

# Entering Activities into NPIRS

A step-by-step guide

July 2024

NEBRASKA

Good Life. Great Mission.

DEPT. OF HEALTH AND HUMAN SERVICES



**METHODOLOGY AND EVALUATION  
RESEARCH CORE FACILITY**

Partners for Insightful Evaluation

# Table of Contents

<b>Statement of Purpose</b> .....	<b>4</b>
<b>Summary of Changes – April 2024</b> .....	<b>5</b>
<b>Overview of the NPIRS Data Entry Form</b> .....	<b>7</b>
<i>Activity ID</i> .....	7
Activity Logistics (Page 1) .....	8
Demographics (Page 2) .....	9
<i>Entering demographics for those directly reached</i> .....	10
<i>Entering demographics for population-level strategies (Universal Indirect)</i> .....	11
Funding Source & Comments (Page 3) .....	11
<b>Education-Type Strategies</b> .....	<b>13</b>
<i>Activities Available in NPIRS</i> .....	13
Activity Logistics (Page 1) .....	14
Demographics (Page 2) .....	17
Funding & Comments (Page 3) .....	18
<b>Alternative-Type Strategies</b> .....	<b>20</b>
<i>Activities Available in NPIRS</i> .....	20
Activity Logistics (Page 1) .....	20
Demographics (Page 2) .....	23
Funding & Comments (Page 3) .....	24
<b>Community-Based Strategies</b> .....	<b>26</b>
<i>Activities Available in NPIRS</i> .....	26
Community-Based: Planning & Training .....	27
Activity Logistics (Page 1) .....	27
Demographics (Page 2) .....	29
Funding & Comments (Page 3) .....	30
Community-Based: Services .....	31
Activity Logistics (Page 1) .....	31
Demographics (Page 2) .....	33
Funding & Comments (Page 3) .....	34
<b>Problem Identification &amp; Referral</b> .....	<b>36</b>
<i>Activities Available in NPIRS</i> .....	36
Activity Logistics (Page 1) .....	36
Demographics (Page 2) .....	39
Funding & Comments (Page 3) .....	40
<b>Environmental Strategies</b> .....	<b>42</b>
<i>Activities Available in NPIRS</i> .....	42
Environmental: Enforcement-Focused .....	42
Activity Logistics (Page 1) .....	42
Demographics (Page 2) .....	45
Statement of Purpose	2

<i>Funding &amp; Comments (Page 3)</i> .....	45
Environmental: Policy-Focused.....	46
<i>Activity Logistics (Page 1)</i> .....	46
<i>Demographics (Page 2)</i> .....	49
<i>Funding &amp; Comments (Page 3)</i> .....	49
<b>Information Dissemination.....</b>	<b>51</b>
<i>Activities Available in NPIRS</i> .....	51
General Instructions .....	51
<i>Activity Logistics (Page 1)</i> .....	51
<i>Demographics (Page 2)</i> .....	54
<i>Funding &amp; Comments (Page 3)</i> .....	54
Distribution of Media Materials.....	55
<i>Activity Logistics (Page 1)</i> .....	55
<i>Demographics (Page 2)</i> .....	58
<i>Funding &amp; Comments (Page 3)</i> .....	58
Media Advocacy.....	59
<i>Activity Logistics (Page 1)</i> .....	59
<i>Demographics (Page 2)</i> .....	62
<i>Funding &amp; Comments (Page 3)</i> .....	62
Media Campaigns .....	63
<i>Activity Logistics (Page 1)</i> .....	63
<i>Demographics (Page 2)</i> .....	66
<i>Funding &amp; Comments (Page 3)</i> .....	66
Social Norms Campaign .....	67
<i>Activity Logistics (Page 1)</i> .....	67
<i>Demographics (Page 2)</i> .....	70
<i>Funding &amp; Comments (Page 3)</i> .....	70
<b>Appendices.....</b>	<b>72</b>
Definitions.....	72
<i>Intervention Types</i> .....	72
<i>Effective Media Activities</i> .....	73
<i>Effective Social Norms Campaigns</i> .....	73
<i>Glossary of Abbreviations</i> .....	74
Grant Funding Periods .....	74
NPIRS REPORTING FORM .....	75
NPIRS County Demographics.....	78
<i>Sample Demographic Questions</i> .....	78
Table of New Questions by Activity .....	79
References .....	80

## Statement of Purpose

This manual for entering activity data into the Nebraska Prevention Information Reporting System (NPIRS) is intended to support Nebraska's community coalitions and regional behavioral health authorities that receive funding through the Strategic Prevention Framework – Partnership for Success (PFS), Substance Use Prevention Treatment Recovery Services Block Grant (SUPTRSBG), and/or State Opioid Response grants (SOR). Circumstances for implementing prevention activities for each grantee or sub-awardee are different. As a result, there is no singular method of reporting that will suffice for all funded organizations. This manual provides instructive guidance on data entry rather than hard and fast rules. Organizations are encouraged to discuss with State and Region staff about the best method of NPIRS reporting to balance State reporting requirements with individual circumstances.

NPIRS users should note that the system will undergo continuous quality improvement throughout its lifespan. We strive to improve the system to both reduce the burden of reporting and to improve the quality of data. As such, the information in this document represents current, rather than permanent, technical assistance. As system enhancements are implemented, guidance will inevitably change. In this document, we have attempted to inform NPIRS users about planned changes. The State will continue to keep NPIRS users informed of such changes in advance of implementation along with making updated guidance documents and virtual training videos.

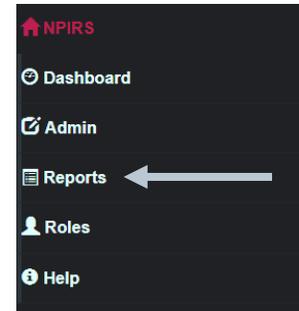
# Summary of Changes – April 2024

If you've logged into NPIRS since April 23rd, you likely noticed several changes. The first is on the **dashboard**.

- The Activity ID is available from the dashboard. If you need to edit a locked activity, you can provide your Regional Prevention Coordinator (RPC) with this number, and they will be able to easily find and unlock the activity.

Also, a change has been made to the **Program Activity report**, which you can access by clicking the tab on the left that says Reports.

- The **Activity ID** is now included in the report. This can also help you look up or track any old NPIRS reports. Note, the Program Activity report allows you to view any **NPIRS reports for your organization** as a single row.



**NEBRASKA** NEBRASKA PREVENTION INFORMATION REPORTING SYSTEM  
DEPT. OF HEALTH AND HUMAN SERVICES

### Program Activity Report

Start Date: 7/1/2023 12:00:00 AM | End Date: 4/30/2024 12:00:00 AM | View Report

Region: Region 1, Region 2, Region 3, Region 4 | Organization: Community Prevention Coalition

County: Adams, Antelope, Arthur, Banner, Blair | Activity: 3rd Millennium Alcohol Wise College

Intervention Type: Indicated, Selective, Universal Direct | Completion Status: Completed, Incomplete

Strategy: Alternative Activities, Community Based | Method Approach: Accessing services and funding, Billboards

Target Population: Business and Industry, Civic Groups/Others | Primary Problem: Binge Drinking, Cocaine Use, Drinking

Secondary Problem: Binge Drinking, Cocaine Use, Drinking | Intervening Variable: Access To Means, Age of Onset, Community

Funding Source: BJA (Bureau of Justice Assistance), BJA | Demographics: Age0To5, Age13To17, Age18To20, Age21To24

1 of 27 | Find | Next

#### Program Activity Report

Date Range : 07/01/2023 TO 04/30/2024

Activity ID	Region Name	Organization Name	County	Activity Name	Activity Date	Priority Problem	Intervening Variables	User Name	Funding Source	Comments
30576	Region 7	Community Prevention Coalition	Banner, Bow, Butler, Cheyenne, Dawes, Deuel, Garden, Kimball, Morrill, Scottsbluff, Sheridan, Sioux	3rd Millennium Alcohol Wise College - General	12/21/2023	Drinking and Driving	Involvement in Prosocial Activities	Anderson, Knott, Mindy		
31127	Region 7	Community Prevention Coalition	Antelope	3rd Millennium Alcohol Wise College - General	04/04/2024	Binge Drinking	Early and Persistent Problem Behaviors	Hicks, Zack		
31135	Region 7	Community Prevention Coalition	Antelope	3rd Millennium Alcohol Wise College - General	04/04/2024	Binge Drinking	Favorable Attitudes Toward Drug Use	Hicks, Zack		

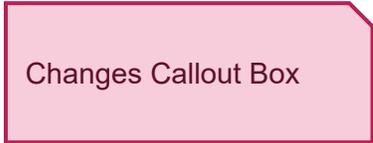
Several important changes have been made to the **NPIRS reporting form** itself.

- First, you will no longer be able to set the **Recurring Activity** field, as it has been inactivated – though, it is still visible. For activities that have multiple sessions, you are now asked to wait and enter activities that occur over multiple sessions at the completion of the entire program. For these programs, users are now required to provide additional information in the comments, estimating the percentage of attendees/students that **a)** attended at least 50 percent of the sessions and **b)** attended at least 75 percent of the sessions.
- Second, the fields **Add City** and **Add Zip Code** have been removed (this is in the coverage area section just below the recurring activity field). The fields Add County and Add Region remain. These were removed to avoid the collection of unnecessary information, as physical location is collected through another field and county-level is sufficient beyond that.
- Third, with the selection of certain, mostly Universal Indirect activities, there are now several **new required fields** that populate at the bottom of the Activity Logistics page of the NPIRS reporting form. These questions are different based on the activity and you can find them in the appendix titled **Table of New Questions by Activity** ①.

- Fourth, on the Demographics page, the **age categories** have been modified according to requirements by our federal funder, SAMHSA. In addition, an “unknown” option was added, as this was not previously offered.
  - A new NPIRS County Demographics Excel file with updated population data has been created to align with these new age categories. This new file should be used when entering population-level demographic information for Universal Indirect activities. This updated file is available from the Department of Behavioral Health (DBH) Epidemiologist, Zack Hicks.
- Fifth, on the final page of the NPIRS reporting form, the **Fidelity Questions** that were asked for specific activities have been removed. This final page is now labeled as Edit Funding Source. The program fidelity information will now be obtained using a different method outside of NPIRS.
- Finally, the **Comments field** on the final page is now a required field. The type of information users should provide will depend on the specific activity.
  - This field is especially important for **generic activities**, such as Presentation, Training, or Drug Free Event. Please provide a brief description of the activity, including the purpose, audience, and any community partnerships involved in implementation.
    - If the program is intended to train trainers (ToT) for a program, enter the activity as a Training. In the comments, indicate which program the ToT is for.
  - As mentioned for **multi-session activities**, please provide information here regarding estimates of the percentage of students/attendees that attended at least 50% and 75% of the sessions.
  - If the **activity involved a community partnership**, please indicate the organization that was partnered with to implement the activity. For example, if you partnered with a law enforcement agency to implement compliance checks, indicate the name of the agency.
  - If **any modifications to programming were made**, please indicate as such - for example, if your program was designed for 8th grade students but the activity was provided to 5th grade students.
  - If **an activity that is not in your work plan was implemented**, please indicate the reason for conducting this activity in the comments. Reasons might include that it supports the implementation of other workplan activities, or a spontaneous opportunity emerged that did not require a formal shift request.

**Note**

Some of the significant changes made at this time will appear in callout boxes like the raspberry-colored one to the right so they are easier to see, especially for those who have used this manual before.



Changes Callout Box

## Overview of the NPIRS Data Entry Form

Entering data into the NPIRS system happens in three steps, each of which is a separate webpage. We have named each of the three pages by what data they ask for, though these names do not appear in the system: Activity Logistics (first page), Demographics (second page), and Funding & Comments (third page).

While entering your data, you will either select the “**Save**” or “**Save and Continue**” buttons at the bottom each page if you wish to keep the data you just entered. You can select the “**Back**” button after you have saved any information you may have entered and selecting “**Delete**” will wipe everything clean and you will have to start your entry over again.

Throughout the rest of this guide, we will be working with partial screenshots from both finished example entries and an in-process entry. Screenshots in this section have been combined so you can get a better idea of what the pages will look like *while* you are making an entry without having to get into the system itself. Furthermore, they will be accompanied by the names that they have been given for the purposes of this guide so there is less chance of confusion later.

Screenshots from **finished** example entries have **yellow** borders.

Screenshots from an **in-process** example entry have **teal** borders.

The guide provides an overview of entering NPIRS data by each of the six strategy types, with a list of activities that fall under each strategy type provided at the beginning of each strategy type section. The guide does not provide an exhaustive list of activities nor does it describe every possible method of reporting for specific circumstances. NPIRS users are encouraged to discuss reporting options with Regional or State staff.

Finally, **if you see this symbol** , you can click it to easily navigate to another destination in this document (which will typically be somewhere in the appendix).

### Activity ID

As of April 2024, the Activity ID was made a searchable item on the dashboard so you can find previous activities more easily. If you need to edit a locked activity, you can provide the Activity ID to your Regional Prevention Coordinator (RPC) and they will be able to easily find and unlock it. Additionally, the Activity ID is now included in the Program Activity report which means you can use it to track former NPIRS reports. Please note that each activity in the report will be displayed as a single row.

You can now search for previous activities with the Activity ID from the dashboard.

## Activity Logistics (Page 1)

The first page is where you will always enter the following:

- Activity date
- Activity

In the previous version of NPIRS – there was the option to select an activity as recurring, but this has been inactivated.

- Coverage Areas

Going forward, report activities that either do not have a physical location or occur virtually at the county- or regional-level.

- Method approach (can select one or multiple choices depending on activity)
- Target population (can select multiple populations)
- Primary population (will only select one option)
- Secondary problem (optional, and can select multiple choices)
- Intervening variables (can select multiple choices)

In addition, for some activities, you will be asked to enter additional information on this page, which will be addressed in their respective sections.

Some information (evidence-based, intervention type, and strategy) will be pre-filled and shown in blue-filled boxes. You can use the **Intervention Type** ⓘ to figure out what type of data you need to enter on the Demographics page:

- **Universal Indirect** ⓘ means you need to enter *population-level* demographic data, which you can obtain from the NPIRS County Demographics Excel file (**updated as of April 2024**) or you can request customized population data if the activity is targeted to specific sub-population from the DBH Epidemiologist (Zack Hicks).
- Any other Intervention type (i.e. **Indicated** ⓘ, **Selective** ⓘ, or **Universal Direct** ⓘ) means you should enter activity-specific demographic data (typically of those who received the programming, not those who implemented it).

There are now some additional fields that will populate at the bottom of this first page with the selection of certain, mostly Universal Indirect, activities. These questions are different based on the activity and have been itemized in the **Table of New Questions by Activity** ⓘ appendix below.

## Demographics (Page 2)

The second page is where you will enter data for either 1) the number of people who were *directly* reached through **Selective ①**, **Indicated ①**, or **Universal Direct ①** intervention types or 2) the number of people in the population being targeted with the activity who were reached through **Universal Indirect ①** interventions. To determine the intervention type of the activity that you are implementing, refer to the field Intervention Type on the first page. Universal Indirect interventions are aimed at the general population and focus on changing environmental and enforcement factors, policies, and laws that impact behavior. In contrast, Selective, Indicated, or Universal Direct interventions target specific individuals for interventions. Both reporting procedures require NPIRS users to provide counts by gender, race, ethnicity, and age.

The totals in each section (Gender, Race, Ethnicity, and Age) must be the same to move on to the next section.

If you are implementing a Selective, Indicated, or Universal Direct intervention, your data inputs on the demographic page typically represent specific individuals as either participants, mentees, or students. These data are often collected through sign-in sheets, program surveys, or forms completed by the implementer. The NPIRS Reporting Form (shown on the right) has been created to help assist NPIRS users who coordinate, rather than implement, prevention activities with collecting program data. NPIRS users are not required to use the NPIRS Reporting Form, but the form is available for users to share with partners who are implementing activities (i.e., program facilitators, teachers) to complete and return to the person entering the activity into NPIRS. There are two versions of this form available for users – a brief form as shown here, and a more **comprehensive form ①** that includes all the NPIRS questions in more detail in the appendix. Please request either form by emailing [DHHS.DBHPrevention@Nebraska.gov](mailto:DHHS.DBHPrevention@Nebraska.gov).

**NPIRS REPORTING FORM**

1. Activity Date: \_\_\_\_\_

2. Name of Activity: \_\_\_\_\_

3. Name of Person completing form and Organization: \_\_\_\_\_

4. Location: (provide specific address if at a physical location, otherwise provide county/ies or region/s):  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Participant Information (each of the four categories should add up to the total # of participants):

<b>Gender:</b>			
Male _____	Female _____	Other _____	Unknown _____
			Total Number of Participants _____
<b>Age (Number of those in each range):</b>			
0-5 _____	18-20 _____	45-64 _____	
6-12 _____	21-24 _____	65-74 _____	
13-17 _____	25-44 _____	75 & Over _____	
Unknown _____			
<b>Race:</b>			
White _____	African American _____	Hawaiian/Pacific Islander _____	Asian _____
American Indian _____	Multi-Racial _____	Other _____	Unknown _____
<b>Ethnicity (all people entered here also need to have a race entered – if this isn't known then enter race as unknown):</b>			
Latino _____	Not Latino _____	Unknown _____	

6. Reach information for Universal Indirect Activities (provide information specific to the activity, such as # of distributions, # of events that happened, # passed/failed, etc.).  
 \_\_\_\_\_  
 \_\_\_\_\_

7. Brief description of the activity that took place and any other comments you would like to add:  
 \_\_\_\_\_  
 \_\_\_\_\_

If you are implementing a Universal Indirect intervention, your data inputs on the demographic page represent a general population or sub-population estimate. To estimate the reach of your intervention, you will enter population-level data from the US Census Bureau. If your intervention is targeting a specific population (e.g. college-age young adults), please request the appropriate population-level data from DBH Epidemiologist (Zack Hicks). In this request, indicate the parameters, such as age, gender, race, ethnicity, or geography, that defines the target population. If your intervention is intended to impact the general population, refer to the NPIRS County Demographics Excel file which was last updated in April of 2024.

Examples for both types of data entry are further described in this manual.

## Entering demographics for those *directly* reached

This section is only for those who are entering Selective, Indicated, or Universal Direct intervention activities, where NPIRS users are reporting the demographics of those *directly* reached.

Users should enter the demographics of those directly reached, ideally obtaining this information FROM those reached (e.g. sign-in/attendance sheet). If any specific demographic is unknown, users can use the “unknown” option. Below are additional instructions to clarify entry of race and ethnicity information.

The age categories were modified slightly and an “unknown” option has been added.

According to standards laid out by the U.S. government, race and ethnicity are collected separately.

- If a participant is recorded as being Latino/a, but the race is unknown, they should be entered as Unknown for race and Latino for ethnicity.
- If a participant is known to be Latino/a and White, they should be entered as White for their race and Latino for their ethnicity.
- If a participant is recorded as identifying with multiple races (e.g., White and Asian), they should be entered as Multi-Racial in the race section.

The following excerpt contains the standard definitions for races and ethnicities from the Office of Management and Budget:

**American Indian or Alaska Native.** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

**Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black or African American.** A person having origins in any of the black racial groups of Africa. Terms such as “Haitian” or “Negro” can be used in addition to “Black or African American.”

**Hispanic or Latino.** A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. The term, “Spanish origin,” can be used in addition to “Hispanic or Latino.”

**Add New Demographics**

Activity ID: 28651      Activity Name: 5th Millennium Alcohol Abuse Education Intervention  
Region: Region 7      Organization: Community Prevention Coalition  
Date Entered: 3/30/2023      Entered By: Bamore, Jacques  
Last Saved: 3/30/2023 1:00:18 PM

**Numbers Served (Count):** Enter the number of Males, Females, Others, and Unknown participants. Population based program activity then include estimated counts.

*Note: 0001 enter new participants*

Gender	Count
Males	0
Females	0
Others	0
Unknown	0
<b>Total Participants</b>	0

**Race (Count):** Enter the number of Participants of each race.

*Total Race count must match Total Participants count*

Race	Count
White	0
Black or African American	0
Native Hawaiian/Other Pacific Islander	0
American Indian/Alaska Native	0
Asian	0
Multi-Racial	0
Other Race	0
Unknown	0
<b>Total Race</b>	0

**Ethnicity (Count):** Enter the number of nationally defined ethnicity categories.

*Total Ethnicity count must match Total Participants count*

Ethnicity	Count
Latino	0
Not Latino	0
Unknown Ethnicity	0
<b>Total Ethnicity</b>	0

**Age Group (Count):** Enter the number of persons for each of the age categories listed.

*Total Age Group count must match Total Participants count*

Age Group	Count
Age 0 to 5	0
Age 6 to 12	0
Age 13 to 17	0
Age 18 to 20	0
Age 21 to 24	0
Age 25 to 44	0
Age 45 to 64	0
Age 65 to 74	0
Age 75 and Older	0
Age Unknown	0
<b>Total Age Group</b>	0

SAVE      SAVE AND CONTINUE      BACK

*Native Hawaiian or Other Pacific Islander.* A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

*White.* A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. (pp. 8)

## Entering demographics for population-level strategies (Universal Indirect)

You will be entering population level information for **Universal Indirect**  interventions which are designed to impact the entire population of the coverage area you are targeting using the NPIRS County Demographics Excel file. This file is available from the Department of Behavioral Health (DBH) Epidemiologist, Zack Hicks. If you are targeting adolescents, young adults, or adults – use the appropriately named tabs to pull the information for those sub-groups.

Below is a screenshot taken from the April 2024 version of the NPIRS County Demographics Excel file. This modified data is from the US Census Bureau's American Community Survey which provides population *estimates* for demographic groups for each county in Nebraska. Additional information on this data source and modifications are described in the appendix titled “NPIRS County Demographics.”

Region	County	Total	Gender		Race							Ethnicity		Age								
			Males	Females	White	Black or African American	Native Hawaiian/ Other Pacific Islander	American Indian/ Alaska Native	Asian	Multi-Racial	Other Race	Latino	Not Latino	Age 0 to 5	Age 6 to 12	Age 13 to 17	Age 18 to 20	Age 21 to 24	Age 25 to 44	Age 45 to 64	Age 65 to 74	Age 75 and Older
Region 1	Banner	660	332	328	441	9	0	4	2	4	0	55	605	30	67	39	17	14	144	185	120	55
	Box Butte	10672	5367	5305	9553	174	3	552	76	314	1479	919	792	1195	725	381	444	2499	2445	1383	872	
	Cheyenne	9511	4832	4679	8992	87	9	104	101	218	832	8679	655	875	604	337	402	2166	2318	1261	892	
	Dawson	8241	4008	4233	7359	135	32	384	107	224	514	7727	483	579	618	536	929	1710	1732	885	769	
	DeWahl	1902	977	925	1813	7	0	39	8	33	169	1733	112	153	121	64	46	353	539	308	207	
	Garden	1837	950	887	1755	8	3	28	4	39	116	1721	113	137	100	51	50	364	484	278	260	
	Kimball	3315	1678	1637	3056	21	5	84	44	105	328	2987	198	262	186	103	130	689	857	471	419	
	Morrill	4527	2344	2183	4268	30	0	100	35	94	739	3788	317	394	299	163	187	1014	1117	563	475	
	Scotts Bluff	35658	17325	18333	32740	428	45	1475	336	579	9002	26513	2643	3285	2508	1426	1714	8310	8280	4106	3323	
	Sheridan	4996	2541	2455	4147	30	11	562	45	201	336	4660	348	416	291	171	209	1005	1208	737	601	
	Sioux	1127	601	526	1073	5	0	17	5	27	69	1058	60	63	59	36	42	222	288	188	159	

The subcategories for Gender, Race, Ethnicity, and Age are in the same order as they appear in NPIRS. All you need to do is find the correct county/counties and enter their data into the Demographics page. This is very simple for an activity that affected only one county as you just need to copy its data into the appropriate fields. If the activity is implemented in multiple counties, you'll need to sum the estimates for each demographic group. For example, if your activity was implemented in Banner, Box Butte, and Cheyenne counties you would add 332, 5,367 and 4,832 to get the total number of males reached by the activity – repeating the process for each of the demographic groups. This step can be done by using the filtering function in Excel.

If the totals for the major sections (Gender, Race, Ethnicity, and Age) are not quite equal, it is okay to adjust the numbers slightly to make them match because the data source is only an estimate.

## Funding Source & Comments (Page 3)

The final page is where you will enter the funding source(s) that are applicable to the activity and provide a summary of the activity and any additional pertinent details in the comments box provided.

**Edit Funding Source**

Activity ID: \_\_\_\_\_ Activity Name: \_\_\_\_\_  
 Region: \_\_\_\_\_ Organization: \_\_\_\_\_  
 Date Entered: \_\_\_\_\_ Entered By: \_\_\_\_\_  
 Last Saved: \_\_\_\_\_

**+ ADD NEW FUNDING SOURCE**

Funding Source	Percentage
Total Percentage	Total: 0.00 %

Comments:

The information that should be included in the comments box depends on the activity, but the general rule is that anything that is not addressed in the rest of the form should be added here so that information is with the rest of the information.

As of April 2024, the comments box is a required field, and fidelity information will be collected via other methods.

- Beginning in July, 2024, Regions/coalitions will be given a **workplan ID**, a 7 or 8 digit alphanumeric string that is linked with each workplan activity. Until a new field in NPIRS is created, NPIRS users should this value into the comments section.
- **For more generic activities**, briefly describe the activity. Include the purpose, audience, and community partnerships for the implementation of the activity.
  - Generic activities include Presentations, Training, and Drug Free Events.
    - If the program is intended to train trainers (ToT) for a program, enter the activity as a Training. In the comments, indicate which program the ToT is for.
- **For activities that have multiple sessions**, it is strongly requested that users provide an estimate of the percentage of participants that a) attended at least 50% of the sessions and b) attended at least 75% of the sessions. (For example, 52 total participated. 43 attended at least 50% of the sessions and 35 attended at least 75% of the sessions.)
- **For activities that involved community partnership(s)**, please record which organization(s) that partnered with your coalition/Region in the implementation of the activity.
  - Law enforcement agencies are frequently involved in Compliance Checks – include the name(s) of the agency(/agencies) involved.
- **For activities that were modified**, describe both how that portion of the activity was designed to be implemented, and how it was changed.
  - This may look like an activity that was designed for 8th grade students being provided to 5th grade students.
- **For activities that were not specified in your workplan**, indicate the reason for conducting the activity.
  - Reasons might include that the activity supports the implementation of a workplan activity or that an opportunity was seized as it appeared.

## Education-Type Strategies

The following is the definition of the Education-Type Strategies as it appears in the “Substance Abuse Prevention and Treatment (SAPT) Prevention Strategies” section of the Delaware DHHS document *Prevention Definitions and Strategies*.

This strategy provides information and activities aimed to affect critical life and social skills, including decision-making, refusal skills and critical analysis. Prevention education is characterized by two-way communication based on an interaction between the educator and the participants.

Examples of methods used for this strategy include the following:

- Classroom and Small Group Sessions
- Parenting and Family Management Classes
- Peer Leader and Peer Helper Programs
- Education Programs for Youth Groups
- Groups for Children of Substance Abusers

### Activities Available in NPIRS

#-C	
<ul style="list-style-type: none"> <li>▪ 3rd Millennium</li> <li>▪ 7 Habits of Successful Teens</li> <li>▪ 8 to Great</li> <li>▪ Alcohol Literacy Challenge (ALC)</li> <li>▪ Alcohol: True Stories</li> <li>▪ All Stars</li> <li>▪ American Indian Life Skills Development/ Zuni Life Skills Development</li> <li>▪ Anti Bullying Initiative</li> <li>▪ Assets</li> <li>▪ BASE Education</li> <li>▪ Behavior Intervention Support Team (BIST)</li> <li>▪ Blues Program</li> <li>▪ Body Project</li> <li>▪ Bystander Intervention</li> </ul>	<ul style="list-style-type: none"> <li>▪ Camp G.R.I.T.</li> <li>▪ CASASTART</li> <li>▪ Catch My Breath</li> <li>▪ Character Counts</li> <li>▪ Child Development Project</li> <li>▪ Clear Alliance</li> <li>▪ Circle of Security</li> <li>▪ Class Action</li> <li>▪ Classroom WISE</li> <li>▪ Common Sense Parenting</li> <li>▪ Connect with Kids</li> <li>▪ CRC Ally Training</li> <li>▪ Creating Lasting Family Connections (CLFC)</li> <li>▪ Cultural Inclusiveness and Equity WISE</li> </ul>
D-M	
<ul style="list-style-type: none"> <li>▪ D.A.R.E. (Drug Abuse Resistance Education)</li> <li>▪ DARE to Be You</li> <li>▪ Drugs: True Stories</li> <li>▪ FarmResponse</li> <li>▪ Find Your Grind</li> <li>▪ Generation Rx</li> <li>▪ Girls Circle</li> <li>▪ Habitudes</li> <li>▪ HALO</li> <li>▪ Healing of the Canoe Project</li> <li>▪ Health Rocks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hope Squad Team Action</li> <li>▪ Hope Squad Team Training</li> <li>▪ Life Skills</li> <li>▪ Lion's Quest</li> <li>▪ Living Well</li> <li>▪ LivingWorks Start</li> <li>▪ Love and Logic</li> <li>▪ Me 360</li> <li>▪ Media Ready</li> <li>▪ Movimiento Ascendencia</li> <li>▪ MyStudentBody</li> </ul>
O-S	
<ul style="list-style-type: none"> <li>▪ Operation Prevention</li> <li>▪ Overcome Social Anxiety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Protecting You/Protecting Me Red Ribbon Week</li> </ul>

<ul style="list-style-type: none"> <li>▪ Parent and Family Skills Training</li> <li>▪ Parenting Wisely</li> <li>▪ Phoenix Curriculum</li> <li>▪ Positive Action</li> <li>▪ PreVenture</li> <li>▪ Project ALERT</li> <li>▪ Project Northland</li> <li>▪ Project Safe Home</li> <li>▪ Promoting Alternative Thinking Strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safe Dates</li> <li>▪ Second Step</li> <li>▪ Seeking Safety</li> <li>▪ Signs of Suicide (SOS)</li> <li>▪ Slick Tracy</li> <li>▪ smokeSCREEN</li> <li>▪ SPORT Prevention Plus Wellness</li> <li>▪ Stay on Track</li> <li>▪ Strengthening Families</li> </ul>
<b>T-Y</b>	
<ul style="list-style-type: none"> <li>▪ Teen Connection Project</li> <li>▪ teenMHFA</li> <li>▪ The Collaborate Assessment and Management of Suicidality (CAMS)</li> <li>▪ The Connect Suicide Prevention Program</li> <li>▪ The Good Road of Life</li> <li>▪ This is Quitting</li> <li>▪ Too Good for Drugs &amp; Violence (TGFDV)</li> <li>▪ Training for Intervention Procedures (TIPS) for the University</li> </ul>	<ul style="list-style-type: none"> <li>▪ Vape Educate</li> <li>▪ Vector Solutions Courses</li> <li>▪ Vision Impairment Education (Goggles)</li> <li>▪ W.A.I.T. (Abstinence Education)</li> <li>▪ Well Initiatives for Senior Education (WISE)</li> <li>▪ White Bison/ Wellbriety Movement</li> <li>▪ Why Try</li> <li>▪ WRAP</li> <li>▪ You and Me, Together Vape-Free</li> <li>▪ Youth Frontiers</li> </ul>

## Activity Logistics (Page 1)

### Activity Date

Enter the date the activity was *completed*. If an activity/program includes multiple sessions as part of an implementation/cohort, enter the date of the last session. For example, if a program is designed to be implemented across 10 sessions with a group/cohort of youth – you would wait to enter it into NPIRS until the last session is completed. If the activity is on-going without a beginning/end date, enter the activity towards the end of the relevant funding period, with an activity date within the funding period. ⓘ

### Activity

Choose the name of the activity implemented. After clicking on the down arrow, you can search for the activity by beginning to type in the name instead of scrolling through all the activities that come before it.

### Recurring Activity

This will always be “No” since this option has been disabled (it will still be visible, but your only option will be “No”).

**View Activity**

Activity ID :	28603	Region :	Region 7
Organization :	Community Prevention Coalition	Date Entered :	3/23/2023
Entered By :	Hicks, Zack	Last Saved :	3/23/2023 3:22:33 PM

Activity Date :

Activity :

Recurring Activity :

### Physical Location (“Yes”)

If the activity occurred at a physical location – select “Yes.” When you select “Yes” for physical location, you will be asked to fill in the address of the building (e.g., school) where the activity was implemented. If the activity was not implemented in a specific location that has an address, select “No.”

For school-based strategies, separate entries should be made for every individual location (i.e., the schools) that the strategy is implemented at – please do not aggregate locations anymore.

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

#### Physical Location

Location Name :

Address Line 1 :

Address Line 2 :

City :

Zip Code :

### Physical Location (“No”)

If the location of the activity was not at a physical location, or you are adding up the information from across several sites (such as schools) or multiple implementations, you will need to select a coverage area that describes the coverage area of the activity in the dropdowns provided. Once you have selected the appropriate area (region or county) from one of the dropdowns, select the corresponding “Add” button which are both in the green box below.

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

#### Coverage Areas

The final product will look something like this after you have saved it.

**View Activity**

Activity ID : 28603      Region : Region 7  
 Organization : Community Prevention Coalition      Date Entered : 3/23/2023  
 Entered By : Hicks, Zack      Last Saved : 3/23/2023 3:22:33 PM

Activity Date : 2/28/2023

Activity : 3rd Millennium Marijuana Wise College - Infra...

Recurring Activity : No

If the activity/program takes place at a physical location (school, church, etc.), select "Yes" to enter the address. : No

Region	County	City	Zip Code
Reg 5- Southeast	Lancaster	Lincoln	68588
Reg 5- Southeast	Lancaster	Lincoln	68583
Reg 5- Southeast	Lancaster	Lincoln	68544
Reg 5- Southeast	Lancaster	Lincoln	68542
Reg 5- Southeast	Lancaster	Lincoln	68529
Reg 5- Southeast	Lancaster	Lincoln	68532
Reg 5- Southeast	Lancaster	Lincoln	68531
Reg 5- Southeast	Lancaster	Lincoln	68510
Reg 5- Southeast	Lancaster	Lincoln	68528

**Evidence Based, Intervention Type, and Strategy** (blue-filled when you are making an entry) fill in automatically based on the activity you choose, so you do not need to enter anything into these fields.

Fill out the rest of the fields according to what best fits the activity.

Select the best choice for **Method Approach**, from the following options:

- Education programs for youth groups
- Mentors
- Ongoing classroom and/or small group sessions
- Parenting and family management
- Peer leader/Helper programs
- Preschool ATOD prevention programs

Evidence Based : Yes

Intervention Type : Indicated

Strategy : Education

Method Approach : Ongoing classroom and/or Small group sessi...

Target Population : HIGH SCHOOL STUDENTS

Primary Problem : Marijuana Use

Secondary Problem :

Intervening Variables : PERCEIVED RISK OF HARM

[VIEW DEMOGRAPHICS](#) [BACK](#)

**Method Approach** options are specific to the **Strategy Type**.

Enter the **Target Population** by selecting the population, or populations (you can select more than one), you are aiming to affect with the activity.

Enter the **Primary and Secondary Problems and Intervening Variables** you are hoping to address by implementing the activity. You can only select one primary problem, but you may select multiple secondary problems, or you do not have to select any secondary problems.

**Intervening Variables** are the set of factors that either protect populations from (e.g. communication with parents) or predispose them toward (e.g. peer or older sibling drug use) negative health outcomes. These are also known as protective and risk factors, respectively. Activities are designed to have an indirect effect on the **Primary and Secondary Problem(s)** by positively affecting the intervening variables. Select each of the available factors that the activity is intended to impact. For example, let us say that you are implementing 3<sup>rd</sup> Millennium to increase youth perceptions of the risk of harm from using marijuana (Intervening Variable) to ultimately reduce marijuana use (Primary Problem).

Click **“Save and Continue”** to navigate to the second page of the NPIRS entry form to provide information on the number of individuals that were affected as a result of the implemented activity.

## Demographics (Page 2)

Add the number of individuals that received programming (e.g., high school students) for each of the following demographic groups: gender, race, ethnicity, and age-group. *In these counts, do not include the individuals responsible for the implementation (e.g., health education teachers).*

### View Demographics

Activity ID :	28603	Activity Name :	3rd Millennium Marijuana Wise College - Infraction
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	3/23/2023	Entered By :	Hicks, Zack
Last Saved :	3/23/2023 3:22:33 PM		

---

Numbers Served (Count): Enter the number of Males, Females, Others, and Unknown participants. Population based program activity may involve estimated counts.

Note: Only enter new participants

	Count
Males	<input type="text" value="4"/>
Females	<input type="text" value="1"/>
Others	<input type="text" value="0"/>
Unknown	<input type="text" value="0"/>
Total Participants	<input type="text" value="5"/>

If the NPIRS User is not the implementer, it is recommended that the **NPIRS Reporting Form** ① be utilized. The person implementing the program should complete the NPIRS Reporting Form and return the completed form to the NPIRS User, who can then use the information on the form to enter the information into NPIRS.

## Age

The “Age 75 and Older” and “Age Unknown” categories have been added.

Ensure the totals for each demographic groups are equal before clicking “Save and Continue” to move onto the final page of the NPIRS entry form.

## Funding & Comments (Page 3)

The third page of the NPIRS Reporting Form collects information on the activity’s funding source. Comments allow the user to provide important contextual information.

## Funding Source

Start this section by adding the funding source(s).

Age Group (Count): Enter the number of persons for each of the age categories listed.

Total Age Group count must match Total Participants count

Age Group	Count
Age 0 to 5	0
Age 6 to 12	0
Age 13 to 17	4
Age 18 to 20	1
Age 21 to 24	0
Age 25 to 44	0
Age 45 to 64	0
Age 65 to 74	0
Age 75 and Older	0
Age Unknown	0
<b>Total Age Group</b>	<b>5</b>

[VIEW FUNDING SOURCE](#) [BACK](#)

### Edit Fidelity

Activity ID : 28380      Activity Name :  
Region : Region 7      Organization : Community Prevention Coalition  
Date Entered : 3/6/2023      Entered By : Barmore, Jacque  
Last Saved : 3/6/2023 12:30:46 PM

[+ ADD NEW FUNDING SOURCE](#)

Funding Source	Percentage
Total Percentage	Total: 0.00 %

If there are multiple funding sources for the activity, click “Add New Funding Source” again and input the percentages for each respective funding source.

[+ ADD NEW FUNDING SOURCE](#)

Funding Source	Percentage	
SPF-PFS 2018-2023	50	<a href="#">X REMOVE</a>
SAPT Block Grant	50	<a href="#">X REMOVE</a>
Total Percentage	Total: 100.00 %	

When you are done, this section will look something like this:

**View Fidelity**

Activity ID :	28603	Activity Name :	3rd Millennium Marijuana Wise College - Infraction
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	3/23/2023	Entered By :	Hicks, Zack
Last Saved :	3/23/2023 3:22:33 PM		

Funding Source	Percentage
SPF-PFS 2018-2023	100
<b>Total Percentage</b>	<b>Total: 100.00 %</b>

As of April 2024, **fidelity** information will be collected via other methods, and the comments box is a required field.

### Comments

Include a short (one or two-sentence) summary of the activity – what was done, how it was done – and add anything else that seems relevant but is not addressed anywhere else.

Potentially relevant information may include:

- The Workplan ID assigned by the Department of Behavioral Health (DBH).
- The names of the schools where the activity was implemented.
- If the activity included multiple sessions/events/activities, how many of those reached participated in 50% or more of the sessions and 75% or more of the sessions?
- Challenges and barriers. This is a good place to include a teacher's/implementer's professional opinion on the group's/cohort's experience, what they learned, and how willing they were to apply what they covered in the activity.
- Topics addressed in the programming.

For activities that have multiple sessions, it is strongly requested that users provide an estimate the percentage of participants that a) attended at least 50% of the sessions *and* b) attended at least 75% of the sessions.

**Comments :**

monthly report numbers by schools in LPS: 2 at [School Name #1] , 2 at [School Name #2] , 1 at [School Name #3]  
the topic was addressed to students with marijuana school infractions  
education was provided on the topics of perceptions of risk, legal, social, and mental health

BACK

Please note that, while the example above mentions multiple schools, please create separate entries for each school in a school-based program.

To submit the NPIRS entry form, click “[Save and Complete](#)”.

## Alternative-Type Strategies

The following is the definition of the Alternative-Type Strategies as it appears in the “Substance Abuse Prevention and Treatment (SAPT) Prevention Strategies” section of the Delaware DHHS document *Prevention Definitions and Strategies*.

This strategy provides for the participation of the target populations in activities that exclude alcohol and drug use through the provision of constructive and healthy activities.

Examples of methods used for alternative strategies include the following:

- Drug-free Social and Recreational Activities (e.g. Dances or Parties)
- Youth and Adult Leadership Activities
- Community Drop-in Centers
- Community Service Activities
- Mentoring Programs

### Activities Available in NPIRS

<ul style="list-style-type: none"><li>▪ Across Ages</li><li>▪ Big Brothers/Big Sisters (mentoring)</li><li>▪ CRC Recovery Community</li><li>▪ CRC Social Events</li><li>▪ Drug Free Event</li></ul>	<ul style="list-style-type: none"><li>▪ Girls on the Run</li><li>▪ Late Night Programming</li><li>▪ Mentoring Program</li><li>▪ Photo Voice</li><li>▪ Team Mates (mentoring)</li></ul>
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### Activity Logistics (Page 1)

#### Activity Date

Enter the date the activity was completed if it has an end date (e.g., end of the school year). If an activity/program is on-going without a beginning/end date, enter the activity towards the end of the relevant funding period, with an activity date within the funding period ⓘ.

#### Activity

Choose the name of the activity implemented. After clicking on the down arrow, you can search for the activity by beginning to type in the name instead of scrolling through all the activities that come before it.

#### Recurring Activity

This will always be “No” since this option has been disabled (it will still be visible, but your only option will be “No”).

**Add Activity**

Activity ID :	28403	Region :	Region 7
Organization :	Community Prevention Coalition	Date Entered :	3/7/2023
Entered By :	Barmore, Jacque	Last Saved :	3/7/2023 9:32:54 AM
Activity Date :	<input type="text"/>		
Activity :	<input type="text" value="Team Mates (mentoring)"/>		
Recurring Activity :	<input type="text" value="Yes"/>		

### Physical Location (“Yes”)

If the activity occurs at a physical location – select “Yes.” When you select “Yes” for physical location, you will be asked to fill in the address of the school/building where the program was implemented. If the activity was not implemented in a specific location that has an address, select “No.”

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

#### Physical Location

Location Name :

Address Line 1 :

Address Line 2 :

City :

Zip Code :

### Physical Location (“No”)

If the location of the activity was not at a physical location, or you are adding up the information from across several sites or multiple implementations, you will need to select a coverage area that describes the coverage area of the activity in the dropdowns provided. Once you have selected the appropriate area (region or county) from one of the dropdowns, select the corresponding “Add” button which are both in the green box below.

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

#### Coverage Areas

<input type="text" value="Reg 6- Omaha Me..."/>	<input type="button" value="ADD REGION"/>	<input type="button" value="REMOVE REGION"/>
<input type="text" value="Not Selected"/>	<input type="button" value="ADD COUNTY"/>	<input type="button" value="REMOVE COUNTY"/>

The final product will look something like this after you have saved it.

**View Activity**

Activity ID : 23362      Region : Region 5  
 Organization : Saunders County Prevention      Date Entered : 5/14/2020  
 Entered By : Leintz, Kayla      Last Saved : 5/14/2020 10:12:34 AM

Activity Date : 5/1/2020

Activity : Team Mates (mentoring)

Recurring Activity : No

If the activity/program takes place at a physical location (school, church, etc.), select "Yes" to enter the address. : No

Region	County	City	Zip Code
Reg 5- Southeast	Saunders	Morse Bluff	68648
Reg 5- Southeast	Saunders	Yutan	68073
Reg 5- Southeast	Saunders	Weston	68070
Reg 5- Southeast	Saunders	Wahoo	68066
Reg 5- Southeast	Saunders	Valparaiso	68065
Reg 5- Southeast	Saunders	Memphis	68042
Reg 5- Southeast	Saunders	Prague	68050
Reg 5- Southeast	Saunders	Ashland	68003
Reg 5- Southeast	Saunders	Ithaca	68033

**Evidence Based, Intervention Type, and Strategy** (blue-filled when you are making an entry) fill in automatically based on the activity you choose, so you do not need to enter anything into these fields.

Fill out the rest of the fields according to what best fits the activity.

**Method Approach** options are specific to the **Strategy Type**.

Evidence Based : No

Intervention Type : Indicated

Strategy : Alternative Activities

Method Approach : Youth/Adult leadership activities

Target Population : HIGH SCHOOL STUDENTS ELEMENTARY SCHOOL STUDENTS   
 MIDDLE/JUNIOR HIGH SCHOOL STUDENTS

Primary Problem : Underage Drinking

Secondary Problem : OTHER MENTAL HEALTH CONCERNS

Intervening Variables : SOCIAL/COMMUNITY NORMS   
 INVOLVEMENT IN PROSOCIAL ACTIVITIES

[VIEW DEMOGRAPHICS](#) [BACK](#)

Select the best choice for **Method Approach**, from the following options:

- Community drop-in centers
- Community service activities
- Drug free dances and parties
- Recreation activities
- Youth/Adult leadership activities

Enter the **Target Population** by selecting the population, or populations (you can select more than one), you are aiming to affect with the activity.

Enter the **Primary and Secondary Problems and Intervening Variables** you are hoping to address by implementing the activity. You can only select one primary problem, but you may select multiple secondary problems, or you do not have to select any secondary problems.

**Intervening Variables** are the set of factors that either protect populations from (e.g. communication with parents) or predispose them toward (e.g. peer or older sibling drug use) negative health outcomes. These are also known as protective and risk factors, respectively. Activities are designed to have an indirect effect on the **Primary and Secondary Problem(s)** by positively affecting the intervening variables. Select each of the available factors that the activity is intended to impact. For example, let us say that you are implementing Team Mates to increase involvement in prosocial behaviors and address social/community norms (Intervening Variables) to ultimately reduce underage drinking (Primary Problem).

Click **“Save and Continue”** to navigate to the second page of the NPIRS entry form to provide information on the number of individuals that were affected as a result of the implemented activity.

## Demographics (Page 2)

Add the number of individuals that participated or were mentored (e.g., youth mentees) for each of the following demographic groups: gender, race, ethnicity, and age-group. In these counts, do not include the individuals responsible for the implementation (e.g., adult mentors, program staff).

The totals in each section (Gender, Race, Ethnicity, and Age) must be the same to move on to the next section.

There are several ways to collect some or all of these data, including sign-in sheets and surveys. If the NPIRS User is not the implementer, it is recommended that the NPIRS Reporting Form be utilized. The person implementing the program should complete the NPIRS Reporting Form and return the completed form to the NPIRS User, who can then use the information on the form to enter the information into NPIRS.

### View Demographics

Activity ID :	23362	Activity Name :	Team Mates (mentoring)
Region :	Region 5	Organization :	Saunders County Prevention
Date Entered :	5/14/2020	Entered By :	Leintz, Kayla
Last Saved :	5/14/2020 10:12:34 AM		

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Numbers Served (Count): Enter the number of Males, Females, Others, and Unknown participants. Population based program activity may involve estimated counts.

*Note: Only enter new participants*

	Count
Males	97
Females	97
Others	0
Unknown	0
Total Participants	194

## Age

The “Age 75 and Older” and “Age Unknown” categories have been added.

Ensure the totals for each demographic groups are equal before clicking “Save and Continue” to move onto the final page of the NPIRS entry form.

## Funding & Comments (Page 3)

The third page of the NPIRS Reporting Form collects information on the activity’s funding source. Comments allow the user to provide important contextual information.

## Funding Source

Start this section by adding the funding source(s).

Age Group (Count): Enter the number of persons for each of the age categories listed.

Total Age Group count must match Total Participants count

Age Group	Count
Age 0 to 5	0
Age 6 to 12	0
Age 13 to 17	0
Age 18 to 20	0
Age 21 to 24	0
Age 25 to 44	0
Age 45 to 64	0
Age 65 to 74	0
Age 75 and Older	0
Age Unknown	0
Total Age Group	0

SAVE SAVE AND CONTINUE BACK

### Edit Fidelity

Activity ID : 28380      Activity Name :

Region : Region 7      Organization : Community Prevention Coalition

Date Entered : 3/6/2023      Entered By : Barmore, Jacque

Last Saved : 3/6/2023 12:30:46 PM

+ ADD NEW FUNDING SOURCE

Funding Source	Percentage
Total Percentage	Total: 0.00 %

If there are multiple funding sources for the activity, click Add New Funding Source and input the percentages for each respective funding source.

+ ADD NEW FUNDING SOURCE

Funding Source	Percentage	
SPF-PFS 2018-2023	50	✕ REMOVE
SAPT Block Grant	50	✕ REMOVE
Total Percentage	Total: 100.00 %	

As of April 2024, **fidelity** information will be collected via other methods, and the comments box is a required field.

## Comments

Include a short (one or two-sentence) summary of the activity – what was done, how it was done – and add anything else that seems relevant but is not addressed anywhere else.

Potentially relevant information may include:

- The Workplan ID assigned by the Department of Behavioral Health (DBH).
- A description of programming (if there were games, such as Twister or horseshoe toss; what was the ratio of games to education around substance use and prevention)?
- Substance use and prevention topics covered.
- If the activity included multiple sessions/events/activities, how many of those reached participated in 50% or more of the sessions and 75% or more of the sessions?
- Challenges and barriers. This is a good place to include a teacher's/implementer's professional opinion on the group's/cohort's experience, what they learned, and how willing they were to apply what they covered in the activity.
- An assessment about how well the established standards were adhered to and whether any adaptations were made (and the rationale behind the adaptations).

For activities that have multiple sessions, it is strongly requested that users provide an estimate the percentage of participants that a) attended at least 50% of the sessions *and* b) attended at least 75% of the sessions.

### View Fidelity

Activity ID :	28393	Activity Name :	Team Mates (mentoring)
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	3/6/2023	Entered By :	Moore, Taylor
Last Saved :	4/13/2023 11:33:02 AM		

Funding Source	Percentage
Drug Free Communities	100
<b>Total Percentage</b>	<b>Total: 100.00 %</b>

Comments :

TeamMates is active at Yutan Public Schools, Bishop Neumann, Wahoo Public, and Ashland-Greenwood Public. Mead has an informal mentoring program through Mead Covenant Church during a youth group night. There were 194 matches this year with 169 being directly through TeamMates. 83% of graduating senior mentees has post graduation college plans (10 out of 12). This has been praised by teachers, parents, and community members; high risk youth who have actively engaged in the program had improved outcomes (less behavioral referrals, increased GPA, better school engagement). The schools strongly support the program.

BACK

To submit the NPIRS entry form, click [“Save and Complete.”](#)

## Community-Based Strategies

The following is the definition of the Education-Type Strategies as it appears in the “Substance Abuse Prevention and Treatment (SAPT) Prevention Strategies” section of the Delaware DHHS document *Prevention Definitions and Strategies*.

This strategy aims to enhance the ability of the community to more effectively provide substance abuse prevention services. Activities in this strategy include organizing, planning, enhancing the efficiency and effectiveness of service implementation, building coalitions and networking.

Examples of methods used for this strategy include the following:

- Community and Volunteer Training (i.e. neighborhood action training, training of key people in the system)
- Systematic Planning
- Multi-Agency Coordination and Collaboration (i.e. leveraging resources, developing strategic partnerships)
- Accessing Service and Funding  
Community Team-Building

### Activities Available in NPIRS

There are two sub-types of Community-Based Strategies which require some slightly different NPIRS information. Thus, two examples are provided to illustrate these sub-types.

Planning & Training	
<ul style="list-style-type: none"> <li>▪ ASMR Training</li> <li>▪ CAMS Training</li> <li>▪ Coalition Meetings</li> <li>▪ Communities Mobilizing for Change on Alcohol - Action Team Meetings</li> <li>▪ Communities Mobilizing for Change on Alcohol - One on One Interviews</li> <li>▪ Community Readiness Assessment</li> <li>▪ Community Trials</li> <li>▪ Coordinating Group/Board Meetings</li> <li>▪ CRC Member Meeting</li> <li>▪ CTC coalition meeting</li> <li>▪ CTC coalition recruitment</li> </ul>	<ul style="list-style-type: none"> <li>▪ CTC coalition training</li> <li>▪ CTC data collection/analysis</li> <li>▪ Multi-Component School-Linked Community Approaches</li> <li>▪ Olweus Bullying Prevention Program</li> <li>▪ QPR Training</li> <li>▪ Situation Table</li> <li>▪ Sources of Strength</li> <li>▪ Technical Assistance</li> <li>▪ Training</li> <li>▪ Tutoring</li> <li>▪ Workgroup</li> </ul>
Community-Based Services	
<ul style="list-style-type: none"> <li>▪ Deterra</li> <li>▪ Means Restriction Lock Boxes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prescription Lock Boxes</li> </ul>

## Community-Based: Planning & Training

### Activity Logistics (Page 1)

#### Activity Date

Enter the date of the activity (e.g., coalition meeting), entering the activity into NPIRS every time an activity is held.

#### Activity

Choose the name of the activity implemented. After clicking on the down arrow, you can search for the activity by beginning to type in the name instead of scrolling through all the activities that come before it.

**For coalition meetings - do not** make a separate entry for training that occurred during the meeting. Instead, make sure to put that in the Comments at the end.

#### Recurring Activity

This will always be “No” since this option has been disabled (it will still be visible, but your only option will be “No”).

#### View Activity

Activity ID :	28607	Region :	Region 7
Organization :	Community Prevention Coalition	Date Entered :	3/24/2023
Entered By :	Hicks, Zack	Last Saved :	3/24/2023 8:00:58 AM
Activity Date :	<input type="text" value="3/20/2023"/>		
Activity :	<input type="text" value="Coalition Meetings"/>		
Recurring Activity :	<input type="text" value="No"/>		

#### Physical Location (“Yes”)

If the activity occurs at a physical location – select “Yes.” When you select “Yes” for physical location, you will be asked to fill in the address of the building where the meeting occurred. If the activity (e.g., coalition meeting) was held virtually, you can enter the location of the host of the meeting or select “no” here and add the city or county of the host below instead.

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

#### Physical Location

Location Name :	<input type="text" value="Building Name"/>
Address Line 1 :	<input type="text" value="123 Main St"/>
Address Line 2 :	<input type="text"/>
City :	<input type="text" value="Lincoln"/>
Zip Code :	<input type="text" value="68503"/>

#### Physical Location (“No”)

If the location of the activity was not at a physical location, or you are adding up the information from across several sites or multiple implementations, you will need to select a coverage area that describes the coverage area of the activity in the dropdowns provided. Once you have selected the appropriate area (region or county) from one of the dropdowns, select the

corresponding “Add” button which are both in the green box below.

If the activity/program takes place at a physical location (school, church, etc.), select "Yes" to enter the address. : No

**Coverage Areas**

Reg 6- Omaha Me... **ADD REGION** REMOVE REGION

Not Selected **ADD COUNTY** REMOVE COUNTY

**Evidence Based, Intervention Type, and Strategy** (blue-filled when you are making an entry) fill in automatically based on the activity you choose so you can skip these.

Fill out the rest of the fields according to what best fits the activity.

**Method Approach** options are specific to the **Strategy Type**.

Select the best choice for **Method Approach**, from the following options:

- Accessing services and funding
- Community/Volunteer training, e.g. neighborhood action training, staff/officials training
- Community team-building
- Multi-agency coordination and Collaboration
- Regional/Coalition/Community Meetings
- Systematic planning

Enter the **Target Population** by selecting the population, or populations (you can select more than one), you are aiming to affect with the activity.

Enter the **Primary and Secondary Problems and Intervening Variables** you are hoping to address by implementing the activity. You can only select one primary problem, but you may select multiple secondary problems, or you do not have to select any secondary problems.

**Intervening Variables** are the set of factors that either protect populations from (e.g. communication with parents) or predispose them toward (e.g. peer or older sibling drug use) negative health outcomes. These are also known as protective and risk factors, respectively. Activities are designed to have an indirect effect on the **Primary and Secondary Problem(s)** by positively affecting the intervening variables. Select each of the available factors that the activity is intended to impact. For example, let us say that you are implementing Coalition Meetings to address social/community norms, social availability, retail availability, and law enforcement practices (Intervening Variables) to ultimately reduce underage drinking (Primary Problem).

Evidence Based : No

Intervention Type : Universal Direct

Strategy : Community Based Process

Method Approach : Multi-agency coordination and Collaboration/...

Target Population :  
PREVENTION/TREATMENT PROFESSIONALS  
GOVERNMENT/ELECTED OFFICIALS  
CIVIC GROUPS/COALITIONS

Primary Problem : Underage Drinking

Secondary Problem : BINGE DRINKING MARIJUANA USE

Intervening Variables :  
SOCIAL/COMMUNITY NORMS SOCIAL AVAILABILITY  
RETAIL AVAILABILITY LAW ENFORCEMENT PRACTICES

VIEW DEMOGRAPHICS BACK

Click “[Save and Continue](#)” to navigate to the second page of the NPIRS entry form to provide information on either the number of individuals that were trained or the number of individuals that participated in the planning process.

## Demographics (Page 2)

In this section, add information of those who participated in the meeting.

There are several ways to collect some or all of the data, including sign-in sheets and surveys. If the NPIRS User is not the person implementing the activity of the activity, it is recommended that the NPIRS Reporting Form be utilized. The person implementing the activity should complete the NPIRS Reporting Form and return the completed form to the NPIRS User, who can then use the information on the form to enter the information into NPIRS.

### View Demographics

Activity ID :	28607	Activity Name :	Coalition Meetings
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	3/24/2023	Entered By :	Hicks, Zack
Last Saved :	3/24/2023 8:00:58 AM		

---

Numbers Served (Count): Enter the number of Males, Females, Others, and Unknown participants. Population based program activity may involve estimated counts.

Note: Only enter new participants

	Count
Males	3 <input type="text"/>
Females	3 <input type="text"/>
Others	0 <input type="text"/>
Unknown	0 <input type="text"/>
<b>Total Participants</b>	<b>6</b> <input type="text"/>

## Age

The “Age 75 and Older” and “Age Unknown” categories have been added.

Ensure the totals for each demographic groups are equal before clicking “[Save and Continue](#)” to move onto the final page of the NPIRS entry form.

Age Group (Count): Enter the number of persons for each of the age categories listed.

Total Age Group count must match Total Participants count

	Count
Age 0 to 5	0 <input type="text"/>
Age 6 to 12	0 <input type="text"/>
Age 13 to 17	0 <input type="text"/>
Age 18 to 20	0 <input type="text"/>
Age 21 to 24	0 <input type="text"/>
Age 25 to 44	3 <input type="text"/>
Age 45 to 64	3 <input type="text"/>
Age 65 to 74	0 <input type="text"/>
Age 75 and Older	0 <input type="text"/>
Age Unknown	0 <input type="text"/>
<b>Total Age Group</b>	<b>6</b> <input type="text"/>

VIEW FUNDING SOURCE
BACK

## Funding & Comments (Page 3)

The third page of the NPIRS Reporting Form collects information on the activity's funding source. Comments allow the user to provide important contextual information.

### Funding Source

Start this section by adding the funding source(s).

**Edit Fidelity**

Activity ID : 28380      Activity Name :  
Region : Region 7      Organization : Community Prevention Coalition  
Date Entered : 3/6/2023      Entered By : Barmore, Jacque  
Last Saved : 3/6/2023 12:30:46 PM

**+ ADD NEW FUNDING SOURCE**

Funding Source	Percentage	
Total Percentage	Total: 0.00 %	

If there are multiple funding sources for the activity, click Add New Funding Source and input the percentages for each respective funding source.

**+ ADD NEW FUNDING SOURCE**

Funding Source	Percentage	
SPF-PFS 2018-2023	50	<b>× REMOVE</b>
SAPT Block Grant	50	<b>× REMOVE</b>
Total Percentage	Total: 100.00 %	

As of April 2024, **fidelity** information will be collected via other methods, and the comments box is a required field.

### Comments

Include a short summary of the activity – what was done, how it was done, whether this was a single event or part of an ongoing process, etc. – and add anything else that seems relevant (e.g., topics covered during coalition meetings).

- The Workplan ID assigned by the Department of Behavioral Health (DBH).
- A meeting agenda
- If you invited a guest speaker to your coalition, please mention their name and organization. Identify any lessons-learned or summarize the presentation.
- The coalition's plan for the future based on the topics discussed in the meeting.
- A summary of any education provided to the coalition.
- Important comments, opinions, or insights made by coalition members

When you are done, this section will look something like this:

### View Fidelity

Activity ID :	28607	Activity Name :	Coalition Meetings
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	3/24/2023	Entered By :	Hicks, Zack
Last Saved :	3/24/2023 8:00:58 AM		

Funding Source	Percentage
SAPT Block Grant	100
<b>Total Percentage</b>	<b>Total: 100.00 %</b>

Comments :

Led a group activity with coalition on a wish list for legislative letter. Reported on call and the updates social media for EBPs. Fall Compliance checks are setup. Led a volunteer exercise about curbside delivery, drinks-to-go and home deliveries; shared information on these types of deliveries and looking at ways to be safe serving and in compliance. RPC reported on ways they are looking to support the coalition in such areas as community scans, Delta 8, and Kratom.

[BACK](#)

To submit the NPIRS entry form, click [“Save and Complete.”](#)

## Community-Based: Services

### Activity Logistics (Page 1)

#### Activity Date

Enter into NPIRS every time an activity happens, or if ongoing, enter it monthly, quarterly, or at the end of the relevant funding period. Enter the date of the activity, or if ongoing, the last date an activity occurred.

#### Activity

Choose the name of the activity implemented. After clicking on the down arrow, you can search for the activity by beginning to type in the name instead of scrolling through all the activities that come before it.

#### Recurring Activity

This will always be “No” since this option has been disabled (it will still be visible, but your only option will be “No”).

### View Activity

Activity ID :	28609	Region :	Region 7
Organization :	Community Prevention Coalition	Date Entered :	3/24/2023
Entered By :	Hicks, Zack	Last Saved :	3/24/2023 10:27:29 AM

Activity Date :

Activity :

Recurring Activity :

## Physical Location (“Yes”)

If the activity occurs at a physical location – select “Yes.” When you select “Yes” for physical location, you will be asked to fill in the address of the building where the activity took place.

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

### Physical Location

Location Name :

Address Line 1 :

Address Line 2 :

City :

Zip Code :

**Evidence Based, Intervention Type, and Strategy** (blue-filled when you are making an entry) fill in automatically based on the activity you choose so you can skip these.

Fill out the rest of the fields according to what best fits the activity.

**Method Approach** options are specific to the **Strategy Type**.

Evidence Based :

Intervention Type :

Strategy :

Method Approach :

Please Enter the Distribution Count:

Target Population :

Primary Problem :

Secondary Problem :

Intervening Variables :

Select the best choice for **Method Approach**, from the following options:

- Accessing services and funding
- Community/Volunteer training, e.g. neighborhood action training, staff/officials training
- Community team-building
- Multi-agency coordination and Collaboration
- Regional/Coalition/Community Meetings
- Systematic planning

Enter the **Target Population** by selecting the population, or populations (you can select more than one), you are aiming to affect with the activity.

Enter the **Primary and Secondary Problems and Intervening Variables** you are hoping to address by implementing the activity. You can only select one primary problem, but you may select multiple secondary problems, or you do not have to select any secondary problems.

**Intervening Variables** are the set of factors that either protect populations from (e.g. communication with parents) or predispose them toward (e.g. peer or older sibling drug use) negative health outcomes. These are also known as protective and risk factors, respectively. Activities are designed to have an indirect effect on the **Primary and Secondary Problem(s)** by positively affecting the intervening variables. Select each of the available factors that the activity is intended to impact. For example, let us say that you are implementing Prescription Lock

Boxes to address access to means (Intervening Variable) to ultimately reduce prescription drug abuse/misuse (Primary Problem).

Click “Save and Continue” to navigate to the second page of the NPIRS entry form to provide information on the number of individuals that were affected as a result of the implemented activity.

## Demographics (Page 2)

In this section, add information of those who received the service.

The totals in each section (Gender, Race, Ethnicity, and Age) must be the same to move on to the next section.

There are several ways to collect some or all of the data, including sign-in sheets and surveys. If the NPIRS User is not the implementer, it is recommended that the NPIRS Reporting Form be utilized. The person implementing the program should complete the NPIRS Reporting Form and return the completed form to the NPIRS User, who can then use the information on the form to enter the information into NPIRS.

### View Demographics

Activity ID :	28609	Activity Name :	Prescription Lock Boxes
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	3/24/2023	Entered By :	Hicks, Zack
Last Saved :	3/24/2023 10:27:29 AM		

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Numbers Served (Count): Enter the number of Males, Females, Others, and Unknown participants. Population based program activity may involve estimated counts.

Note: Only enter new participants

	Count
Males	<input type="text" value="2"/>
Females	<input type="text" value="8"/>
Others	<input type="text" value="0"/>
Unknown	<input type="text" value="0"/>
Total Participants	<input type="text" value="10"/>

## Age

The “Age 75 and Older” and “Age Unknown” categories have been added.

Click “Save and Continue” to move onto the final page of the NPIRS entry form.

## Funding & Comments (Page 3)

The third page of the NPIRS Reporting Form collects information on the activity’s funding source. Comments allow the user to provide important contextual information.

### Funding Source

Start this section by adding the funding source(s).

Age Group (Count): Enter the number of persons for each of the age categories listed.

**Total Age Group count must match Total Participants count**

Age Group	Count
Age 0 to 5	0
Age 6 to 12	0
Age 13 to 17	0
Age 18 to 20	0
Age 21 to 24	0
Age 25 to 44	5
Age 45 to 64	5
Age 65 to 74	0
Age 75 and Older	0
Age Unknown	0
<b>Total Age Group</b>	<b>10</b>

[VIEW FUNDING SOURCE](#) [BACK](#)

### Edit Fidelity

Activity ID :	28380	Activity Name :	
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	3/6/2023	Entered By :	Barmore, Jacque
Last Saved :	3/6/2023 12:30:46 PM		

[+ ADD NEW FUNDING SOURCE](#)

Funding Source	Percentage	
Total Percentage	Total: 0.00 %	

If there are multiple funding sources for the activity, click Add New Funding Source and input the percentages for each respective funding source.

[+ ADD NEW FUNDING SOURCE](#)

Funding Source	Percentage	
SPF-PFS 2018-2023	50	<a href="#">X REMOVE</a>
SAPT Block Grant	50	<a href="#">X REMOVE</a>
Total Percentage	Total: 100.00 %	

As of April 2024, **fidelity** information will be collected via other methods (though these activities do not have any fidelity questions), and the comments box is a required field.

## Comments

Include a short summary of the activity – what was done, how it was done, whether this was a single event or part of an ongoing process, etc. – and add anything else that seems relevant.

- The Workplan ID assigned by the Department of Behavioral Health (DBH).
- If the lockboxes were distributed as part of another event (e.g. prescription drug disposal, health fair, suicide prevention training), indicate the event. If lockboxes were distributed out of the coalition’s headquarters, indicate as such.

When you are done, this section will look something like this:

### View Fidelity

<b>Activity ID :</b>	28609	<b>Activity Name :</b>	Prescription Lock Boxes
<b>Region :</b>	Region 7	<b>Organization :</b>	Community Prevention Coalition
<b>Date Entered :</b>	3/24/2023	<b>Entered By :</b>	Hicks, Zack
<b>Last Saved :</b>	3/24/2023 10:27:29 AM		

Funding Source	Percentage
State Opioid Response (SOR) III 2022-2024	100
<b>Total Percentage</b>	<b>Total: 100.00 %</b>

**Comments :**

Distributed at MHFA training

To submit the NPIRS entry form, click [“Save and Complete.”](#)

## Problem Identification & Referral

The following is the definition of Problem Identification & Referral-Type Strategies as it appears in the “Substance Abuse Prevention and Treatment (SAPT) Prevention Strategies” section of the Delaware DHHS document *Prevention Definitions and Strategies*.

This strategy aims to identify those who have misused substances in order to assess if their behavior can be reversed through education. It should be noted, however, that this strategy does not include any activity designed to determine if an individual is in need of treatment.

Examples of methods used for this strategy include the following:

- Brief Screening/Intervention
- Driving-while-intoxicated Education Programs
- Employee Assistance Programs
- Student Assistance Programs
- Teen Courts

### Activities Available in NPIRS

<ul style="list-style-type: none"><li>▪ Brief Alcohol Screening and Intervention of College Students</li><li>▪ Brief Motivational Interviewing (BMI)</li><li>▪ CHOICES</li><li>▪ College Behavior Profile (CBP)</li><li>▪ DECA</li><li>▪ DESSA</li><li>▪ Electronic Screening and Brief Interventions (e-SBI)</li></ul>	<ul style="list-style-type: none"><li>▪ Prime for Life</li><li>▪ SBIRT</li><li>▪ ScreenU</li><li>▪ Student Assistance Team Action</li><li>▪ Student Assistance Team Training</li><li>▪ Year One College Behavior Profile (Y1CBP)</li></ul>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Activity Logistics (Page 1)

#### Activity Date

Enter the date the activity was **completed**. If an activity/program includes multiple sessions as part of an implementation/cohort, enter the date of the last activity. For example, if Y1CBP is implemented for all schools during the months of August and September, you would wait until the last school has completed the Y1CBP and then enter it as an activity in NPIRS. If the activity is on-going without a beginning/end date, enter the activity towards the end of the relevant funding period, with an activity date within the funding period.

#### Activity

Choose the name of the activity implemented. After clicking on the down arrow, you can search for the activity by beginning to type in the name instead of scrolling through all the activities that come before it.

## Recurring Activity

This will always be “No” since this option has been disabled (it will still be visible, but your only option will be “No”).

### Add Activity

Activity ID :	28771	Region :	Region 7
Organization :	Community Prevention Coalition	Date Entered :	4/7/2023
Entered By :		Last Saved :	4/7/2023 4:11:25 PM
Activity Date :	<input type="text"/>		
Activity :	<input type="text" value="Year One College Behavior Profile (Year One ..."/>		
Recurring Activity :	<input type="text" value="No"/>		

## Physical Location (“Yes”)

If the activity occurs at a physical location – select “Yes.” When you select “Yes” for physical location, you will be asked to fill in the address of the school/building where the activity was implemented. If the activity was not implemented in a specific location that has an address, select “No.”

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

### Physical Location

Location Name :	<input type="text"/>
Address Line 1 :	<input type="text"/>
Address Line 2 :	<input type="text"/>
City :	<input type="text" value="Not Selected"/>
Zip Code :	<input type="text" value="Not Selected"/>

## Physical Location (“No”)

If the location of the activity was not at a physical location, or you are adding up the information from across several sites (such as schools) or multiple implementations, you will need to select a coverage area that describes the coverage area of the activity in the dropdowns provided. Once you have selected the appropriate area (region or county) from one of the dropdowns, select the corresponding “Add” button which are both in the green box below.

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

### Coverage Areas

<input type="text" value="Reg 6- Omaha Me..."/>	<input type="button" value="ADD REGION"/>	<input type="button" value="REMOVE REGION"/>
<input type="text" value="Not Selected"/>	<input type="button" value="ADD COUNTY"/>	<input type="button" value="REMOVE COUNTY"/>

The final product will look something like this after you have saved it.

If the activity/program takes place at a physical location (school, church, etc.), select "Yes" to enter the address. :

Region	County	City	Zip Code
Reg 5- Southeast	Lancaster	Lincoln	68517
Reg 5- Southeast	Lancaster	Lincoln	68516
Reg 5- Southeast	Lancaster	Lincoln	68514
Reg 5- Southeast	Lancaster	Lincoln	68512
Reg 5- Southeast	Lancaster	Lincoln	68510
Reg 5- Southeast	Lancaster	Lincoln	68507
Reg 5- Southeast	Lancaster	Lincoln	68508
Reg 5- Southeast	Lancaster	Lincoln	68520
Reg 5- Southeast	Lancaster	Lincoln	68506

**Evidence Based, Intervention Type, and Strategy** (blue-filled when you are making an entry) fill in automatically based on the activity you choose so you can skip these.

Fill out the rest of the categories according to what best fits the activity.

Select the best choice for **Method Approach**, from the following options:

- Brief Screening/Intervention
- Driving while under the influence/Driving while intoxicated education programs
- Employee assistance programs
- Student assistance programs

Evidence Based :

Intervention Type :

Strategy :

Method Approach :

Target Population :

Primary Problem :

Secondary Problem :

Intervening Variables :

Enter the **Target Population** by selecting the population, or populations (you can select more than one), you are aiming to affect with the activity.

Enter the **Primary and Secondary Problems and Intervening Variables** you are hoping to address by implementing the activity. You can only select one primary problem, but you may select multiple secondary problems, or you do not have to select any secondary problems.

**Intervening Variables** are the set of factors that either protect populations from (e.g. communication with parents) or predispose them toward (e.g. peer or older sibling drug use) negative health outcomes. These are also known as protective and risk factors, respectively.

Activities are designed to have an indirect effect on the **Primary** and **Secondary Problem(s)** by positively affecting the intervening variables. Select each of the available factors that the activity is intended to impact. For example, let us say that you are implementing 3<sup>rd</sup> Millennium to increase youth perceptions of the risk of harm from using marijuana (Intervening Variable) to ultimately reduce marijuana use (Primary Problem).

Click “[Save and Continue](#)” to navigate to the second page of the NPIRS entry form to provide information on the number of individuals that were affected as a result of the implemented activity.

## Demographics (Page 2)

Add the number of individuals that received programming (e.g., college students) for each of the following demographic groups: gender, race, ethnicity, and age-group. In these counts, do not include the individuals responsible for the implementation (e.g., student health director).

### View Demographics

Activity ID :	28743	Activity Name :	Year One College Behavior Profile (Year One CBP)
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	4/6/2023	Entered By :	Hicks, Zack
Last Saved :	4/7/2023 3:23:25 PM		

---

Numbers Served (Count): Enter the number of Males, Females, Others, and Unknown participants. Population based program activity may involve estimated counts.

**Note: Only enter new participants**

	Count
Males	<input type="text" value="3,265"/>
Females	<input type="text" value="4,617"/>
Others	<input type="text" value="0"/>
Unknown	<input type="text" value="0"/>
Total Participants	<input type="text" value="7,882"/>

There are several ways to collect some or all of this data and including sign-in sheets and surveys. If the NPIRS User is not the implementer, it is recommended that the NPIRS Reporting Form be utilized. The person implementing the activity should complete the NPIRS Reporting Form and return the completed form to the NPIRS User, who can then use the information on the form to enter the information into NPIRS.

## Age

The “Age 75 and Older” and “Age Unknown” categories have been added.

Ensure the totals for each demographic group are equal before clicking “[Save and Continue](#)” to move onto the final page of the NPIRS entry form.

## Funding & Comments (Page 3)

The third page of the NPIRS Reporting Form collects information on the activity’s funding source. Comments allow the user to provide important contextual information.

## Funding Source

Start this section by adding the funding source(s).

Age Group (Count): Enter the number of persons for each of the age categories listed.

Total Age Group count must match Total Participants count

Age Group	Count
Age 0 to 5	1
Age 6 to 12	0
Age 13 to 17	737
Age 18 to 20	6,674
Age 21 to 24	208
Age 25 to 44	238
Age 45 to 64	24
Age 65 to 74	0
Age 75 and Older	0
Age Unknown	0
<b>Total Age Group</b>	<b>7,882</b>

[VIEW FUNDING SOURCE](#) [BACK](#)

### Edit Fidelity

Activity ID :	28380	Activity Name :	
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	3/6/2023	Entered By :	Barmore, Jacque
Last Saved :	3/6/2023 12:30:46 PM		

[+ ADD NEW FUNDING SOURCE](#)

Funding Source	Percentage	
Total Percentage	Total: 0.00 %	

If there are multiple funding sources for the activity, click “Add New Funding Source” and input the percentages for each respective funding source.

[+ ADD NEW FUNDING SOURCE](#)

Funding Source	Percentage	
SPF-PFS 2018-2023	50	<a href="#">X REMOVE</a>
SAPT Block Grant	50	<a href="#">X REMOVE</a>
Total Percentage	Total: 100.00 %	

When you are done, this section will look something like this:

View Fidelity			
Activity ID :	28743	Activity Name :	Year One College Behavior Profile (Year One CBP)
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	4/6/2023	Entered By :	Hicks, Zack
Last Saved :	4/7/2023 3:23:25 PM		
Funding Source		Percentage	
SAPT Block Grant		100	
Total Percentage		Total: 100.00 %	

As of April 2024, **fidelity** information will be collected via other methods, and the comments box is a required field.

### Comments

Include a short (one or two-sentence) summary of the activity – what was done, how it was done – and add anything else that seems relevant but is not addressed anywhere else (e.g., names of schools where it was implemented).

Relevant information includes:

- The Workplan ID assigned by the Department of Behavioral Health (DBH).
- The names of the schools where the activity was implemented.
- If the activity included multiple sessions/events/activities, how many of those reached participated in 50% or more of the sessions and 75% or more of the sessions?
- Challenges and barriers. This is a good place to include a teacher's/implementer's professional opinion on the group's/cohort's experience, what they learned, and how willing they were to apply what they covered in the activity.
- Topics addressed in the programming

For activities that have multiple sessions, it is strongly requested that users provide an estimate the percentage of participants that a) attended at least 50% of the sessions *and* b) attended at least 75% of the sessions.

To submit the NPIRS entry form, click "[Save and Complete](#)".

## Environmental Strategies

The following is the definition of the Education-Type Strategies as it appears in the “Substance Abuse Prevention and Treatment (SAPT) Prevention Strategies” section of the Delaware DHHS document *Prevention Definitions and Strategies*.

This strategy seeks to establish or change community standards, codes and attitudes, thereby influencing the incidence and prevalence of drug misuse in the general population.

Examples of methods used for this strategy include the following:

- The Establishment and Review of Drug Policies in Schools
- Technical assistance to communities to maximize local enforcement procedures governing the availability and distribution of drugs.
- The review and modification of alcohol and tobacco advertising practices
- Product pricing strategies

There are two sub-types of Environmental Strategies which require some slightly different NPIRS information. Thus, two examples are provided to illustrate these sub-types. A key component of most activities in the first column is an emphasis on enforcement – indeed, many of the activities require a partnership with law enforcement agencies. The activities listed in the second column focus on policy reform.

### Activities Available in NPIRS

Enforcement-Focused	Policy-Focused
<ul style="list-style-type: none"> <li>▪ Compliance Checks</li> <li>▪ Party Patrol/Targeted Enforcement</li> <li>▪ Prescription Drug Disposal</li> <li>▪ Responsible Beverage Server Training (RBST)</li> <li>▪ Sales to intoxicated individuals</li> <li>▪ Saturation Patrols</li> <li>▪ Shoulder Tap</li> <li>▪ Sobriety Check Points</li> <li>▪ Targeted Enforcement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Changing the Conditions of Availability</li> <li>▪ Communities Mobilizing for Change on Alcohol - Policy Change</li> <li>▪ Environmental Scan</li> <li>▪ Medical Amnesty Policy</li> <li>▪ Human Performance Project (HPP)</li> <li>▪ Lead and Seed</li> <li>▪ Policy Development</li> <li>▪ Responsible Hosting</li> <li>▪ Retailer-Directed Interventions</li> </ul>

### Environmental: Enforcement-Focused

#### Activity Logistics (Page 1)

##### Activity Date

Enter into NPIRS once a report is received (e.g., Compliance Check report is received for one or multiple checks conducted) and/or an activity is completed (e.g., RBST training is conducted). Enter the date the activity was completed. If multiple activities were completed (e.g., multiple checks conducted), enter the date of the last activity. If an activity is ongoing (e.g., Prescription Drug Disposal that isn't an event, but an ongoing activity), enter it monthly, quarterly, or at the end of the funding period ⓘ.

##### Activity

Choose the name of the activity implemented. After clicking on the down arrow, you can search for the activity by beginning to type in the name instead of scrolling through all the activities that come before it.

## Recurring Activity

This will always be “No” since this option has been disabled (it will still be visible, but your only option will be “No”).

**View Activity**

Activity ID : 28757      Region : Region 7

Organization : Community Prevention Coalition      Date Entered : 4/7/2023

Entered By : Hicks, Zack      Last Saved : 4/7/2023 2:09:12 PM

Activity Date :

Activity :

Recurring Activity :

## Physical Location

It is ***strongly*** preferred that Enforcement-Focused Environmental activities be entered at the county level – with separate NPIRS entries created for each of the counties that the activity is implemented in.

Keep the Physical Location at its default (“No”) and ***enter the Coverage Area at the county level.*** Once you have selected the appropriate county from the dropdown, select the “Add County” button so the county appears in the field below.

Enter Coverage Area at the county level.

Each county will need its own NPIRS entry.

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

**Coverage Areas**

Reg 6- Omaha Me...

Not Selected

The final product will look something like this after you have saved it.

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

Region	County	City	Zip Code
Reg 5- Southeast	Lancaster	Lincoln	68512
Reg 5- Southeast	Lancaster	Lincoln	68514
Reg 5- Southeast	Lancaster	Lincoln	68516
Reg 5- Southeast	Lancaster	Lincoln	68517
Reg 5- Southeast	Lancaster	Lincoln	68520
Reg 5- Southeast	Lancaster	Lincoln	68521
Reg 5- Southeast	Lancaster	Lincoln	68522
Reg 5- Southeast	Lancaster	Lincoln	68523
Reg 5- Southeast	Lancaster	Lincoln	68524

**Evidence Based, Intervention Type, and Strategy** (blue-filled when you are making an entry) fill in automatically based on the activity you choose so you can skip these.

Select the best choice for **Method Approach**, from the following options:

- Guidance & TA on Enforcement/ Distribution of ATOD
- Modifying alcohol and tobacco advertising practices
- Product pricing strategies
- Promote establishment/ Review ATOD policies

The screenshot shows a web form with the following fields and values:

- Evidence Based :** Yes
- Intervention Type :** Universal Indirect
- Strategy :** Environmental
- Method Approach :** Guidance & TA on Enforcement/Distribution o...
- Total Passed :** 23
- Total Failed :** 2
- Total Checked :** 25
- Target Population :** BUSINESS AND INDUSTRY
- Primary Problem :** Underage Drinking
- Secondary Problem :** DRINKING AND DRIVING
- Intervening Variables :** RETAIL AVAILABILITY

Buttons at the bottom: VIEW DEMOGRAPHICS (orange), BACK (grey).

For **Compliance Checks** and **Sobriety Checkpoints**, enter the number of passed and failed checks, and for **RBST**, enter the number of individuals who passed and failed the training. The system will add the categories together for the total.

Enter the **Target Population** by selecting the population, or populations (you can select more than one), who were the targets of the information dissemination portion (e.g., a common feature of compliance checks is reporting the results in local media outlets to deter illegal retailer practices).

Enter the **Primary and Secondary Problems and Intervening Variables** you are hoping to address by implementing the activity. You can only select one primary problem, but you may select multiple secondary problems, or you do not have to select any secondary problems.

**Intervening Variables** are the set of factors that either protect populations from (e.g. communication with parents) or predispose them toward (e.g. peer or older sibling use) negative health outcomes. These are also known as protective and risk factors, respectively. Activities are designed to have an indirect effect on the **Primary and Secondary Problem(s)** by positively affecting the intervening variables. Select each of the available factors that the activity is intended to impact. For example, let us say that you are implementing Compliance Checks to decrease retail availability (Intervening Variable) to ultimately reduce underage drinking (Primary Problem).

Click **“Save and Continue”** to navigate to the second page of the NPIRS entry form to provide information on the number of individuals that were affected as a result of the implemented activity.

## Demographics (Page 2)

In this section, you will add the *population level* information for each county using the NPIRS County Demographics Excel file because it is a **Universal Indirect**  intervention. For instructions on how to use the NPIRS County Demographics Excel file, navigate to the section on using the spreadsheet under the header “Entering demographics for population-level strategies (Universal Indirect)” .

If your copy of the Excel was obtained before April 2024, it is advised that you request the updated version two age categories have been added.

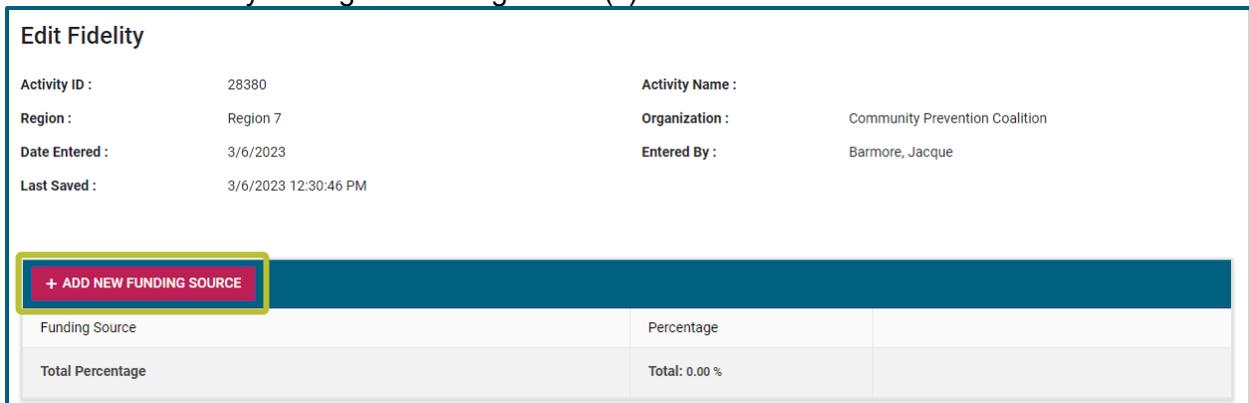
The totals in each section (Gender, Race, Ethnicity, and Age) must be the same to move on to the next section. If the totals in the Excel file do not add up, you can modify the numbers slightly to make them add up (they are estimates, so slight modifications are acceptable).

For a Compliance Check activity conducted in Lancaster County, you would copy and paste the demographic information from the NPIRS County Demographics Excel file for Lancaster County into the appropriate cells in the NPIRS Reporting Form.

## Funding & Comments (Page 3)

### Funding Source

Start this section by adding the funding source(s).



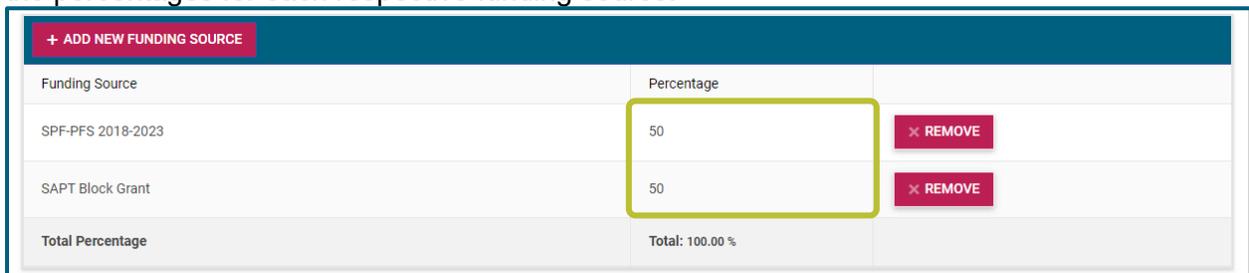
**Edit Fidelity**

Activity ID : 28380      Activity Name :  
Region : Region 7      Organization : Community Prevention Coalition  
Date Entered : 3/6/2023      Entered By : Barmore, Jacque  
Last Saved : 3/6/2023 12:30:46 PM

**+ ADD NEW FUNDING SOURCE**

Funding Source	Percentage
Total Percentage	Total: 0.00 %

If there are multiple funding sources for the activity, click Add New Funding Source and input the percentages for each respective funding source.



**+ ADD NEW FUNDING SOURCE**

Funding Source	Percentage	
SPF-PFS 2018-2023	50	<b>× REMOVE</b>
SAPT Block Grant	50	<b>× REMOVE</b>
Total Percentage	Total: 100.00 %	

When you are done, this section will look something like this:

**View Fidelity**

Activity ID :	28757	Activity Name :	Compliance Checks
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	4/7/2023	Entered By :	Hicks, Zack
Last Saved :	4/7/2023 2:09:12 PM		

Funding Source	Percentage
SAPT Block Grant	100
<b>Total Percentage</b>	<b>Total: 100.00 %</b>

As of April 2024, **fidelity** information will be collected via other methods, and the comments box is a required field.

### Comments

Include a short (one or two-sentence) summary of the activity – what was done, how it was done – and add anything else that seems relevant but is not addressed anywhere else (e.g., specifying which law enforcement agencies were involved, noting if the activity was a one-time event or ongoing).

To submit the NPIRS entry form, click “[Save and Complete](#)”.

## Environmental: Policy-Focused

### Activity Logistics (Page 1)

#### Activity Date

This activity should be entered after each action or event (e.g., submitted letter opposing policy, met with alcohol review board, drafted a new policy), entering the date of the activity.

#### Activity

Choose the name of the activity implemented. After clicking on the down arrow, you can search for “policy” and see the options available for this activity instead of scrolling through the list.

#### Recurring Activity

This will always be “No” since this option has been disabled (it will still be visible, but your only option will be “No”).

**View Activity**

Activity ID :	28758	Region :	Region 7
Organization :	Community Prevention Coalition	Date Entered :	4/7/2023
Entered By :	Hicks, Zack	Last Saved :	4/7/2023 3:04:12 PM

Activity Date :  

Activity :  

Recurring Activity :  

## Physical Location

Keep the Physical Location at its default (“No”) and enter the Coverage Area at the county-level. For Policy-Focused Environmental activities, users should select the coverage area of the policy’s intended effect.

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

### Coverage Areas

Reg 6- Omaha Me...

Not Selected

Once you have selected the appropriate county or city from the dropdown, select the “Add County” or “Add City” button so the county appears in the field below. When you are done, this section will look something like this:

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

Region	County	City	Zip Code
Reg 5- Southeast	Lancaster	Lincoln	68588
Reg 5- Southeast	Lancaster	Lincoln	68583
Reg 5- Southeast	Lancaster	Lincoln	68544
Reg 5- Southeast	Lancaster	Lincoln	68542
Reg 5- Southeast	Lancaster	Lincoln	68532
Reg 5- Southeast	Lancaster	Lincoln	68531
Reg 5- Southeast	Lancaster	Lincoln	68529
Reg 5- Southeast	Lancaster	Lincoln	68528
Reg 5- Southeast	Lancaster	Lincoln	68527

**Evidence Based, Intervention Type, and Strategy** (blue-filled when you are making an entry) fill in automatically based on the activity you choose so you can skip these.

Fill out the rest of the fields according to what best fits the activity.

**Method Approach** options are specific to the **Strategy Type**.

Select the best choice for **Method Approach**, from the following options:

- Guidance & TA on Enforcement/ Distribution of ATOD
- Modifying alcohol and tobacco advertising practices
- Product pricing strategies
- Promote establishment/ Review ATOD policies

The screenshot shows a form with the following fields and values:

- Evidence Based :** Yes
- Intervention Type :** Universal Indirect
- Strategy :** Environmental
- Method Approach :** Promote establishment/Review ATOD policies
- Indicate the policy objective**: [Empty text box]
- Policy-level (e.g. school district)**: [Empty text box]
- Did policy change occur?**: Not Selected
- Target Population :** BUSINESS AND INDUSTRY
- Primary Problem :** Binge Drinking
- Secondary Problem :** [Empty text box]
- Intervening Variables :** RETAIL AVAILABILITY

At the bottom of the form are four buttons: SAVE, SAVE AND CONTINUE, DELETE, and BACK.

Enter the **Target Population** by selecting the population, or populations (you can select more than one), you are aiming to affect with the activity.

Enter the **Primary and Secondary Problems and Intervening Variables** you are hoping to address by implementing the activity. You can only select one primary problem, but you may select multiple secondary problems, or you do not have to select any secondary problems.

**Intervening Variables** are the set of factors that either protect populations from (e.g. communication with parents) or predispose them toward (e.g. peer or older sibling drug use) negative health outcomes. These are also known as protective and risk factors, respectively. Activities are designed to have an indirect effect on the **Primary and Secondary Problem(s)** by positively affecting the intervening variables. Select each of the available factors that the activity is intended to impact. For example, let us say that you are implementing CMCA-Policy to address retail availability (Intervening Variable) to ultimately address binge drinking (Primary Problem).

Click “[Save and Continue](#)” to navigate to the second page of the NPIRS entry form to provide information on the number of individuals that were affected as a result of the implemented activity.

## Demographics (Page 2)

In this section, you will add the *population level* information for each county using the NPIRS County Demographics Excel file ①. The reason you will be entering population level information is because these are **Universal Indirect** ① strategies, which are designed to impact the entire population of the coverage area you are targeting. If you are targeting adolescents, young adults, or adults – use the appropriately named tabs to pull the information for those sub-groups.

If your copy of the Excel was obtained before April 2024, it is advised that you request the updated version as the “Age 75 and Older” and “Age Unknown” categories have been added to both NPIRS and the *NPIRS County Demographic* Excel file.

The totals in each section (Gender, Race, Ethnicity, and Age) must be the same to move on to the next section, so ensure the totals for the demographic groups are equal before clicking “**Save and Continue**” to move onto the final page of the NPIRS entry form.

If the totals in the Excel file do not add up, you can modify the numbers slightly to make them add up (they are estimates, so slight modifications are acceptable).

In the case of the entry that we are working with, high school students in Lancaster were the target population of the policy. Because high school students (ages 14-18) are a *subpopulation* of the county population in Lancaster, Zack Hicks provided the specific information instead of using the county-level information in the NPIRS County Demographics Excel file.

1	A		D			I						M		O										
	County	Target Population	Total	Gender		Race						Ethnicity		Age										
2			Total	Males	Females	White	Black or African American	Native Hawaiian/ Other Pacific Islander	American Indian/ Alaska Native	Asian	Multi-Racial	Other Race	Latino	Not Latino	0 to 4	5 to 11	12 to 14	15 to 17	18 to 20	21 to 24	25 to 44	45 to 64	65 and older	
3	Lancaster County	High school age students (14 to 18) in Lancaster County	21,109	10,490	10,619	17,929	1,701	12	308	1159			2,334	18,775			4101	12229	4779					

## Funding & Comments (Page 3)

The third page of the NPIRS Reporting Form collects information on the activity’s funding source. Comments allow the user to provide important contextual information.

### Funding Source

Start this section by adding the funding source(s).

**Edit Fidelity**

Activity ID : 28380      Activity Name :

Region : Region 7      Organization : Community Prevention Coalition

Date Entered : 3/6/2023      Entered By : Barmore, Jacque

Last Saved : 3/6/2023 12:30:46 PM

+ ADD NEW FUNDING SOURCE

Funding Source	Percentage
Total Percentage	Total: 0.00 %

If you have multiple funding sources, you can adjust what percentage of the activity they covered by selecting the appropriate cell and adjusting the percentage manually.

+ ADD NEW FUNDING SOURCE		
Funding Source	Percentage	
SPF-PFS 2018-2023	50	<input type="button" value="X REMOVE"/>
SAPT Block Grant	50	<input type="button" value="X REMOVE"/>
Total Percentage	Total: 100.00 %	

As of April 2024, **fidelity** information will be collected via other methods, and the comments box is a required field.

### Comments

Include a short summary of the action taken – what the action was and any action happening as a result (e.g., change in policy), the Workplan ID assigned by the Department of Behavioral Health (DBH), and anything else that seems relevant.

## Information Dissemination

The following is the definition of the Education-Type Strategies as it appears in the “Substance Abuse Prevention and Treatment (SAPT) Prevention Strategies” section of the Delaware DHHS document *Prevention Definitions and Strategies*.

This strategy provides information about the nature of drug use, misuse, addiction and the effects on individuals, families and communities. It also provides information of available prevention programs and services. The dissemination of information is characterized by one-way communication from the source to the audience, with limited contact between the two.

Examples of methods used for this strategy include the following:

- Printed materials (brochures, flyers, postcards, fact sheets, newsletters, handouts, mailings, pamphlets at health fair)
- Fixed Displays (poster boards, displays, banners, stationary media)
- Radio
- TV
- Social Media
- Website
- Billboard
- Movie Theatres
- Newspaper

### Activities Available in NPIRS

<ul style="list-style-type: none"><li>▪ Challenging College Alcohol Abuse (CCAA)</li><li>▪ Communities Mobilizing for Change on Alcohol (CMCA) – Media</li><li>▪ CTC media/outreach</li><li>▪ Distribution of media materials</li></ul>	<ul style="list-style-type: none"><li>▪ Media advocacy</li><li>▪ Media campaign</li><li>▪ Power of Parenting</li><li>▪ Rob Turrisi's Parent Handbook</li><li>▪ Social Norms Campaign<sup>1</sup></li><li>▪ Sticker Shock</li></ul>
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## General Instructions

### Activity Logistics (Page 1)

#### Activity Date

Enter the date an activity/campaign occurred or ended, entering the date that it happened or ended. For ongoing activities that do not have a beginning/end date, enter the activity towards the end of the relevant funding period, with an activity date within **the funding period** ⓘ.

#### Activity

Choose the name of the activity implemented. After clicking on the down arrow, you can search for the activity by beginning to type in the name instead of scrolling through all the activities that come before it.

---

<sup>1</sup> A social norms campaign is a type of public health campaign that aims to correct misperceptions about prevalent social behaviors by providing factual information about what is actually happening. The campaign's goal is to change attitudes and behaviors by encouraging people to conform to positive social norms.

## Recurring Activity

This will always be “No” since this option has been disabled (it will still be visible, but your only option will be “No”).

**View Activity**

Activity ID :	28621	Region :	Region 7
Organization :	Community Prevention Coalition	Date Entered :	3/27/2023
Entered By :	Hicks, Zack	Last Saved :	3/27/2023 8:52:50 PM
Activity Date :	<input type="text" value="3/24/2023"/>		
Activity :	<input type="text" value="Social Norms Campaign"/>		
Recurring Activity :	<input type="text" value="No"/>		

## Physical Location

Keep the Physical Location at its default (“No”) and enter the Coverage Area at the most appropriate geographic coverage area. Once you have selected the appropriate area (region or county) from one of the dropdowns, select the corresponding “Add” button which are both in the green box below.

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

**Coverage Areas**

<input type="text" value="Reg 6- Omaha Me..."/>	<input type="button" value="ADD REGION"/>	<input type="button" value="REMOVE REGION"/>
<input type="text" value="Not Selected"/>	<input type="button" value="ADD COUNTY"/>	<input type="button" value="REMOVE COUNTY"/>

Once the entry has been saved, the location section will look something like this:

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

Region	County	City	Zip Code
Reg 5- Southeast	Lancaster	Lincoln	68510
Reg 5- Southeast	Lancaster	Lincoln	68512
Reg 5- Southeast	Lancaster	Lincoln	68514
Reg 5- Southeast	Lancaster	Lincoln	68517
Reg 5- Southeast	Lancaster	Lincoln	68520
Reg 5- Southeast	Lancaster	Lincoln	68521
Reg 5- Southeast	Lancaster	Lincoln	68522
Reg 5- Southeast	Lancaster	Lincoln	68523
Reg 5- Southeast	Lancaster	Lincoln	68524

**Evidence Based, Intervention Type, and Strategy** (blue-filled when you are making an entry) fill in automatically based on the activity you choose so you can skip these.

**Method Approach** options are specific to the **Strategy Type**.

Your **Method Approach** selection will determine the specific questions that will auto-populate on the page. These questions capture various process measures related to the reach of the media activities.

There are new questions for many of the Method Approaches.

Select the best choice for **Method Approach**, from the following options:

- Multiple Methods
- Printed materials (brochures, flyers, postcards, fact sheets, newsletters, handouts, mailings, pamphlets at health fair)
- Fixed Displays (poster boards, displays, banners, stationary media)
- Radio
- TV
- Social Media
- Website
- Billboard
- Movie Theatres
- Newspaper
- Other

If your activity employs more than one of these options, you will want to select the “Multiple Methods” option. Depending on which option you select, you will be instructed to answer follow-up questions that are specific to the selected option. For example, if you select “Printed materials” you will be asked to enter the number of materials distributed. If you select “Multiple Methods” you will be asked all of the follow-up questions. In this case, enter all relevant questions with the appropriate numbers and enter NA for any that are not applicable.

Enter the **Target Population** by selecting the population, or populations (you can select more than one), you are aiming to affect with the activity. When selecting the age groups of the target population, focus on those who were the intended audience of the campaign instead of everyone who may have seen it. For example, if the goal of a campaign is to reduce underage drinking, but the aim is to reach the parents of the minors rather than making an argument directly to the minors, select the age groups that the parents would be in, not their children.

Enter the **Primary and Secondary Problems and Intervening Variables** you are hoping to address by implementing the activity. You can only select one primary problem, but you may select multiple secondary problems, or you do not have to select any secondary problems.

**Intervening Variables** are the set of factors that either protect populations from (e.g. communication with parents) or predispose them toward (e.g. peer or older sibling drug use) negative health outcomes. These are also known as protective and risk factors, respectively. Activities are designed to have an indirect effect on the **Primary** and **Secondary Problem(s)** by positively affecting the intervening variables. Select each of the available factors that the activity is intended to impact. For example, let us say that you are implementing a Media Campaign to address youth perceptions of the risk of harm, parent/peer attitudes about use, and social/community norms (Intervening Variable) to ultimately reduce drinking and driving (Primary Problem).

Click **“Save and Continue”** to navigate to the second page of the NPIRS entry form to provide information on the number of individuals that were affected as a result of the implemented activity.

## Demographics (Page 2)

In this section, you will add the *population level* information for each county using the NPIRS County Demographics Excel file because it is a **Universal Indirect** ⓘ intervention. For instructions on how to use the NPIRS County Demographics Excel file, navigate to the section on using the spreadsheet in under the header **“Entering demographics for population-level strategies (Universal Indirect)”** ⓘ.

The totals in each section (Gender, Race, Ethnicity, and Age) must be the same to move on to the next section. If the totals in the Excel file do not add up, you can modify the numbers slightly to make them add up (they are estimates, so slight modifications are acceptable).

If your copy of the Excel was obtained before April 2024, it is advised that you request the updated version as the **“Age 75 and Older”** and **“Age Unknown”** categories have been added to both NPIRS and the *NPIRS County Demographic* Excel file.

## Funding & Comments (Page 3)

The third page of the NPIRS Reporting Form collects information on the activity’s funding source. Comments allow the user to provide important contextual information.

### Funding Source

Start this section by adding the funding source(s).

**Edit Fidelity**

Activity ID :	28380	Activity Name :	
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	3/6/2023	Entered By :	Barmore, Jacque
Last Saved :	3/6/2023 12:30:46 PM		

+ ADD NEW FUNDING SOURCE

Funding Source	Percentage
Total Percentage	Total: 0.00 %

If you have multiple funding sources, you can adjust what percentage of the activity they covered by selecting the appropriate cell and adjusting the percentage manually.

+ ADD NEW FUNDING SOURCE		
Funding Source	Percentage	
SPF-PFS 2018-2023	50	<input type="button" value="X REMOVE"/>
SAPT Block Grant	50	<input type="button" value="X REMOVE"/>
<b>Total Percentage</b>	<b>Total: 100.00 %</b>	

As of April 2024, **fidelity** information will be collected via other methods, and the comments box is a required field.

### Comments

Include a short (one or two-sentence) summary of the activity – what was done, how it was done – and add anything else that seems relevant but is not addressed anywhere else.

Potentially relevant information may include:

- The Workplan ID assigned by the Department of Behavioral Health (DBH).
- Provide the name of the campaign
- What the campaign intends to address
- Start and end dates of the campaign

Comments :

The coalition implemented a social norms media campaign from March 1 - April 30, 2023. This campaign focused on addressing alcohol and marijuana impaired driving across Lancaster County. The campaign focused on highlighting alcohol impaired driving during the month of March which coincided with high-risk events such as St. Patrick's Day and spring break. Marijuana impaired driving was targeted during the month of April to address the high-risk event of "4/20".

## Distribution of Media Materials

The distribution of media materials includes sharing of information in a manner where information is shared through single events/activities or in a non-coordinated manner. This is in contrast to an evidence-based media campaign where information is shared through a coordinated campaign that is implemented to fidelity. Examples of the distribution of media materials include 1) the distribution of printed materials, such as brochures, flyers, fact sheets, postcards, newsletters, pamphlets, handouts, or other types of media materials; 2) the sharing of information through fixed displays, such as posters, displays, banners, or stationary media; or 3) the distribution of information through electronic resources, such as a website, Facebook, X, Instagram, TikTok, Snapchat, etc. Examples of this activity would be sharing information about how to talk to your child about alcohol through a Facebook post or sharing of brochures.

### Activity Logistics (Page 1)

#### Activity Date

Enter the date of the activity if it is a one-time activity. If it is an ongoing activity that occurs multiple times (e.g., social media posts, quarterly newsletters), enter the activity once per fiscal year with an activity date that falls within the fiscal year. If preferred, multiple entries could also be entered (quarterly entries for quarterly newsletters).

## Activity

Choose the name of the activity implemented (i.e. Distribution of Media Materials). After clicking on the down arrow, you can search for the activity by beginning to type in the name instead of scrolling through all the activities that come before it.

## Recurring Activity

This will always be “No” since this option has been disabled (it will still be visible, but your only option will be “No”).

### Add Activity

Activity ID : 20337      Region :

Organization :      Date Entered : 7/15/2024

Entered By :      Last Saved : 7/15/2024 11:53:08 AM

Activity Date :

Activity :  [HELP](#)

Recurring Activity :

## Physical Location

Keep the Physical Location at its default (“No”) and enter the Coverage Area at the most appropriate geographic coverage area. Once you have selected the appropriate area (region or county) from one of the dropdowns, select the corresponding “Add” button which are both in the green box below.

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

### Coverage Areas

[ADD REGION](#) [REMOVE REGION](#)

[ADD COUNTY](#) [REMOVE COUNTY](#)

Once the entry has been saved, the location section will look something like this:

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

Region	County	City	Zip Code
Reg 5- Southeast	Lancaster	Lincoln	68510
Reg 5- Southeast	Lancaster	Lincoln	68512
Reg 5- Southeast	Lancaster	Lincoln	68514
Reg 5- Southeast	Lancaster	Lincoln	68517
Reg 5- Southeast	Lancaster	Lincoln	68520
Reg 5- Southeast	Lancaster	Lincoln	68521
Reg 5- Southeast	Lancaster	Lincoln	68522
Reg 5- Southeast	Lancaster	Lincoln	68523
Reg 5- Southeast	Lancaster	Lincoln	68524

**Evidence Based, Intervention Type, and Strategy** (blue-filled when you are making an entry) fill in automatically based on the activity you choose so you can skip these.

**Method Approach** options are specific to the **Strategy Type**.

Your **Method Approach** selection will determine the specific questions that will auto-populate on the page. These questions capture various process measures related to the reach of the media activities.

There are new questions for many of the Method Approaches.

Select the best choice for **Method Approach**, that describes the media outlets utilized, from the following options:

- Multiple Methods
- Printed materials (brochures, flyers, postcards, fact sheets, newsletters, handouts, mailings, pamphlets at health fair)
- Fixed Displays (poster boards, displays, banners, stationary media)
- Radio
- TV
- Social Media
- Website
- Billboard
- Movie Theatres
- Newspaper
- Other

If your activity employs more than one of these options, you will want to select the “Multiple Methods” option. Depending on which option you select, you will be instructed to answer follow-up questions that are specific to the selected option. For example, if you select “Printed materials” you will be asked to enter the number of materials distributed. If you select “Multiple Methods” you will be asked all of the follow-up questions. In this case, enter all relevant questions with the appropriate numbers and enter NA for any that are not applicable.

Enter the **Target Population** by selecting the population, or populations (you can select more than one), you are aiming to affect with the activity. When selecting the age groups of the target population, focus on those who were the intended audience of the campaign instead of everyone who may have seen it. For example, if the goal of a campaign is to reduce underage drinking, but the aim is to reach the parents of the minors rather than making an argument directly to the minors, select the age groups that the parents would be in, not their children.

Enter the **Primary and Secondary Problems and Intervening Variables** you are hoping to address by implementing the activity. You can only select one primary problem, but you may select multiple secondary problems, or you do not have to select any secondary problems.

**Intervening Variables** are the set of factors that either protect populations from (e.g. communication with parents) or predispose them toward (e.g. peer or older sibling drug use) negative health outcomes. These are also known as protective and risk factors, respectively.

Activities are designed to have an indirect effect on the **Primary** and **Secondary Problem(s)** by positively affecting the intervening variables. Select each of the available factors that the activity is intended to impact. For example, let us say that you are implementing a Media Campaign to address youth perceptions of the risk of harm, parent/peer attitudes about use, and social/community norms (Intervening Variable) to ultimately reduce drinking and driving (Primary Problem).

Click “[Save and Continue](#)” to navigate to the second page of the NPIRS entry form to provide information on the number of individuals that were affected as a result of the implemented activity.

## Demographics (Page 2)

In this section, you will add the *population level* information for each county using the NPIRS County Demographics Excel file because it is a **Universal Indirect** ⓘ intervention. For instructions on how to use the NPIRS County Demographics Excel file, navigate to the section on using the spreadsheet in under the header “Entering demographics for population-level strategies (Universal Indirect)” ⓘ.

The totals in each section (Gender, Race, Ethnicity, and Age) must be the same to move on to the next section. If the totals in the Excel file do not add up, you can modify the numbers slightly to make them add up (they are estimates, so slight modifications are acceptable).

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## Funding & Comments (Page 3)

The third page of the NPIRS Reporting Form collects information on the activity’s funding source. Comments allow the user to provide important contextual information.

### Funding Source

Start this section by adding the funding source(s).

**Edit Fidelity**

Activity ID :	28380	Activity Name :	
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	3/6/2023	Entered By :	Barmore, Jacque
Last Saved :	3/6/2023 12:30:46 PM		

[+ ADD NEW FUNDING SOURCE](#)

Funding Source	Percentage	
Total Percentage	Total: 0.00 %	

If you have multiple funding sources, you can adjust what percentage of the activity they covered by selecting the appropriate cell and adjusting the percentage manually.

+ ADD NEW FUNDING SOURCE		
Funding Source	Percentage	
SPF-PFS 2018-2023	50	✕ REMOVE
SAPT Block Grant	50	✕ REMOVE
Total Percentage	Total: 100.00 %	

As of April 2024, **fidelity** information will be collected via other methods, and the comments box is a required field.

### Comments

Include a short (one or two-sentence) summary of the activity – what was done, how it was done – and add anything else that seems relevant but is not addressed anywhere else.

Potentially relevant information may include:

- The Workplan ID assigned by the Department of Behavioral Health (DBH).
- How the information was distributed
- What content was included in the information shared

### Media Advocacy

Media advocacy is an evidence-based strategy that involves monitoring and working with local media contacts (radio, television, newspapers and magazines) to increase local attention to a specific issue. It is often focused on a particular policy goal and typically does not require any costs to cover airtime or publication costs. When implemented to fidelity, media advocacy has been shown to be **effective** ⓘ.

### Activity Logistics (Page 1)

#### Activity Date

As this activity likely involves various efforts of work over time, users only need to enter the activity once per fiscal year with an activity date that falls within the fiscal year.

#### Activity

Choose the name of the activity implemented (i.e. Media Advocacy). After clicking on the down arrow, you can search for the activity by beginning to type in the name instead of scrolling through all the activities that come before it.

## Recurring Activity

This will always be “No” since this option has been disabled (it will still be visible, but your only option will be “No”).

### Add Activity

Activity ID : 20337      Region :

Organization :      Date Entered : 7/15/2024

Entered By :      Last Saved : 7/15/2024 11:53:08 AM

Activity Date :

Activity :

Recurring Activity :

## Physical Location

Keep the Physical Location at its default (“No”) and enter the Coverage Area at the most appropriate geographic coverage area. Once you have selected the appropriate area (region or county) from one of the dropdowns, select the corresponding “Add” button which are both in the green box below.

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

### Coverage Areas

Once the entry has been saved, the location section will look something like this:

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

Region	County	City	Zip Code
Reg 5- Southeast	Lancaster	Lincoln	68510
Reg 5- Southeast	Lancaster	Lincoln	68512
Reg 5- Southeast	Lancaster	Lincoln	68514
Reg 5- Southeast	Lancaster	Lincoln	68517
Reg 5- Southeast	Lancaster	Lincoln	68520
Reg 5- Southeast	Lancaster	Lincoln	68521
Reg 5- Southeast	Lancaster	Lincoln	68522
Reg 5- Southeast	Lancaster	Lincoln	68523
Reg 5- Southeast	Lancaster	Lincoln	68524

**Evidence Based, Intervention Type, and Strategy** (blue-filled when you are making an entry) fill in automatically based on the activity you choose so you can skip these.

**Method Approach** options are specific to the **Strategy Type**.

Your **Method Approach** selection will determine the specific questions that will auto-populate on the page. These questions capture various process measures related to the reach of the media activities.

The screenshot shows a form with the following fields and values:

- Evidence Based : Yes
- Intervention Type : Universal Indirect
- Strategy : Information Dissemination
- Method Approach : Fixed Displays (poster boards, displays, bann...)
- approximate # attending event(s) where displayed (Fixed displays): [Empty field]
- Target Population : [Empty field]
- Primary Problem : Not Selected
- Secondary Problem : [Empty field]
- Intervening Variables : [Empty field]

Buttons at the bottom: SAVE, SAVE AND CONTINUE, DELETE, BACK.

There are new questions for many of the Method Approaches.

Select the best choice for **Method Approach**, that describes the media outlets utilized, from the following options:

- Multiple Methods
- Printed materials (brochures, flyers, postcards, fact sheets, newsletters, handouts, mailings, pamphlets at health fair)
- Fixed Displays (poster boards, displays, banners, stationary media)
- Radio
- TV
- Social Media
- Website
- Billboard
- Movie Theatres
- Newspaper
- Other

If your campaign employs more than one of these options, you will want to select the “Multiple Methods” option. Depending on which option you select, you will be instructed to answer follow-up questions that are specific to the selected option. For example, if you select “Printed materials,” you will be asked to enter the number of materials distributed, and if you select “Social Media,” you will be asked to enter the number of impressions, clicks, followers, and the social media platform used. If you select “Multiple Methods” you will be asked all of the follow-up questions. In this case, enter all relevant questions with the appropriate numbers and enter NA for any that are not applicable.

Enter the **Target Population** by selecting the population, or populations (you can select more than one), you are aiming to affect with the activity. When selecting the age groups of the target population, focus on those who were the intended audience of the campaign instead of everyone who may have seen it. For example, if the goal of a campaign is to reduce underage drinking, but the aim is to reach the parents of the minors rather than making an argument directly to the minors, select the age groups that the parents would be in, not their children.

Enter the **Primary and Secondary Problems and Intervening Variables** you are hoping to address by implementing the activity. You can only select one primary problem, but you may select multiple secondary problems, or you do not have to select any secondary problems.

**Intervening Variables** are the set of factors that either protect populations from (e.g. communication with parents) or predispose them toward (e.g. peer or older sibling drug use) negative health outcomes. These are also known as protective and risk factors, respectively. Activities are designed to have an indirect effect on the **Primary** and **Secondary Problem(s)** by positively affecting the intervening variables. Select each of the available factors that the activity is intended to impact. For example, let us say that you are implementing a Media Campaign to address youth perceptions of the risk of harm, parent/peer attitudes about use, and social/community norms (Intervening Variable) to ultimately reduce drinking and driving (Primary Problem).

Click “[Save and Continue](#)” to navigate to the second page of the NPIRS entry form to provide information on the number of individuals that were affected as a result of the implemented activity.

## Demographics (Page 2)

In this section, you will add the *population level* information for each county using the NPIRS County Demographics Excel file because it is a **Universal Indirect** ⓘ intervention. For instructions on how to use the NPIRS County Demographics Excel file, navigate to the section on using the spreadsheet in under the header “Entering demographics for population-level strategies (Universal Indirect)” ⓘ.

The totals in each section (Gender, Race, Ethnicity, and Age) must be the same to move on to the next section. If the totals in the Excel file do not add up, you can modify the numbers slightly to make them add up (they are estimates, so slight modifications are acceptable).

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## Funding & Comments (Page 3)

The third page of the NPIRS Reporting Form collects information on the activity’s funding source. Comments allow the user to provide important contextual information.

### Funding Source

Start this section by adding the funding source(s).

**Edit Fidelity**

Activity ID :	28380	Activity Name :	
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	3/6/2023	Entered By :	Barmore, Jacque
Last Saved :	3/6/2023 12:30:46 PM		

+ ADD NEW FUNDING SOURCE

Funding Source	Percentage
Total Percentage	Total: 0.00 %

If you have multiple funding sources, you can adjust what percentage of the activity they covered by selecting the appropriate cell and adjusting the percentage manually.

+ ADD NEW FUNDING SOURCE		
Funding Source	Percentage	
SPF-PFS 2018-2023	50	<input type="button" value="X REMOVE"/>
SAPT Block Grant	50	<input type="button" value="X REMOVE"/>
Total Percentage	Total: 100.00 %	

As of April 2024, **fidelity** information will be collected via other methods, and the comments box is a required field.

### Comments

Include a short (one or two-sentence) summary of the activity – what was done, how it was done – and add anything else that seems relevant but is not addressed anywhere else.

Potentially relevant information may include:

- The Workplan ID assigned by the Department of Behavioral Health (DBH).
- How the information was distributed
- What issue was addressed
- What content was included in the information shared

### Media Campaigns

A media campaign is a coordinated effort to disseminate information through repeated messaging over time (not a single distribution). The campaign is also distributed across multiple venues/formats (e.g., websites, social media platforms, radio stations, etc.). Prior to implementing the campaign, a comprehensive marketing plan is developed to establish a positive messaging campaign, and the messaging is tested with the target population. An example of a media campaign would be implementing a 6-week mass media campaign that utilizes Facebook, Instagram, and local radio to distribute the “Talk, They Hear You” SAMHSA campaign materials. When implemented to fidelity, mass media campaigns have been shown to be **effective** ⓘ.

### Activity Logistics (Page 1)

#### Activity Date

Only one entry should be entered for a campaign, entering the start of the campaign as the activity date. For ongoing activities that do not have a beginning/end date, enter the activity towards the end of the relevant funding period, with an activity date within **the funding period** ⓘ.

#### Activity

Choose the name of the activity implemented (i.e. Media Campaigns). After clicking on the down arrow, you can search for the activity by beginning to type in the name instead of scrolling through all the activities that come before it.

## Recurring Activity

This will always be “No” since this option has been disabled (it will still be visible, but your only option will be “No”).

### Add Activity

Activity ID : 20337      Region :

Organization :      Date Entered : 7/15/2024

Entered By :      Last Saved : 7/15/2024 11:53:08 AM

Activity Date :

Activity :

Recurring Activity :

## Physical Location

Keep the Physical Location at its default (“No”) and enter the Coverage Area at the most appropriate geographic coverage area. Once you have selected the appropriate area (region or county) from one of the dropdowns, select the corresponding “Add” button which are both in the green box below.

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

### Coverage Areas

Once the entry has been saved, the location section will look something like this:

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

Region	County	City	Zip Code
Reg 5- Southeast	Lancaster	Lincoln	68510
Reg 5- Southeast	Lancaster	Lincoln	68512
Reg 5- Southeast	Lancaster	Lincoln	68514
Reg 5- Southeast	Lancaster	Lincoln	68517
Reg 5- Southeast	Lancaster	Lincoln	68520
Reg 5- Southeast	Lancaster	Lincoln	68521
Reg 5- Southeast	Lancaster	Lincoln	68522
Reg 5- Southeast	Lancaster	Lincoln	68523
Reg 5- Southeast	Lancaster	Lincoln	68524

**Evidence Based, Intervention Type, and Strategy** (blue-filled when you are making an entry) fill in automatically based on the activity you choose so you can skip these.

**Method Approach** options are specific to the **Strategy Type**.

Your **Method Approach** selection will determine the specific questions that will auto-populate on the page. These questions capture various process measures related to the reach of the media activities.

Evidence Based : Yes  
Intervention Type : Universal Indirect  
Strategy : Information Dissemination  
Method Approach : Movie Theatres  
# of airings (Movie theatres)  
# of people seeing ad (Movie theatres)  
Target Population :  
Primary Problem : Not Selected  
Secondary Problem :  
Intervening Variables :  
SAVE SAVE AND CONTINUE DELETE BACK

There are new questions for many of the Method Approaches.

Select the best choice for **Method Approach**, that describes the media outlets utilized, from the following options:

- Multiple Methods
- Printed materials (brochures, flyers, postcards, fact sheets, newsletters, handouts, mailings, pamphlets at health fair)
- Fixed Displays (poster boards, displays, banners, stationary media)
- Radio
- TV
- Social Media
- Website
- Billboard
- Movie Theatres
- Newspaper
- Other

If your campaign employs more than one of these options, you will want to select the “Multiple Methods” option. Depending on which option you select, you will be instructed to answer follow-up questions that are specific to the selected option. For example, if you select “Printed materials” you will be asked to enter the number of materials distributed. If you select “Multiple Methods” you will be asked all of the follow-up questions. In this case, enter all relevant questions with the appropriate numbers and enter NA for any that are not applicable.

Enter the **Target Population** by selecting the population, or populations (you can select more than one), you are aiming to affect with the activity. When selecting the age groups of the target population, focus on those who were the intended audience of the campaign instead of everyone who may have seen it. For example, if the goal of a campaign is to reduce underage drinking, but the aim is to reach the parents of the minors rather than making an argument directly to the minors, select the age groups that the parents would be in, not their children.

Enter the **Primary and Secondary Problems and Intervening Variables** you are hoping to address by implementing the activity. You can only select one primary problem, but you may select multiple secondary problems, or you do not have to select any secondary problems.

**Intervening Variables** are the set of factors that either protect populations from (e.g. communication with parents) or predispose them toward (e.g. peer or older sibling drug use) negative health outcomes. These are also known as protective and risk factors, respectively. Activities are designed to have an indirect effect on the **Primary** and **Secondary Problem(s)** by positively affecting the intervening variables. Select each of the available factors that the activity is intended to impact. For example, let us say that you are implementing a Media Campaign to address youth perceptions of the risk of harm, parent/peer attitudes about use, and social/community norms (Intervening Variable) to ultimately reduce drinking and driving (Primary Problem).

Click “[Save and Continue](#)” to navigate to the second page of the NPIRS entry form to provide information on the number of individuals that were affected as a result of the implemented activity.

## Demographics (Page 2)

In this section, you will add the *population level* information for each county using the NPIRS County Demographics Excel file because it is a **Universal Indirect** ⓘ intervention. For instructions on how to use the NPIRS County Demographics Excel file, navigate to the section on using the spreadsheet in under the header “Entering demographics for population-level strategies (Universal Indirect)” ⓘ.

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## Funding & Comments (Page 3)

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### Funding Source

Start this section by adding the funding source(s).

**Edit Fidelity**

Activity ID :	28380	Activity Name :	
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	3/6/2023	Entered By :	Barmore, Jacque
Last Saved :	3/6/2023 12:30:46 PM		

+ ADD NEW FUNDING SOURCE

Funding Source	Percentage
Total Percentage	Total: 0.00 %

If you have multiple funding sources, you can adjust what percentage of the activity they covered by selecting the appropriate cell and adjusting the percentage manually.

+ ADD NEW FUNDING SOURCE		
Funding Source	Percentage	
SPF-PFS 2018-2023	50	<input type="button" value="X REMOVE"/>
SAPT Block Grant	50	<input type="button" value="X REMOVE"/>
Total Percentage	Total: 100.00 %	

As of April 2024, **fidelity** information will be collected via other methods, and the comments box is a required field.

### Comments

Include a short (one or two-sentence) summary of the activity – what was done, how it was done – and add anything else that seems relevant but is not addressed anywhere else.

Potentially relevant information may include:

- The Workplan ID assigned by the Department of Behavioral Health (DBH).
- Provide the name of the campaign
- What the campaign intends to address
- Start and end dates of the campaign
- How the information was distributed

### Social Norms Campaign

A Social Norms Campaign is a type of campaign that aims to correct misperceptions about prevalent social behaviors by providing factual information about what is actually happening. The campaign’s goal is to change attitudes and behaviors by encouraging people to conform to positive social norms. To implement a social norms campaign to fidelity, the following steps must be incorporated: 1) baseline survey data that describe the attitudes/behaviors of the target population is collected, 2) positive messages that point out and attempt to correct misperceptions around substance use within the targeted population re developed in an attempt to change the social norm, 3) a comprehensive marketing plan that involves a variety of media strategies is created, 4) message testing is conducted that shows the target population reacts positively to the message, 5) positive messages are used to communicate a change in perceptions/practices/behaviors, 6) media is placed in multiple venues reaching communitywide, 7) repeated exposure is used to reach the target audience. When implemented to fidelity, mass media campaigns have been shown to be **effective** ⓘ.

### Activity Logistics (Page 1)

#### Activity Date

Only one entry should be entered for a campaign, entering the start of the campaign as the activity date. For ongoing activities that do not have a beginning/end date, enter the activity towards the end of the relevant funding period, with an activity date within **the funding period** ⓘ.

## Activity

Choose the name of the activity implemented (i.e. Social Norms Campaign). After clicking on the down arrow, you can search for the activity by beginning to type in the name instead of scrolling through all the activities that come before it.

## Recurring Activity

This will always be “No” since this option has been disabled (it will still be visible, but your only option will be “No”).

### Add Activity

Activity ID : 20337      Region :

Organization :      Date Entered : 7/15/2024

Entered By :      Last Saved : 7/15/2024 11:53:08 AM

Activity Date :

Activity :  [HELP](#)

Recurring Activity :

## Physical Location

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If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

### Coverage Areas

[ADD REGION](#) [REMOVE REGION](#)

[ADD COUNTY](#) [REMOVE COUNTY](#)

Once the entry has been saved, the location section will look something like this:

If the activity/program takes place at a physical location (school, church, etc.), select “Yes” to enter the address. :

Region	County	City	Zip Code
Reg 5- Southeast	Lancaster	Lincoln	68510
Reg 5- Southeast	Lancaster	Lincoln	68512
Reg 5- Southeast	Lancaster	Lincoln	68514
Reg 5- Southeast	Lancaster	Lincoln	68517
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Reg 5- Southeast	Lancaster	Lincoln	68521
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- Billboard
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- Newspaper
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Enter the **Target Population** by selecting the population, or populations (you can select more than one), you are aiming to affect with the activity. When selecting the age groups of the target population, focus on those who were the intended audience of the campaign instead of everyone who may have seen it. For example, if the goal of a campaign is to reduce underage drinking, but the aim is to reach the parents of the minors rather than making an argument directly to the minors, select the age groups that the parents would be in, not their children.

Enter the **Primary and Secondary Problems and Intervening Variables** you are hoping to address by implementing the activity. You can only select one primary problem, but you may select multiple secondary problems, or you do not have to select any secondary problems.

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Click “[Save and Continue](#)” to navigate to the second page of the NPIRS entry form to provide information on the number of individuals that were affected as a result of the implemented activity.

## Demographics (Page 2)

In this section, you will add the *population level* information for each county using the NPIRS County Demographics Excel file because it is a **Universal Indirect** ⓘ intervention. For instructions on how to use the NPIRS County Demographics Excel file, navigate to the section on using the spreadsheet in under the header “Entering demographics for population-level strategies (Universal Indirect)” ⓘ.

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## Funding & Comments (Page 3)

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### Funding Source

Start this section by adding the funding source(s).

**Edit Fidelity**

Activity ID :	28380	Activity Name :	
Region :	Region 7	Organization :	Community Prevention Coalition
Date Entered :	3/6/2023	Entered By :	Barmore, Jacque
Last Saved :	3/6/2023 12:30:46 PM		

+ ADD NEW FUNDING SOURCE

Funding Source	Percentage	
Total Percentage	Total: 0.00 %	

If you have multiple funding sources, you can adjust what percentage of the activity they covered by selecting the appropriate cell and adjusting the percentage manually.

+ ADD NEW FUNDING SOURCE		
Funding Source	Percentage	
SPF-PFS 2018-2023	50	✕ REMOVE
SAPT Block Grant	50	✕ REMOVE
Total Percentage	Total: 100.00 %	

As of April 2024, **fidelity** information will be collected via other methods, and the comments box is a required field.

### Comments

Include a short (one or two-sentence) summary of the activity – what was done, how it was done – and add anything else that seems relevant but is not addressed anywhere else.

Potentially relevant information may include:

- The Workplan ID assigned by the Department of Behavioral Health (DBH).
- Provide the name of the campaign
- What the campaign intends to address
- Start and end dates of the campaign
- How the information was distributed

# Appendices

## Definitions

### Intervention Types

The following IOM categories and definitions are an excerpt from “Drug Abuse Prevention: What Works”, National Institute of Drug abuse, 1997, p. 10-15 and have been approved by the Center for Substance Abuse Prevention (CSAP). This information can also be obtained at the following link: <http://casat.unr.edu/bestpractices/bptype.htm>.

In a 1994 report on prevention research, the Institute of Medicine (IOM 1994) proposed a new framework for classifying prevention based on Gordon’s (1987) operation classification of disease prevention. The IOM model divides the continuum of services into three parts: prevention, treatment, and maintenance. The prevention category is divided into three classifications--universal, selective and indicated prevention.

#### **Universal**

A Universal prevention strategy addresses the entire population (national, local community, school, and neighborhood) with messages and programs aimed at preventing or delaying the abuse of alcohol, tobacco, and other drugs. For example, it would include the general population and subgroups such as pregnant women, children, adolescents, and the elderly. The mission of universal prevention is to prevent the problem. All members of the population share the same general risk for substance abuse, although the risk may vary greatly among individuals. Universal prevention programs are delivered to large groups without any prior screening for substance abuse risk. The entire population is assessed as at-risk for substance abuse and capable of benefiting from prevention programs.

- **Universal Direct:** Interventions directly serve an identifiable group of participants but who have not been identified on the basis of individual risk (e.g., school curriculum, afterschool program, parenting class). This also could include interventions involving interpersonal and ongoing/repeated contact (e.g., coalitions).
- **Universal Indirect:** Interventions support population-based programs and environmental strategies (e.g., establishing ATOD policies, modifying ATOD advertising practices). This also could include interventions involving programs and policies implemented by coalitions.

#### **Selective**

Selective prevention strategies target subsets of the total population that are deemed to be at risk for substance abuse by virtue of their membership in a particular population segment--for example, children of adult alcoholics, dropouts, or students who are failing academically. Risk groups may be identified on the basis of biological, psychological, social, or environmental risk factors known to be associated with substance abuse (IOM 1994), and targeted subgroups may be defined by age, gender, family history, place of residence such as high drug-use or low-income neighborhoods, and victimization by physical and/or sexual abuse. Selective prevention targets the entire subgroup regardless of the degree of risk of any individual within the group. One individual in the subgroup may not be at personal risk for substance abuse, while another person in the same subgroup may be abusing substances. The selective prevention program is presented to the entire subgroup because the subgroup as a whole is at higher risk for substance abuse than the general population. An individual's personal risk is not specifically assessed or identified and is based solely on a presumption given his or her membership in the at-risk

### **Indicated**

Indicated prevention strategies are designed to prevent the onset of substance abuse in individuals who do not meet DSM-IV criteria for addiction, but who are showing early danger signs, such as falling grades and consumption of alcohol and other gateway drugs. The mission of indicated prevention is to identify individuals who are exhibiting early signs of substance abuse and other problem behaviors associated with substance abuse and to target them with special programs. The individuals are exhibiting substance abuse-like behavior, but at a sub-clinical level (IOM 1994). Indicated prevention approaches are used for individuals who may or may not be abusing substances but exhibit risk factors that increase their chances of developing a drug abuse problem. Indicated prevention programs address risk factors associated with the individual, such as conduct disorders, and alienation from parents, school, and positive peer groups. Less emphasis is placed on assessing or addressing environmental influences, such as community values. The aim of indicated prevention programs is not only the reduction in first-time substance abuse, but also reduction in the length of time the signs continue, delay of onset of substance abuse, and/or reduction in the severity of substance abuse. Individuals can be referred to indicated prevention programs by parents, teachers, school counselors, school nurses, youth workers, friends, or the courts. Young people may volunteer to participate in indicated prevention programs.

NOTE: In the majority of cases, indicated strategies would be the most appropriate strategies for youth already involved with the juvenile justice system.

### **Effective Media Activities**

The following is the description of effective media strategies as it appears on the Wyoming Prevention Depot website<sup>2</sup>:

Mass media campaigns employ brief, recurring messages over time (weeks to years) to provide information or motivation to children and adolescents with the goal of increasing or improving health behaviors. Mass media techniques primarily include broadcast messages on television and radio, although other formats such as billboards, print, and movies have been used. Campaigns can focus on messages targeting children and adolescents or can include such messages as part of an overall anti-alcohol, -tobacco, and -other drug effort (for example, including messages targeting tobacco users to increase cessation and messages about reducing exposure to secondhand tobacco smoke).

### **Effective Social Norms Campaigns**

The following is the description of effective media strategies as it appears on the Wyoming Prevention Depot website<sup>3</sup>:

The social norms approach to prevention is to gather credible data from a target population and then, using various health communication strategies, consistently tell that population the truth about actual norms of health, protection, and the avoidance of risk behaviors. With repeated exposure to a variety of positive, data-based messages, the misperceptions that help to sustain problem behavior are reduced, and a greater proportion of the population begins to act in accord with the more accurately perceived norms of health, protection, and safety. As the percentage of the target population that misperceives the level of peer substance use declines,

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<sup>2</sup> This definition was, in turn, from the Task Force on Community Preventive Services. Both citations provided in the References section.

<sup>3</sup> This definition was, in turn, from an article by Haines, Perkins, Rice, & Barker, 2005. Both citations provided in the References section.

the level of actual substance use in the population declines as well, even though overestimation of peer substance use will likely continue

## Glossary of Abbreviations

Term (Abbr.)	Definition
Evidence-Based Practice (EBP) <sup>4</sup>	Evidence based practices (EBP's) are scientific techniques used to reduce risk and recidivism. EBP's within this context are defined as the conscientious use of the best evidence currently available, to inform decisions about the supervision of individual returning citizens, as well as the design and delivery of policies and practices, to achieve the maximum, measurable reduction in recidivism.
Evidence-Based Practices, Policies, and Programs (EBPPPs) <sup>5</sup>	Interventions that come from a federal registry, were reported as being effective for your target substance in a published scientific journal article, were based on a documented theory of change, or were deemed effective by a panel of experts.

## Grant Funding Periods

The term “reporting year” is used generically throughout this document to refer to the annual timelines for either PFS, SUPTRSBG, or SOR. The table below provides the start and end dates of each reporting year. Use this information to determine when you must enter certain activities into NPIRS.

Grant	Start Date	End Date
PFS	October 1	September 30
SUPTRSBG	July 1	June 30
SOR	September 30	September 29

<sup>4</sup> Definition from the Delaware Department of Health and Human Services’s webpage “Evidence Based Practices.” Citation in the **Reference appendix ①**.

<sup>5</sup> Definition from the Substance Abuse and Mental Health Services’s PDF “*Division of State Programs-Management Reporting Tool*.” Citation in the Reference appendix.

## NPIRS REPORTING FORM

1. Activity Date: \_\_\_\_\_

2. Name of Activity: \_\_\_\_\_

3. Name of Person completing form and Organization: \_\_\_\_\_

4. Location: (provide specific address if at a physical location, otherwise provide county/ies or region/s):

5. Target Population Served\_(select all that apply):

- |                                                                 |                                                                     |
|-----------------------------------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> Business and Industry                  | <input type="checkbox"/> Older Adults                               |
| <input type="checkbox"/> Civic Groups/Coalitions                | <input type="checkbox"/> Other                                      |
| <input type="checkbox"/> College Students                       | <input type="checkbox"/> Parents/Families                           |
| <input type="checkbox"/> COSAs/Children of Substance Abusers    | <input type="checkbox"/> People Using Substances                    |
| <input type="checkbox"/> Delinquent/Violent Youth               | <input type="checkbox"/> People with Disabilities                   |
| <input type="checkbox"/> Economically Disadvantage Youth/Adults | <input type="checkbox"/> People with Mental Health Problems         |
| <input type="checkbox"/> Elementary School Students             | <input type="checkbox"/> Physically/Emotionally Abused People       |
| <input type="checkbox"/> General Population                     | <input type="checkbox"/> Pregnant Females/Woman of Childbearing Age |
| <input type="checkbox"/> Government/Elected Officials           | <input type="checkbox"/> Preschool Students                         |
| <input type="checkbox"/> Health Professionals                   | <input type="checkbox"/> Prevention/Treatment Professionals         |
| <input type="checkbox"/> High School Students                   | <input type="checkbox"/> Religious Groups                           |
| <input type="checkbox"/> Homeless/Runaway Youth                 | <input type="checkbox"/> School Dropouts                            |
| <input type="checkbox"/> Law Enforcement/Military               | <input type="checkbox"/> Teachers/Administrators/Counselors         |
| <input type="checkbox"/> LGBTQ                                  | <input type="checkbox"/> Youth/Minors                               |
| <input type="checkbox"/> Middle/Junior High School Students     |                                                                     |

6. Targeted Age Group (select all that apply):

- |                                            |                                                 |                                                 |
|--------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Children age 0-11 | <input type="checkbox"/> Young adults age 18-20 | <input type="checkbox"/> Adults age 26 or older |
| <input type="checkbox"/> Youth age 12-17   | <input type="checkbox"/> Young adults age 21-25 | <input type="checkbox"/> All ages               |

7. Priority Problem(s):

	Primary (select one)	Secondary (select all that apply)
Binge Drinking	<input type="checkbox"/>	<input type="checkbox"/>
Cocaine Use	<input type="checkbox"/>	<input type="checkbox"/>
Impaired Driving	<input type="checkbox"/>	<input type="checkbox"/>
Heroin Use	<input type="checkbox"/>	<input type="checkbox"/>
High Risk Drinking	<input type="checkbox"/>	<input type="checkbox"/>
Inhalant Use	<input type="checkbox"/>	<input type="checkbox"/>
Marijuana Use	<input type="checkbox"/>	<input type="checkbox"/>
Methamphetamine Use	<input type="checkbox"/>	<input type="checkbox"/>
Opioids	<input type="checkbox"/>	<input type="checkbox"/>
Other Mental Health Concerns	<input type="checkbox"/>	<input type="checkbox"/>
Prescription Drug Abuse/Misuse	<input type="checkbox"/>	<input type="checkbox"/>
Suicide Prevention	<input type="checkbox"/>	<input type="checkbox"/>
Synthetic Use	<input type="checkbox"/>	<input type="checkbox"/>
Tobacco Use	<input type="checkbox"/>	<input type="checkbox"/>
Underage Drinking	<input type="checkbox"/>	<input type="checkbox"/>
Vaping	<input type="checkbox"/>	<input type="checkbox"/>

**8. Intervening Variables** (select all that apply):

(These are the risk and protective factors that the activity attempts to modify.)

- |                                                                               |                                                             |                                                                            |
|-------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> Access to means                                      | <input type="checkbox"/> Law enforcement practices          | <input type="checkbox"/> Retail promotion                                  |
| <input type="checkbox"/> Access to mental health/substance disorder services  | <input type="checkbox"/> Parent/peer attitudes about use    | <input type="checkbox"/> Social availability                               |
| <input type="checkbox"/> Age of onset                                         | <input type="checkbox"/> Parent or older sibling drug use   | <input type="checkbox"/> Social/ community norms                           |
| <input type="checkbox"/> Communication with parents                           | <input type="checkbox"/> Parental monitoring                | <input type="checkbox"/> Strong familial relationships and family cohesion |
| <input type="checkbox"/> Comfortability in talking about mental health crisis | <input type="checkbox"/> Peers engaging in problem behavior | <input type="checkbox"/> Supportive/safe school environment                |
| <input type="checkbox"/> Favorable attitudes toward drug use                  | <input type="checkbox"/> Perceived risk of harm             | <input type="checkbox"/> Use of substances for coping                      |
| <input type="checkbox"/> Involvement in healthy activities                    | <input type="checkbox"/> Poor school achievement            | <input type="checkbox"/> Violence or bullying                              |
| <input type="checkbox"/> Involvement in prosocial activities                  | <input type="checkbox"/> Retail availability                | <input type="checkbox"/> Early and persistent problem behaviors            |

**9. Method/Approach** (other options continue on next page)

**Information Dissemination** (answer follow-up questions if implementing the method)

Printed materials (brochures, flyers, postcards, fact sheets, newsletters, handouts, mailings, pamphlets at health fair)

↳ # of materials distributed? \_\_\_\_\_

Fixed Displays (poster boards, displays, banners, stationary media)

↳ Approximate # attending event(s) where displayed (Fixed displays)? \_\_\_\_\_

Radio

↳ # of radio airings? \_\_\_\_\_

↳ Approximate # of people hearing ad (radio)? \_\_\_\_\_

TV

↳ # of TV airings? \_\_\_\_\_

↳ Approximate # of people hearing ad (TV)? \_\_\_\_\_

Social Media

↳ # of impressions (Social media)? \_\_\_\_\_

↳ # of clicks (Social media)? \_\_\_\_\_

↳ # of followers (Social media)? \_\_\_\_\_

↳ Social media platform used? \_\_\_\_\_

Website

↳ # of impressions (Website)? \_\_\_\_\_

↳ # of clicks (Website)? \_\_\_\_\_

Billboard

↳ Estimated # of people accessing (Billboard)? \_\_\_\_\_

Movie Theatres

↳ # of airings (Movie theatres)? \_\_\_\_\_

↳ # of people seeing ad (vie theatres)? \_\_\_\_\_

Newspaper

↳ # distributed (Newspaper)? \_\_\_\_\_

Other media or dissemination of information

↳ description of other method? \_\_\_\_\_

↳ # reached? \_\_\_\_\_

**Education**

Parenting & Family Management

Mentors

Ongoing Classroom &/or Small Group Sessions

Peer Leader/Helper Programs

Preschool ATOD Prevention Programs

<b>Alternative Activities</b>	
<input type="checkbox"/> Community Drop-In Centers	<input type="checkbox"/> Community Service Activities
<input type="checkbox"/> Drug-free dances/parties	<input type="checkbox"/> Recreation Activities
<input type="checkbox"/> Youth/Adult Leadership Activities	
<b>Problem ID and Referral</b>	
<input type="checkbox"/> Brief Screening and Intervention	<input type="checkbox"/> Employee Assistance Programs
<input type="checkbox"/> Student Assistance Programs	<input type="checkbox"/> DUI/DWI Education Programs
<b>Community-Based Process</b>	
<input type="checkbox"/> Community & Volunteer Training	<input type="checkbox"/> Multi-agency Coordination & Collaboration
<input type="checkbox"/> Community Team-Building	<input type="checkbox"/> Systematic Planning
<input type="checkbox"/> Regional/Coalition/Community Meeting	
<input type="checkbox"/> Lethal means safety	
<b>Environmental</b>	
<input type="checkbox"/> Guidance and TA on enforcement/distribution of ATOD-compliance checks and Rx Drug Collection	
<input type="checkbox"/> Modifying alcohol and tobacco advertising practices	
<input type="checkbox"/> Product Pricing Strategies	
<input type="checkbox"/> Promote establishment/review ATOD policies	
Specific Environmental Activity Questions: (answer follow-up questions if implementing the activity)	
RBST ➡ # people passed/failed the trainings? Passed _____ Failed _____	
Compliance Checks/Shoulder Tap ➡ # people passed/failed the checks? Passed _____ Failed _____	
Means Restriction Lock Boxes (Firearms) ➡ # distributed? _____	
Medical Amnesty Policy ➡ # of jurisdictions where policy is changed? _____	
Party Patrol ➡ # venues checked? _____ # of citations? _____ # of IDs checked _____	
Policy Development ➡ Policy objective? _____ Policy-level? _____ Policy change? yes/no	
Rx Drug Disposal ➡ pounds of medication collected? _____ # people attended disposal event _____	
Rx Lock Boxes ➡ # distributed? _____	
Red Ribbon Week ➡ # of events? _____ # of students participating? _____	
Retailer-directed interventions ➡ # of retailers? _____	
Rob Turrisi's parent handbook ➡ # handbooks distributed? _____	
Sobriety Checkpoints/Saturation Patrols ➡ # of checks conducted? _____ # of citations? _____	

**10. Participant Information (each of the four categories should add up to the total # of participants):**

**Gender:** Male \_\_\_\_\_ Female \_\_\_\_\_ Other \_\_\_\_\_ Unknown \_\_\_\_\_

**Age** (Number of those in each range):

0-5 _____	18-20 _____	45-64 _____
6-12 _____	21-24 _____	65-74 _____
13-17 _____	25-44 _____	75 & Over _____
		Unknown _____

**Race:** (all people entered with an ethnicity also need to have a race entered – if their race isn't known then enter race as unknown)

White \_\_\_\_\_ African American \_\_\_\_\_ Hawaiian/Pacific Islander \_\_\_\_\_ Asian \_\_\_\_\_  
 American Indian \_\_\_\_\_ Multi-Racial \_\_\_\_\_ Other \_\_\_\_\_ Unknown \_\_\_\_\_

**Ethnicity:** Latino \_\_\_\_\_ Not Latino \_\_\_\_\_ Unknown \_\_\_\_\_

**11. Funding source by percentage:**

\_\_\_\_\_ % SAPTBG \_\_\_\_\_ % PFS \_\_\_\_\_ % SOR \_\_\_\_\_ % Other (specify) \_\_\_\_\_

**12. Brief description of the activity that took place and any other comments you would like to add:**

## NPIRS County Demographics

The data sets in the NPIRS County Demographics Excel file provide population estimates for each of Nebraska’s 93 counties. Additionally, county-level estimates are available for the number of people of certain demographic groups including gender, race, ethnicity (whether they are of Hispanic origin), and age group. Estimates for the total, gender, race, and ethnicity counts are exactly as published from the US Census Bureau’s American Community Survey, specifically, the data comes from the widely used 2022 table titled *ACS Demographic and Housing Estimates (DP05)*. County population estimates are based on data collected across 5 years, from 2018 to 2022. The categories for gender, race, and ethnicity are the same for the American Community Survey and NPIRS. These data have been slightly modified in order to align with NPIRS categories – for this it is not advised to use these data for additional purposes.

## Sample Demographic Questions

The sample SOGI question (also known as the “Gender line question”) below has proven in research to be both inclusive of the LGBTQIA+ community and to be the least offensive to those who might take offense of a more overtly inclusive SOGI question. The line at the end allows those of the queer community to write in what they identify as while cisgender heterosexual men and women just select their sex.

The sample race/ethnicity question allows for only one race/ethnicity question to be asked while still providing information on those who identify as being Hispanic/Latino. It also has the new MENA (Middle Eastern or North African) category recommended by the Office of Management and Budget. NPIRS currently does not use MENA on the demographics page, so you can either not include the MENA category in your question, or you can add those who selected MENA to the White category when entering the demographics into NPIRS (see the definition of White on page 7).

### Sample SOGI Question

**Are you:**

- Male
- Female
- \_\_\_\_\_

### Sample race/ethnicity Question

**Which of the following race(s) and ethnicity(ies) do you identify with?**  
***(Please select all that apply)***

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Middle Eastern or North African
- Native Hawaiian or Pacific Islander
- White
- Other *(Please specify)*

## Table of New Questions by Activity

Activity	Reach Questions to Add
Brief Alcohol Screening and Intervention of College Students	Number of colleges/universities
CHOICES	Number of colleges/universities
CMCA - Media	Media questions (varies depending on the method: # of materials distributed, # of impressions, # of people reached, etc.)
CMCA - Policy Change	Indicate the policy objective (open-ended); Policy-level (e.g. school district) (open-ended); Did policy change occur? (yes/no/in process)
Community Readiness Assessment	Number of communities assessed
Compliance Checks	Number passed/failed:
Distribution of Media Materials	Media questions (varies depending on the method: # of materials distributed, # of impressions, # of people reached, etc.)
Environmental Scan	Number of scans
Media Campaign	Media questions (varies depending on the method: # of materials distributed, # of impressions, # of people reached, etc.)
Means Restriction Lock Boxes	Number distributed
Medical Amnesty Policy	Number of jurisdictions where policy is changed
Party Patrol	Number of venues checked, Number of citations, and Number of IDs checked
Policy Development	Indicate the policy objective (open-ended); Policy-level (e.g. school district) (open-ended); Did policy change occur? (yes/no/in process)
Prescription Drug Disposal	Pounds of medication collected
Prescription Lock Boxes	Number distributed
Red Ribbon Week	Number of red ribbon events, Number of students that participated
Responsible Beverage Server Training	# that passed/failed
Retailer-Directed Interventions	Number of retailers
Rob Turrisi's Parent Handbook	Number of handbooks distributed
Saturation Patrol	Number of vehicles patrolling, Number of citations
Sobriety Check Points	Number of checks conducted, Number of citations
Targeted Enforcement	Number of venues checked, Number of citations, and Number of IDs checked

## References

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