute of Medicine (IOM) Classifications

Institute of Medicine Classification: Universal, Selective, and Indicated:

- *Universal:* Activities targeted to the general public or a whole population group that has not been identified on the basis of individual risk.

    Universal Direct - Interventions directly serve an identifiable group of participants who have not been identified on the basis of individual risk. Coalition meetings are included in this classification.

    Universal Indirect - Interventions support population-based programs and environmental strategies (e.g., establishing ATOD policies, modifying ATOD advertising practices). This could also include interventions involving programs and policies implemented by coalitions.

- *Selective:* Activities targeted to individuals or a subgroup of the population whose risk of developing a behavioral health disorder is significantly higher than average.

- *Indicated:* Activities targeted to individuals in high-risk environments, identified as having minimal but detectable signs or symptoms foreshadowing behavioral health disorder or having biological markers indicating predisposition for disorder but not yet meeting diagnostic levels. *(Adapted from The Institute of Medicine)*

Strategy: Information Dissemination

CSAP Strategy Definition: Information Dissemination: This strategy provides awareness and knowledge of the nature and extent of alcohol, tobacco/nicotine, cannabis, and other drug use, misuse, and substance use disorders and their effects on individuals, families, and communities. It also provides knowledge and awareness of available prevention programs and services. Information dissemination is characterized by one-way communication from the source to the audience, with limited interaction between the two.

ID1	**Materials Development**	**IOM Classification:** **Universal Indirect**

This activity type includes development of all types of materials, including video, printed material, curricula, digital presentations, newsletters, resource directories, etc. This is reported when the product is complete. This includes all phases of development from research to the finished product. For sequential materials such as newsletters, each issue is a separate entry. Materials created for a specific event (for example, a digital presentation for a brief speaking engagement, or a marketing flyer for a community training) are entered as preparation time for that event.

Data Entry Tips:

Surveys and other materials created for research and evaluation of activities are entered under CBP4 - Research or Evaluation Activity as prep time.

Only report Materials Development when a product is complete; include all time in that one entry.

Materials Development is for original material: curricula, media campaigns, brochures, etc.

When multiple products are developed for the same campaign or at the same time, the time can be entered in one record.

When using this activity type, enter implementation time as the time it takes to develop the materials.

Enter participants and demographics as zero.

| ID2 | **<u>Materials Dissemination</u>** | **IOM Classification:**
Universal Direct
Universal Indirect
Selective
Indicated |

This activity type includes dissemination of all types of materials. This usually applies to materials given to an individual who will then disperse them to others. Participation in health fairs or similar events where material is given out would also be entered as materials dissemination.

Data Entry Tips:

Examples of materials include video, printed material, curricula, newsletters, resource directories, etc.

If these materials are included with a training (e.g. QPR booklet), use the activity type for the training, for example, ED1 - Curriculum Delivery or CBP9 - Community Training.

If these materials are associated with a media campaign, use ID3 - Media Messages/Media Campaign Activities.

Participants are the number of people to whom you gave materials. For materials left in a location without interaction with a person, enter IOM as Universal Indirect; enter participants and demographics as zero and unknown.

| ID3 | **Media Messages/Media Campaign Activities** | **IOM Classification:** Universal Direct Universal Indirect |

Use this activity type when a prevention message is published or broadcast by a media outlet. This includes radio, print, TV, and social media messages and interviews. This activitytype should also be used for local participation in state or national media campaigns.

It also includes the implementation of structured activities associated with a media campaign that delivers behavioral health prevention information or health promotion messages.

Examples include:

- Distribution of signs to stores and businesses
- Distribution of bumper stickers, posters, flyers, window clings, bookmarks, etc. as part of a comprehensive media campaign
- Airing of an interview
- Publishing of an article

Data Entry Tips:

An interview is entered as a media message when it is aired. If the interview is taped and not aired live, the interview time is entered as preparation time for the airing of the message.

Some CMHCs have a marketing team that can assist with determining media reach (participants). If you have a marketing team, please utilize those services. If not, consider the following points:

- To determine media reach, contact the media outlet (newspaper, radio, television) and ask for the number of subscribers/listeners. The number of participants is 10% of that number.
- For billboards, check with the billboard company for the number of views per month. The number of participants is 100% of that number.
- For social media, count 100% of views and/or likes unless using a program (Google Analytics, Publishing Tools and Insights on Facebook, etc.) that provides analytics for your posts.

ID4

Speaking Engagements and Informational Programs

IOM Classification:
Universal Direct
Selective
Indicated

This activity type includes events intended to raise awareness or increase knowledge of substance use/misuse and related behavioral health problems, prevention organizations, and services and activities.

Examples include:

- Speeches/talks
- One-time classroom/assembly presentations
- Skits
- Webinars

Data Entry Tips:

For curriculums such as QPR, KY-Moms MATR, AMSR, etc., use ED1 - Curriculum Delivery.

Participants are the number of people that attended the speaking engagement or informational program.

<table>
<tr><td>ID5</td><td>Information Requests
Responded To</td><td>IOM Classification:
Universal Direct
Selective
Indicated</td></tr>
</table>

Use this activity type to track information requested by individuals who walk-in, call, email, etc. Unlike Materials Dissemination, these are usually requests for a small quantity of brochures, pamphlets etc. intended for individual use.

Examples include:

- A mother requests information on cannabis because she is concerned about her son's use.

- A CMHC co-worker requests a pamphlet on substance use and/or suicide prevention.

Data Entry Tip:

Create one record at the end of each month of all requests on a regional basis.

Participants are the number of people to whom you gave information.

Strategy: Education

CSAP Strategy Definition: This strategy involves two-way communication and is distinguished from the Information Dissemination strategy by the fact that interaction between the educator/facilitator and the participants is the basis of its activities. Activities under this strategy aim to affect life and social skills, including decision-making, refusal skills, and critical analysis (e.g., of media messages). Education always includes use of an established curriculum.

ED1	**Curriculum Delivery**	**IOM Classification:** Universal Direct Selective Indicated

This activity type includes all types of recognized substance use/misuse and suicide prevention courses, seminars, workshops or curriculum. The course name should be on the list of State Approaches (formerly State Strategies); if it is not, please email the Prevention Data System Manager to request an addition.

Examples include (among others):

- Project Alert
- Prime for Life
- QPR
- Making Healthy Choices
- Too Good for Drugs

Data Entry Tip:

For vendor education (STAR, TRUST, TIPS, etc.) and training of trainers courses, use the activity type CBP9 - Community Training.

A recognized curriculum means that agencies such as CDC, DBH, OJJDP, or SAMHSA have included it in their registry, or it is on an approved program list.

Administration of pre/post-tests is considered an integral part of curriculum delivery and does not need a separate entry.

Sources of Strength trainings of adult advisors and peer leaders are coded under CBP9 Community Training. Sources activities, including the delivery of campaigns, are coded under the appropriate category depending on the activity.

Participants are the number of people receiving the curriculum.

Strategy: Alternative Activities

CSAP Strategy Definition: This strategy includes constructive and healthy activities that offset the attraction to substance use/misuse and prevent related consequences.

Alternative Activity or Program Delivery

| A1 |

IOM Classification:
Universal Direct
Selective
Indicated

Activities may be single events, such as drug-free parties or dances. Activities may also be recurring, such as after-school programs, mentoring sessions, etc.

This activity type also includes community service events. These are events or activities intended to prevent substance use/misuse by involving people in community service.

Examples include:

- After school clubs
- School bonding and social activities
- Community sponsored drug-free activities
- Project Prom
- Project Graduation
- Alcohol-free festivals

Data Entry Tips:

Alternative activities include both youth and adult activities.

Funding sources for these activities include, but are not limited to, YES Grant Funds, KY Malt Beverage Association funds ($500/high school available annually), and ASAP funds. Block Grant funds should not be utilized to support Alternative Activities.

Participants are the number of people who attend the activity; for youth-focused activities, make sure to include adult volunteers.

Only report activities for which the RPC has provided consultation and TA, materials, materials development, and/or marketing, etc.

Strategy: Environmental

CSAP Strategy Definition: This strategy establishes or changes written and unwritten community standards, codes, norms, and attitudes that influence the misuse of alcohol, tobacco/nicotine products, cannabis products and other drugs.

EN1	**Efforts, Campaigns or Activities to Reduce Illegal Sales to Minors**	**IOM Classification:** Universal Direct Universal Indirect

Use this activity type for any effort aimed at vendors who sell alcohol, tobacco/nicotine products, drugs, or drug paraphernalia.

Examples include:

- Carding programs
- Recognizing vendors who comply with the law
- Compliance checks
- Reward & Remind
- TRUST
- "Shoulder taps"
- Efforts to move products behind the counter of a store

Participants are any individual you interact with during the activity, such as clerks, police officers, and youth.

| EN2 | **Public Policy, Law, Regulation, Ordinance, Community Campaign, Effort or Activity** | **IOM Classification:** Universal Direct Universal Indirect |

Use this activity type for efforts aimed at establishing, changing, or supporting policies addressing substance use/misuse and related consequences. Also use this activity for efforts that influence community standards, codes, norms and attitudes related to substance use and related consequences.

Examples include:

- Efforts to develop more effective DUI enforcement, increase taxes on alcoholic beverages, and decrease outlet density
- Warning-sign campaigns and restrictions on smoking in public places
- Sobriety checkpoint support
- Sticker Shock

Data Entry Tips:

For efforts involving sales to minors, use EN1 - Efforts, Campaigns or Activities to Reduce Illegal Sales to Minors.

Sources of Strength campaigns implemented in schools supported by the Regional Prevention Centers, should also be entered under this activity type.

Participants are the number of entities (for example, schools, communities) you are working with regarding their policies, laws, regulations, ordinances, community campaigns, efforts, or activities.

| EN3 | **Policy, Law, Regulation or Ordinance Successful Effort** | **IOM Classification: Universal Indirect** |

The following activity type captures an actual environmental change that may result from staff/community efforts. Use this activity type for events that reflect an actual change, not just an expression of intent. It also includes the failure of a policy, law, regulation, or ordinance that failed as a result of efforts aimed at that outcome.

Examples include:

- New laws, regulations, or policies
- Formal decisions upholding supportive laws, regulations, or policies already in existence
- Positive revisions or amendments to laws, regulations, or ordinances

Note: **Policy, Law, Regulation or Ordinance Successful Effort is an activity type intended to mark the official establishment of a policy, law, regulation or ordinance, not to capture the time spent on activities leading up to the official establishment. Time spent preparing for the establishment of the policy, law, regulation or ordinance is entered under the appropriate Activity type (e.g. ID2 - Materials Dissemination, EN2 – Public Policy, Law, Regulation, Ordinance, Community Campaign, Effort or Activity, CBP4 - Research and Evaluation Activity, CBP7 - Consultation & Technical Assistance).**

Data Entry Tip: Combine policy changes of one managing entity into one entry (ex. Retail chain, ,School District, etc.).

When using this activity type enter implementation time, participants, and demographics as zero.

Strategy: Community-Based Process

CSAP Strategy Definition: This strategy aims to enhance the ability of the community to provide behavioral health promotion and prevention.

| CBP1 | **Formal Community Team Formation** | **IOM Classification: Universal Direct** |

Use this activity type to report the establishment of formal community teams focused on behavioral health prevention and promotion. Make one entry in the database as a new team is established.

Examples include:

- New interagency councils
- Task forces
- Coalitions
- Youth prevention clubs
- KY-ASAP local boards
- KY Youth Prevention Ambassadors for Community Engagement (PACE) Groups
- Zero Suicide teams
- Community drug task forces

Note: **Formal Community Team Formation is an entry intended to mark the official establishment of a community team, not to capture the time spent on activities leading up to the team being established. Time spent preparing to establish the community team is entered under the appropriate Activity type (e.g. ID2 - Materials Dissemination, CBP4 - Research and Evaluation Activity, CBP7 - Consultation & Technical Assistance).**

Data Entry Tip: When using this activity type enter implementation time, participants, and demographics as zero.

| CBP2 | **Formal Community Team Meetings** | IOM Classification: Universal Direct |

Use this activity type to report the meetings of interagency councils, task forces, coalitions, youth prevention clubs, or other community groups. Subcommittee meetings should also be reported under this activity type.

Data Entry Tips:

Set-up for meetings, typing up minutes, sending email reminders, and any other logistics should be included as preparation or follow-up time.

For the formation of a Community Team, use CBP1 - Formal Community Team Formation.

Participants are the number of people present at the meeting. If multiple staff from the same RPC are present at the same meeting, only one RPC staff member will enter participants; the other staff members will enter participants as zero.

If there is not another state approach that needs to be used, use Strategy to Engage Adults or Strategy to Engage Youth.

CBP3

Other Formal Community Team Activities

**IOM Classification:
Universal Direct**

This activity type is used for activities or services conducted with or sponsored by formal community teams for the purpose of fostering, supporting, or enhancing community prevention efforts. In general, this activity type is useful for community team activities for which there is no other clearly appropriate activity type.

Examples include:

- Multi-agency coordination and collaboration
- Mobilization events
- Out of the Darkness Walks
- Truth and Consequences
- Reality Stores

Participants are the number of people who attend the activity; for youth-focused activities, make sure to include adult volunteers.

CBP4	Research or Evaluation Activity/Report	IOM Classification: Universal Indirect

This activity type supports needs assessments for and evaluations of prevention programming.

Examples of this activity type include (but are not limited to):

- Program reports (KMM quarterly reports, YES reports, etc.)
- Research studies
- Data collection and analysis to:
  - Identify target populations
  - Prioritize prevention needs
  - Assess existing prevention services
  - Formulate goals, objectives, and action plans through the analysis of data
- Selection of interventions
- Population surveys
- Process evaluation activities, such as monitoring a session of a curriculum to determine implementation fidelity
- Synar Census
- 110C RPC Project Budget and Financial Report (PBFR)

Data Entry Tips:

All RPC needs assessment activities are entered under this activity type. When the RPC Needs Assessment is complete, an entry is made under CBP5 - Community Needs Assessment.

When administering pre/post-tests as part of an evidence-based curriculum, include the pre/post-tests administration as ED1 – Curriculum Delivery.

When used to report the development of a survey instrument or completion of a written report, enter participants and demographics as zero.

| CBP5 | **Community Needs Assessment** | IOM Classification: Universal Indirect |

This activity type refers to a **completed** needs assessment report. Needs assessment involves both the collection of data relevant to behavioral health and an analysis of the data. The analysis presents the conclusions that can be drawn from the data about behavioral health, related problems, or risk/protective factors in a target population. A needs assessment report also identifies the priorities to be addressed. This one-time entry is used when the needs assessment is complete.

Examples of this activity type include (but are not limited to):

- Block Grant Needs Assessment
- Discretionary Grant Needs Assessment

Note: **Community Needs Assessment is an entry intended to mark the completion of a needs assessment, not to capture the time spent on activities leading up to the finished product. Time spent assessing community needs is entered under CBP4 - Research and Evaluation Activity.**

Data Entry Tip: When using this activity type enter implementation time, participants, and demographics as zero.

CBP6	**Work Plan/Strategic Plan**	IOM Classification: Universal Indirect

Use this activity type when a work/strategic plan is complete. Also, use this activity type to enter your hours spent updating or editing the RPC, KMM, or any grant work/strategic plan.

Examples include any time spent doing the following:

- Yearly budget/spending plan
- Staffing form
- Work plan
- Strategic plan for a coalition

Data Entry Tip:

The RPC budget process is included in this activity type, as the budget is developed in conjunction with the work plan.

When doing this type of work for another agency/group, use this activity type for the final product, and use CBP7 - Consultation & Technical Assistance for the time spent working on the plan. Participants are the agency or group that you will submit this plan to, such as DBHDID, an ASAP coalition, or your CMHC.

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Consultation and Technical Assistance

CBP7

IOM Classification:
Universal Direct
Universal Indirect
Selective
Indicated

Use this activity type when providing technical guidance to state or local prevention programs, community organizations and individuals.

Examples of technical assistance include, but are not limited to, guidance on the following:

- Adding programs and services
- Developing funding and resources
- Providing prevention expertise
- Addressing cultural competence
- Assisting with the development of an action plan
- Building capacity
- Assessing quality assurance and improvement
- Assessing organizational development

Data Entry Tips:

Use this activity type for prevention guidance offered to stakeholders before or after a formal community team meeting on a topic separate from the meeting.

This category would also be used to record TA provided via email, text message, or other social media messaging platforms (Facebook Messenger, Twitter DM's, etc.). As a general guideline, count most messages as at least 15 minutes. A message thread may count as one 15 minute block depending on the actual time required.

Time spent working on another agency's grant (i.e. for DFC, PACE, ASAP) would be enteredhere. When submitting a completed grant application, use CBP8 - Accessing Services and Funding.

Time spent helping another organization create a strategic plan (DFC grant application, PACEgrant application) is entered under this activity type.

Consultation and TA to other staff members within your RPC, CMHC and the state prevention system, should be counted here.

Time spent on yearly evaluations, interviewing new staff, updating position profiles and hiring would be coded as TA to the CMHC.

Depending on the type of TA, participants will be either the number of people or the number of organization(s) to which you are providing guidance. When providing TA to an entity, demographics are entered as "unknown".

| CBP8 | **Accessing Services and Funding** | IOM Classification: Universal Indirect |

Use this activity type each time a community resource is developed or renewed or a grant application is submitted <u>with assistance</u> from RPC staff. Use this activity type to report a **funding application submission**, not an ongoing budget process.

Examples include, but are not limited to:

- DFC grant application submission
- ASAP grant application submission
- PACE grant application submission

Note: **Accessing Services and Funding is an entry intended to mark an event, not to capture the time spent on activities leading up to said event. Time spent preparing for Accessing Services and Funding is entered under the appropriate activity type (e.g. CBP2 – Formal Community Team Meetings; CBP7 - Consultation & Technical Assistance).**

Data Entry Tips:

To enter time spent on the ongoing application process (i.e. providing guidance to the agency to develop the application), use CBP7 - Consultation and Technical Assistance.

To enter time spent on the RPC budget process, use CBP6 - Work Plan/Strategic Plan.

When using this activity type enter implementation time, participants, and demographics as zero.

| CBP9 | **Community Training** | IOM Classification: Universal Direct |

Community trainings are intended to build the capacity of community members to effect change in their communities by increasing knowledge <u>and</u> developing skills that influence behavioral and/or policy change.

Examples include, but are not limited to:

- Strategic Prevention Framework (SPF) training
- Program design training
- Training of key stakeholders
- Training of trainers
- Training of volunteers (including sponsorship of coalition/community members to attend state and national conferences)
- Trainings on advocacy vs. lobbying
- Trainings on social host ordinances
- Sources of Strength peer and adult leader trainings
- Too Good For Drugs implementer trainings

Data Entry Tips:

If a curriculum is used, use ED1 - Curriculum Delivery (e.g. QPR, AMSR, Project Alert).

If the session's goal is to raise <u>general</u> awareness of ATOD issues, and not to build skills, use ID4 - Speaking Engagements and Brief Educational Programs.

If RPC staff are attending (not presenting at) a community training, use CBP12 - Staff Development. In this specific instance, staff members who attend should not be counted as participants for this training.

Participants are the number of people to whom you provide training.

CBP11   <u>**Marketing**</u>   **IOM Classification:**

| **CBP10** | <u>**New Ongoing Prevention Activity Established**</u> | **IOM Classification:** **Universal Direct** **Universal Indirect** **Selective** **Indicated** |

Use this activity type when a community organization (including CMHCs) adopts a new prevention activity for delivery to their target audience on an ongoing basis.

Examples include, but are not limited to:

- Adding a QPR requirement to new employee orientation in an agency
- Schools adopting new evidence-based programming, such as Too Good for Drugs and Sources of Strength
- Establishing a new location for a prescription drop box
- Establishing a new information outlet, such as a Military Information Station

Note: **The establishment of a new ongoing prevention activity or new information outlet is an entry intended to mark an event, not to capture the time spent on activities leading up to said event. Time spent preparing for the establishment of a new prevention activity is entered under the appropriate Activity type (e.g. ID1 - Materials Development, CBP7 - Consultation and Technical Assistance).**

Data Entry Tips:

When a school begins to implement Sources of Strength, there would be one entry under this activity type to acknowledge that the school started providing the program on a regular basis. Entries for the individual trainings provided to Adult Advisors and Peer Leaders are included under ED1 - Curriculum Delivery.

When using this activity type enter implementation time, participants, and demographics as zero, but include at least 15 minutes of follow-up time for data entry.

CBP11	**<u>Marketing</u>**	**IOM Classification:** **Universal Direct** **Universal Indirect** **Selective** **Indicated**

This activity type is used for all marketing activities. Marketing for this purpose is defined as the process of promoting prevention services to community stakeholders.

Examples include:

- Distributing promotional flyers related to prevention services
- Holding meetings with stakeholders to market a program/activity (such as promoting trainings, curricula, town hall meetings)
- Marketing the services of the RPC/CMHC
- Marketing the concept of prevention to stakeholders (for example, delivery of an "elevator speech")

Participants are the number of people or entity(s) who receive marketing information.

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CBP12	**<u>Staff Development</u>**	**IOM Classification:** **Universal Direct**

Use this activity type for any time spent building the capacity of staff.

Examples include, but are not limited to:
- RPC Directors' meetings
- CPS study time, portfolio preparation and CPS recertification
- Staff meetings
- Trainings (conferences, webinars, etc.)

Data Entry Tips:

Training for the purpose of Staff Development should be entered using the following instructions:

- Enter your own training separate from other staff; no combined entries.
- Implementation time should be the actual number of instruction hours you attended. Also enter your preparation, travel, and follow-up time.
- Use the Activity Title field in the PDS to name the training or conference you attended.
- RPC directors may code their time for staff meetings as staff development or consultation and TA - depending on the intent of the meeting.

Enter yourself as the only participant; fill out demographics for yourself.

CBP13	**Sustainability Plan**	IOM Classification: Universal Indirect

Sustainability plans seek to maintain the human, fiscal, and organizational resources needed to achieve or sustain long-term goals. Use this activity type when a sustainability plan is **complete or major revisions are made** to an existing sustainability plan.

Examples include, but are not limited to:

- Submitting a DFC year 3 and year 8 sustainability plan
- Submitting a sustainability plan as a grant requirement

*Note***: Sustainability Plan is a one-time entry used to mark the completion of a plan, not to capture the time spent on creating the plan. Time spent creating or supporting the Sustainability Plan is entered under the appropriate Activity type (e.g. CBP7 - Consultation & Technical Assistance).**

Data Entry Tip:

When using this activity type enter implementation time, participants, and demographics as zero, but include at least15 minutes of follow-up time for data entry.

| CBP14 | **Grant Review Panel** | **IOM Classification:** |
| | | **Universal Direct** |

Use this activity type when RPC Staff serve on a Grant Review Panel for the purpose of determining funding from competitive grant applications.

Examples include, but are not limited to:

- Reviewing PACE grants from outside your region
- Reviewing KY-ASAP mini grants as part of a formal approval process

Data Entry Tips:

This activity type is not for use when reviewing grants that have not yet been submitted for funding consideration. That review would be reported as CBP7 - Consultation and Technical Assistance to the entity submitting the grant.

When submitting a grant application use CBP8 - Accessing Services and Funding.

Participants are the number of people present at the meeting. If multiple staff from the same RPC are present at the same meeting, only one RPC staff member will enter participants; the other staff members will enter participants as zero.

Strategy: Problem Identification and Referral

CSAP Strategy Definition: This strategy aims to identify individuals who have used substances and may have experienced consequences but whose behavior can be changed through prevention education. This strategy is used for screenings performed by prevention specialists, not for assessments by clinical staff. Do not use this strategy for screenings performed as part of curriculum delivery.

NOTE: We interpret the last line of CSAP's definition to mean that actual assessments done by a treatment provider should not be entered into the Prevention Data System. However, programs that result in referrals for such assessments are included in this strategy.

P1	**Screening for Education or Referral**	**IOM Classification:** **Universal Direct** **Selective** **Indicated**

Use this activity type when administering a screening instrument to determine an individual's need for additional services. Use this activity type when providing <u>only</u> a screening. Do not use this activity type when the screening is included as part of Curriculum Delivery.

Examples include, but are not limited to:
- KY-Moms MATR (KMM) Level 1 when separate from curriculum delivery
- Zero Tolerance (ZT) screening (SASSI or GAIN Q) when separate from curriculum delivery

Data Entry Tips:

This screening is not a clinical assessment to determine the need for treatment.

Participants are the number of individuals being screened.