NEBRASKA

Good Life. Great Mission.

DEPT. OF HEALTH AND HUMAN SERVICES

Entering Activities

A step-by-step guide

April 2023

Partners for Insightful Evaluation

MERC

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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 Abuse Prevention and Treatment Block Grant (SAPTBG), 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 in its current form is not perfect – nor will it ever be. However, 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.

Your feedback is important to us. Without you, there would not be a prevention system in Nebraska. To ensure that our technical assistance is useful and that NPIRS reflects the needs of its users, please do not hesitate to share your thoughts and opinions with the State NPIRS Team. Through this ongoing quality improvement process, we hope to learn from our data so we may deliver the most effective prevention services to the residents of Nebraska.

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 & Fidelity (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.

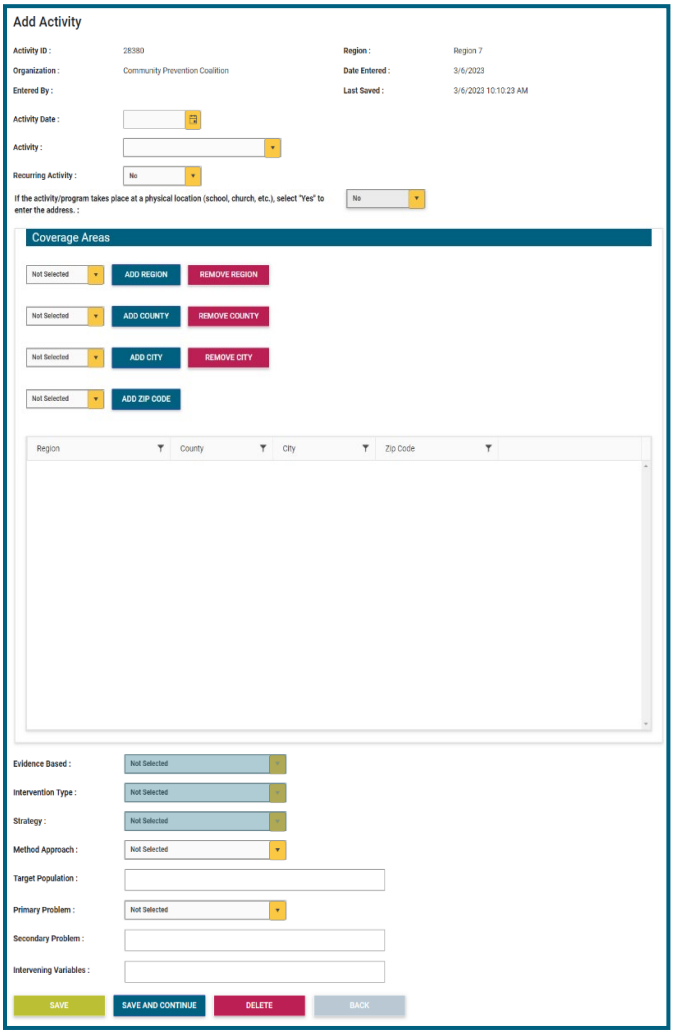
The guide provides and overview of entering NPIRS data by each of the six strategy types, with a list of activities that fall under each strategy type provided at the beginning of each strategy type section. The guide does not provide an exhaustive list of activities nor does it describe every possible 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 a definition in the appendix.

Activity Logistics Page

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

- Activity date
- Activity
- Recurring activity (will always be entered as “No”)
- Coverage area
- Method approach (will only select one option)
- 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:

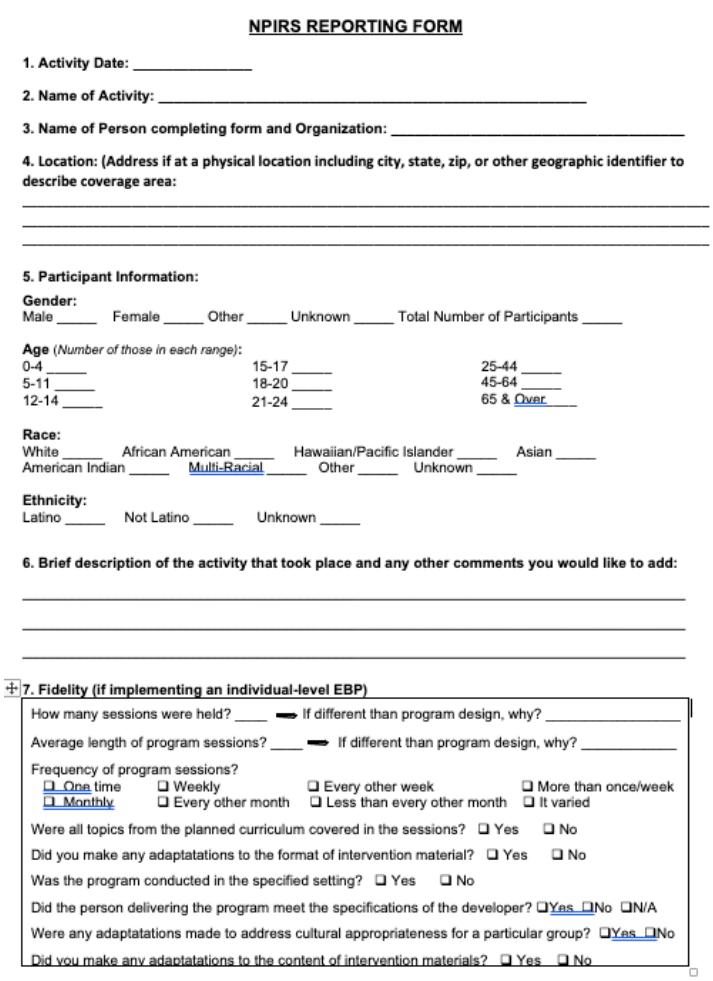
- **Universal Indirect** ⓘ means you need to enter *population-level* demographic data, which you can obtain from the NPIRS County Demographics Excel file or you can request customized population data if the activity is targeted to specific sub-population from the DBH epidemiologist (Zack Hicks).
- Any 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).

Demographics Page

The second page is where you will enter data for either 1) the number of people who were *directly* reached through **Selective** ⓘ, **Indicated** ⓘ,or **Universal Direct** ⓘ intervention types or 2) the number of people in the population being targeted with the activity who were reached through **Universal Indirect** ⓘ 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 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.



NPIRS REPORTING FORM

1. Activity Date: _____

2. Name of Activity: _____

3. Name of Person completing form and Organization: _____

4. Location: (Address if at a physical location including city, state, zip, or other geographic identifier to describe coverage area:

_____
_____
_____

5. Participant Information:

Gender:
Male _____ Female _____ Other _____ Unknown _____ Total Number of Participants _____

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

0-4 _____	15-17 _____	25-44 _____
5-11 _____	18-20 _____	45-64 _____
12-14 _____	21-24 _____	65 & Over ____

Race:
White _____ African American _____ Hawaiian/Pacific Islander _____ Asian _____
American Indian _____ Multi-Racial _____ Other _____ Unknown _____

Ethnicity:
Latino _____ Not Latino _____ Unknown _____

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

_____
_____
_____

7. Fidelity (if implementing an individual-level EBP)

How many sessions were held? ____ ➡ If different than program design, why? _____

Average length of program sessions? ____ ➡ If different than program design, why? _____

Frequency of program sessions?
❑ One time ❑ Weekly ❑ Every other week ❑ More than once/week
❑ Monthly ❑ Every other month ❑ Less than every other month ❑ It varied

Were all topics from the planned curriculum covered in the sessions? ❑ Yes ❑ No

Did you make any adaptatations to the format of intervention material? ❑ Yes ❑ No

Was the program conducted in the specified setting? ❑ Yes ❑ No

Did the person delivering the program meet the specifications of the developer? ❑Yes ❑No ❑N/A

Were any adaptatations made to address cultural appropriateness for a particular group? ❑Yes ❑No

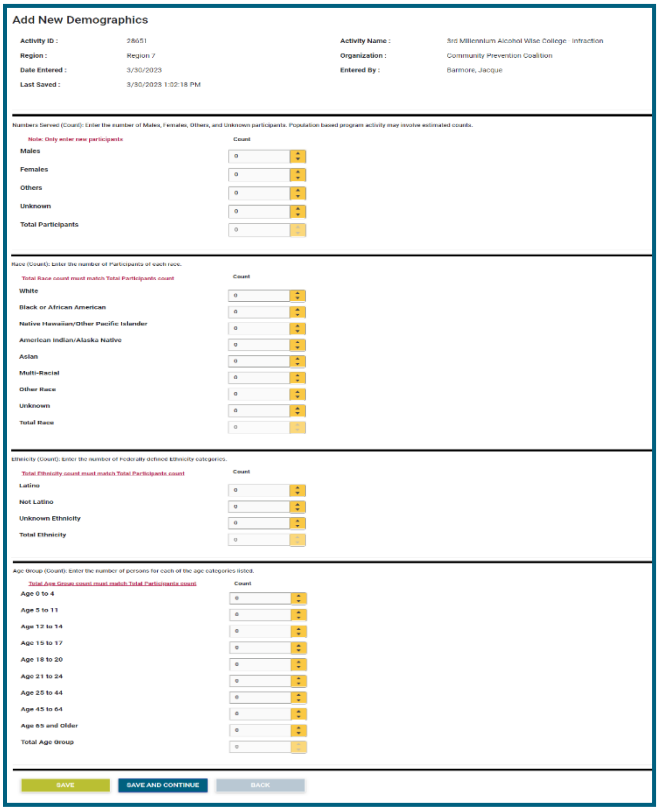
Did you make any adaptatations to the content of intervention materials? ❑ Yes ❑ No

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.

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.



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 recorded as identifying with multiple races, 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.”
>
> *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)

There is no “Unknown” response category for age groups, so you should make your best guess about participant ages until NPIRS is updated.

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. If you are targeting a sub-population within a geographic area, such as young adults, you can request the specific demographic information from the Department of Behavioral Health (DBH) epidemiologist, Zack Hicks.

Below is a screenshot taken from 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.

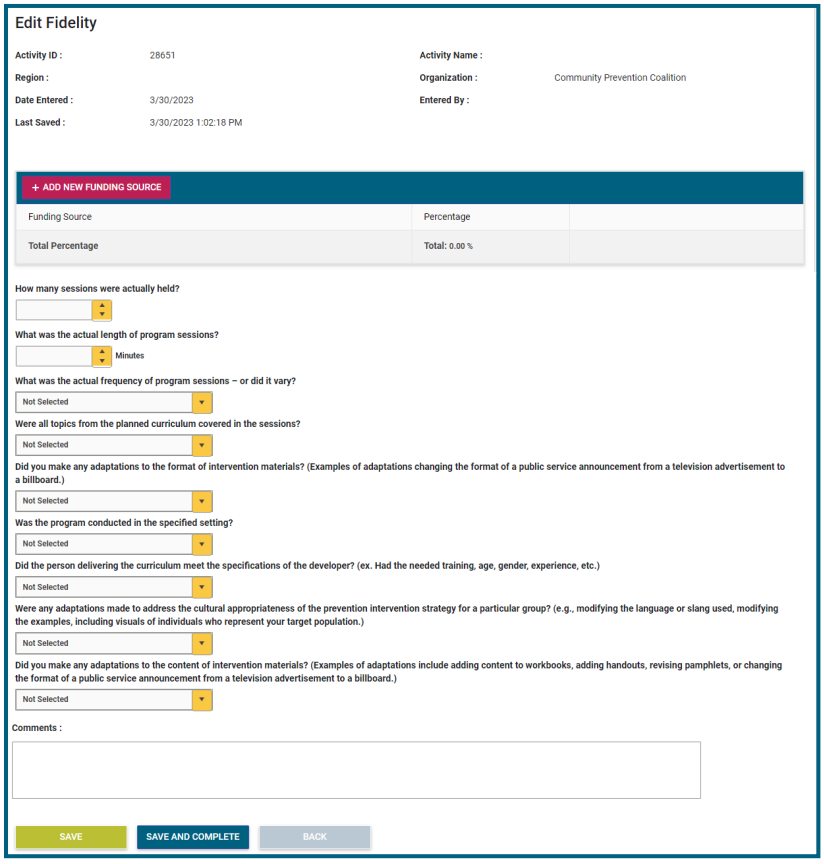
Region	County	Total	Gender		Race							Ethnicity		Age								
		Total	Males	Females	White	Black or African American	Native Hawaiian/ Other Pacific Islander	American Indian/ Alaska Native	Asian	Multi-Racial	Other Race	Latino	Not Latino	0 to 4	5 to 11	12 to 14	15 to 17	18 to 20	21 to 24	25 to 44	45 to 64	65 and older
Region 1	Banner	605	313	292	562	0	0	0	4	14	25	30	575	53	59	10	17	11	0	118	152	187
	Box Butte	10821	5455	5366	9402	348	0	250	81	530	210	1412	9409	652	1219	520	400	341	299	2579	2828	1982
	Cheyenne	9575	4753	4822	8911	78	36	89	62	348	51	752	8823	596	918	390	349	329	388	2210	2513	1883
	Dawes	8383	4055	4328	7288	386	0	292	46	371	0	487	7896	544	548	261	638	604	716	1733	1835	1504
	Deuel	1878	892	986	1712	2	0	13	15	106	30	260	1618	137	109	62	44	54	98	378	580	415
	Garden	1726	856	870	1687	0	0	2	4	17	16	29	1697	49	148	98	50	35	10	315	488	533
	Kimball	3583	1865	1718	3324	12	0	89	6	146	6	343	3240	141	328	151	156	135	125	736	950	860
	Morrill	4595	2423	2172	4097	6	0	15	47	413	17	717	3878	322	487	145	222	186	154	1000	1175	905
	Scotts Bluff	36229	17601	18628	30756	226	63	754	231	2780	1419	8928	27301	2306	4092	1559	1408	1345	1625	8453	8644	6796
	Sheridan	5150	2538	2612	4213	64	0	493	61	301	18	305	4845	330	584	120	191	196	275	918	1257	1280
	Sioux	1081	553	528	962	39	0	3	7	23	47	50	1031	104	115	28	10	21	56	227	287	234

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 313, 5,455, and 4,753 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 & Fidelity Page

The final page is where you will first enter the funding source(s) that are applicable to the activity. If you are implementing an EBP that has a fidelity rubric, you will also be asked to answer a series of questions to assess the degree to which the activity was implemented to fidelity. Finally, a comments box is provided for you to record a brief summary of the activity and any additional pertinent details.



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

- 3rd Millennium
- 7 Habits of Successful Teens
- 8 to Great
- Alcohol Literacy Challenge (ALC)
- Alcohol: True Stories
- All Stars
- Anti Bullying Initiative
- Behavior Intervention Support Team (BIST)
- Brief Strategic Family Therapy
- Bystander Intervention
- CASASTART
- Character Counts
- Child Development Project
- Circle of Security
- Class Action
- Common Sense Parenting
- Connect with Kids
- CRC Ally Training
- Creating Lasting Family Connections (CLFC)

D-M

- D.A.R.E. (Drug Abuse Resistance Education)
- DARE to Be You
- Drugs: True Stories
- Find Your Grind
- Generation Rx
- Girls Circle
- Good Behavior Game
- GREAT (Gang Resistance Education and Training)
- Habitudes
- HALO
- Health Rocks
- Hope Squad Team Action
- Hope Squad Team Training
- Keep a Clear Mind
- Life Skills Training Program
- Lion's Quest
- Love and Logic
- Me 360
- Media Ready
- MyStudentBody

O-S

- Outward Bound
- Parent and Family Skills Training
- Parenting Wisely
- Parents You Matter
- Phoenix Curriculum
- PreVenture
- Project ALERT
- Project Northland
- Red Ribbon Week
- Safe Dates
- Second Step
- Seeking Safety
- Slick Tracy
- Smart Leaders
- SPORT Prevention Plus Wellness

▪ Project Safe Home ▪ Protecting You/Protecting Me	▪ Stay on Track ▪ Strengthening Families
T-Y	
▪ Texas Experiential ▪ Too Good for Drugs & Violence (TGFDV) ▪ Vision Impairment Education (Goggles) ▪ W.A.I.T. (Abstinence Education)	▪ Well Initiatives for Senior Education (WISE) ▪ Why Try ▪ WRAP ▪ Youth Frontiers

Activity Logistics

Activity Date

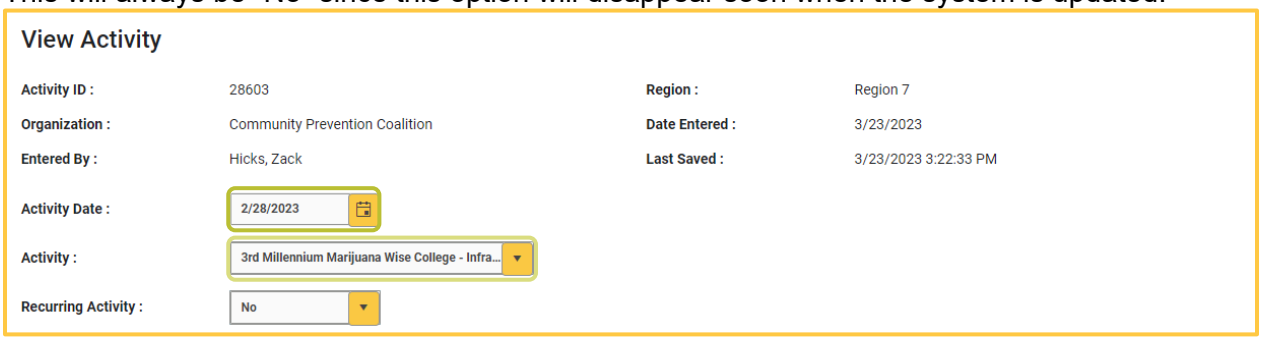
Enter the date the activity was *completed*. If an activity/program includes multiple sessions as part of an implementation/cohort, enter the date of the last session. For example, if a program is designed to be implemented across 10 sessions with a group/cohort of youth – you would wait to enter it 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

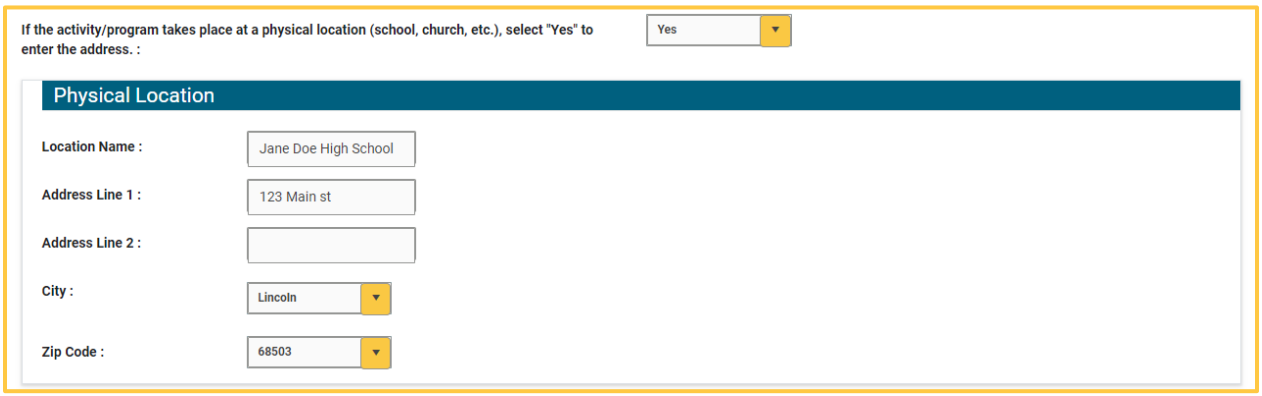
This will always be “No” since this option will disappear soon when the system is updated.



Physical Location (“Yes”)

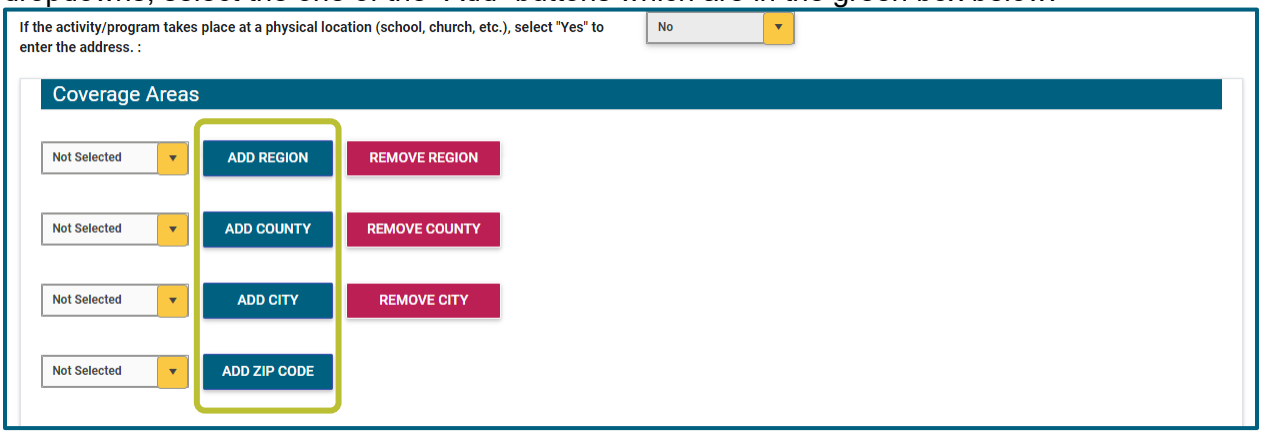
If the activity occurs at a physical location – select “Yes.” When you select “Yes” for physical location, you will be asked to fill in the address of the building (e.g., school) where the activity

was implemented. If the activity was not implemented in a specific location that has an address, select “No.”

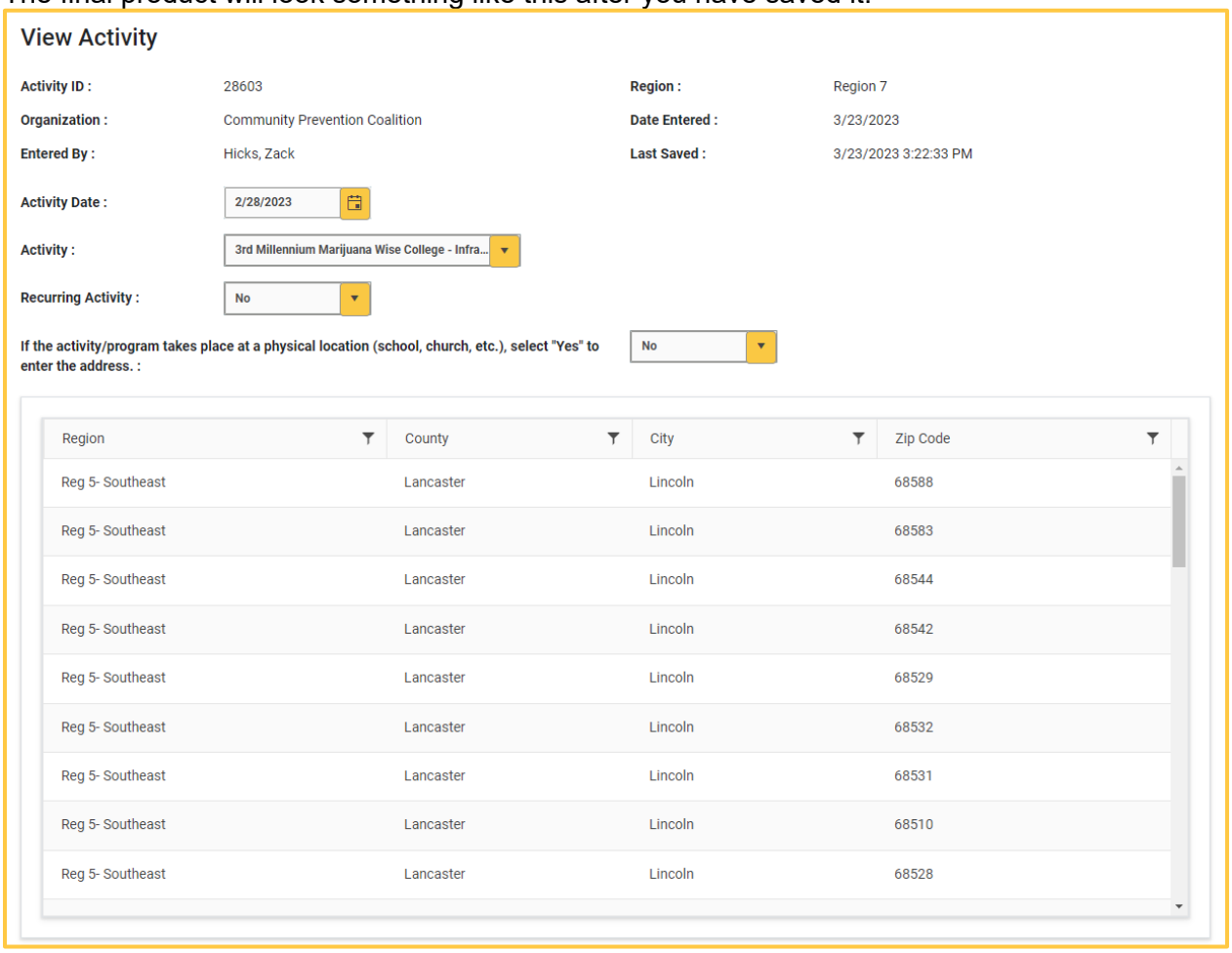


Physical Location (“No”)

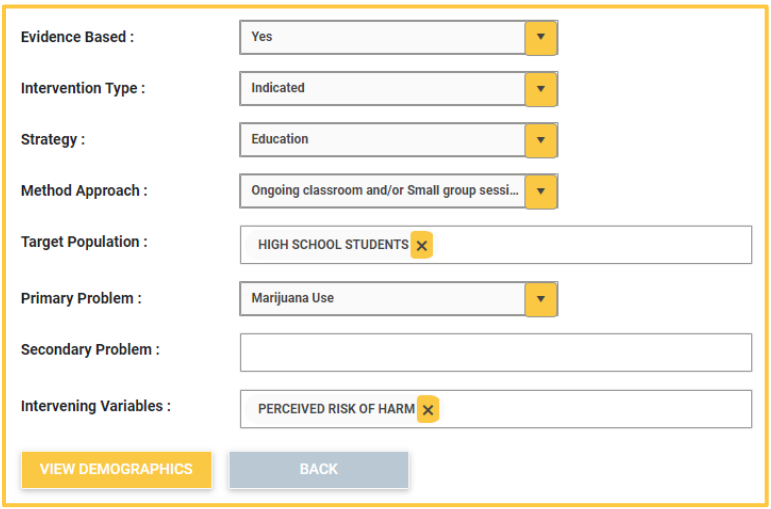
If the location of the activity was not at a physical location, or you are adding up the information from across several sites (such as schools) or multiple implementations, you will need to select a coverage area that describes the coverage area of the activity in the dropdowns provided. Once you have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



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



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

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.

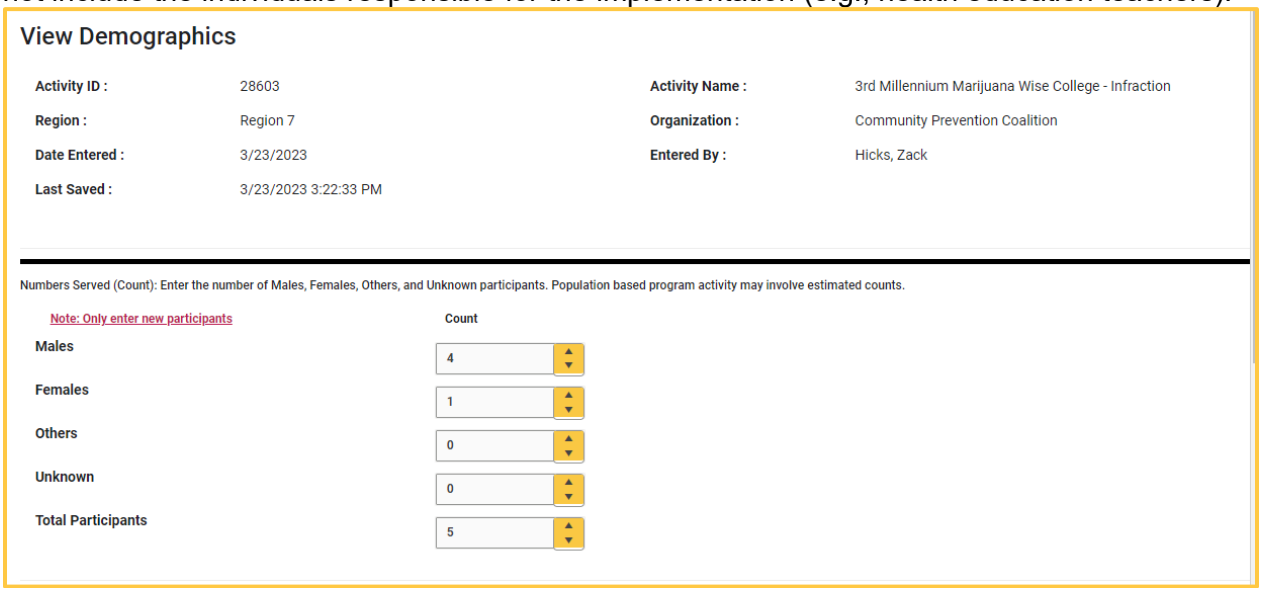
Enter the **Primary and Secondary Problems and Intervening Variables** you are hoping to address by implementing the activity. You can only select one primary problem, but you may select multiple secondary problems, or you do not have to select any secondary problems.

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 3rd 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

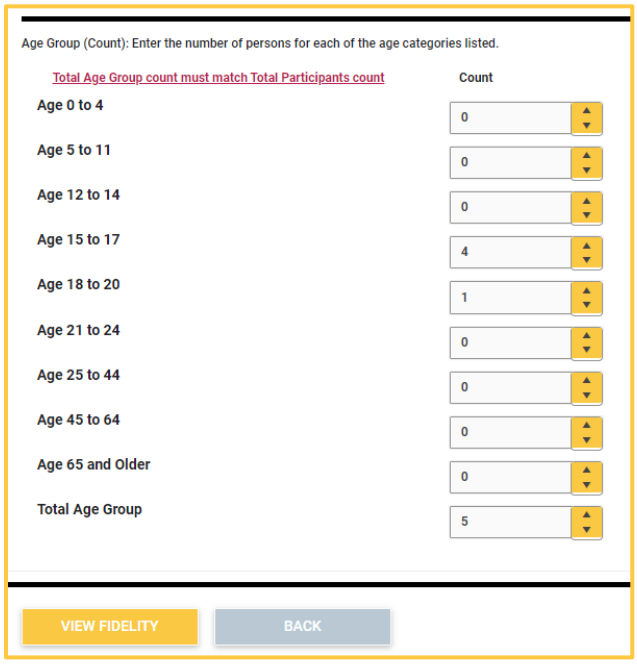
Add the number of individuals that received programming (e.g., high school students) for each of the following demographic groups: gender, race, ethnicity, and age-group. In these counts, do not include the individuals responsible for the implementation (e.g., health education teachers).



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.

Age
Currently there is not an “Unknown” response category for age group, so you should make your best guess about participant ages or enter the total in the “Age 0 to 4” category. A future version of NPIRS will allow users to enter the number of participants with unknown age group.

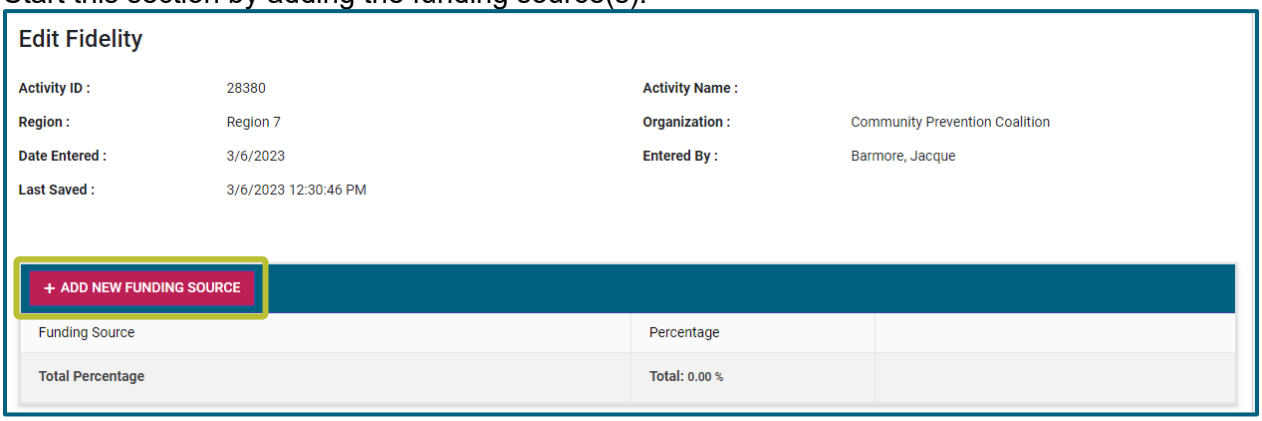
Ensure the totals for each demographic groups are equal before clicking “Save and Continue” to move onto the final page of the NPIRS entry form.



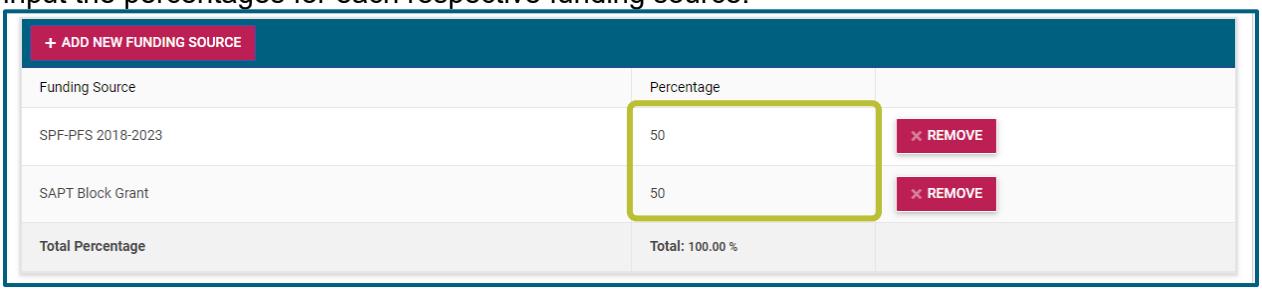
Funding & Fidelity

The third page of the NPIRS reporting form collects information on the activity’s funding source and deviations from established program procedures. Comments allow the user to provide important contextual information.

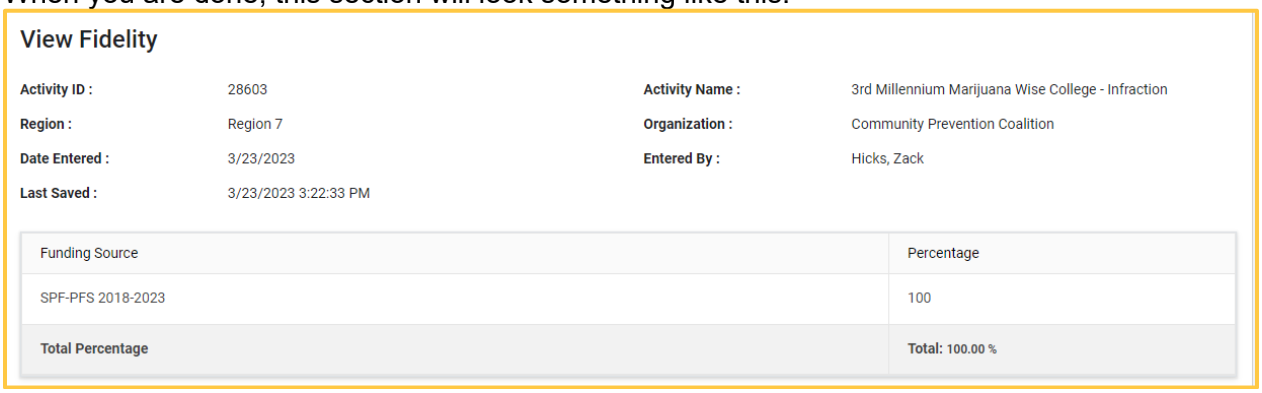
Funding Source
Start this section by adding the funding source(s).



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



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



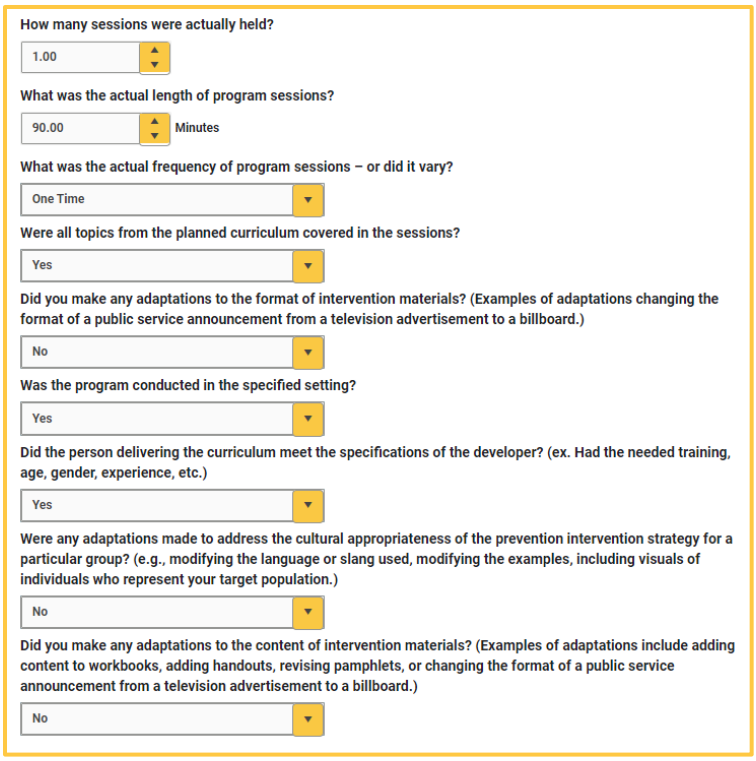
View Fidelity

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
Total Percentage	**Total:** 100.00 %

Fidelity

If you are implementing an evidence-based education program, you will be asked a series of fidelity questions. Response to these questions are used to understand how organizations implement evidence-based practices in relation to researched standards, rather than as a criteria for future funding decisions.



How many sessions were actually held?

1.00

What was the actual length of program sessions?

90.00 Minutes

What was the actual frequency of program sessions – or did it vary?

One Time

Were all topics from the planned curriculum covered in the sessions?

Yes

Did you make any adaptations to the format of intervention materials? (Examples of adaptations changing the format of a public service announcement from a television advertisement to a billboard.)

No

Was the program conducted in the specified setting?

Yes

Did the person delivering the curriculum meet the specifications of the developer? (ex. Had the needed training, age, gender, experience, etc.)

Yes

Were any adaptations made to address the cultural appropriateness of the prevention intervention strategy for a particular group? (e.g., modifying the language or slang used, modifying the examples, including visuals of individuals who represent your target population.)

No

Did you make any adaptations to the content of intervention materials? (Examples of adaptations include adding content to workbooks, adding handouts, revising pamphlets, or changing the format of a public service announcement from a television advertisement to a billboard.)

No

> **If another person and/or organization is responsible for the implementation,** provide them with the "NPIRS Reporting Form" and enter the data as received into the Fidelity section.

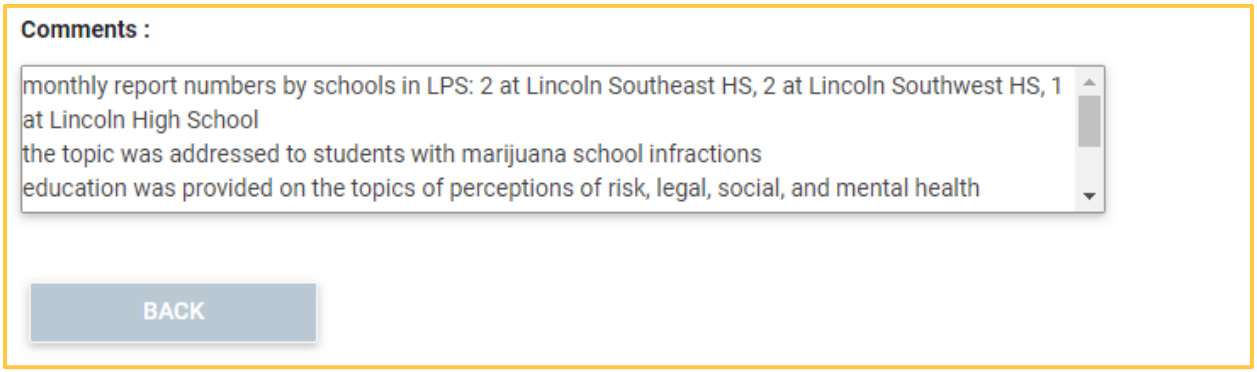
Comments

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.

Potential relevant information may include:

- The names of the schools where the activity was implemented.
- If the activity included multiple sessions/events/activities, how many of those reached were actively involved in the majority of the programming v. how many participated minimally?
- 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



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

▪ Across Ages ▪ Big Brothers/Big Sisters (mentoring) ▪ CRC Recovery Community ▪ CRC Social Events ▪ Drug Free Event	▪ Girls on the Run ▪ Late Night Programming ▪ Mentoring Program ▪ Team Mates (mentoring)

Activity Logistics

Activity Date

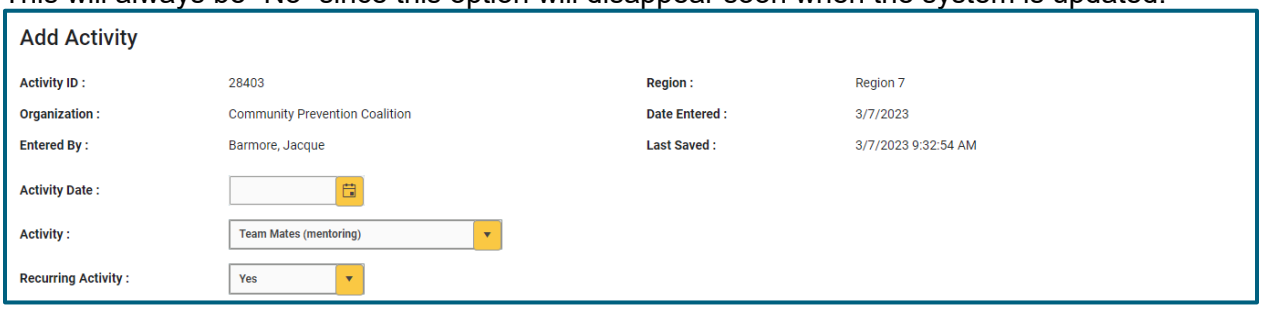
Enter the date the activity was completed if it has an end date (e.g., end of the school year). If an activity/program is on-going without a beginning/end date, enter the activity towards the end of the relevant funding period, with an activity date within the funding period ⓘ.

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.

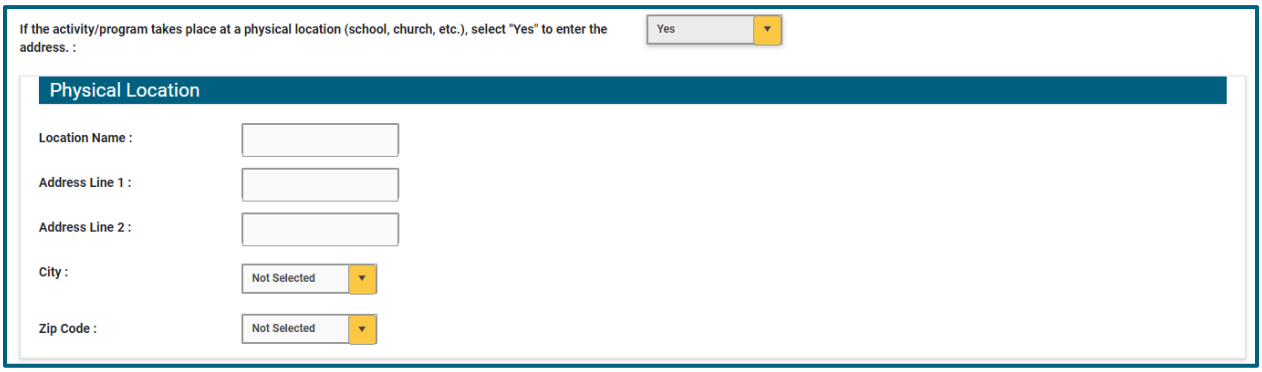
Recurring Activity

This will always be “No” since this option will disappear soon when the system is updated.



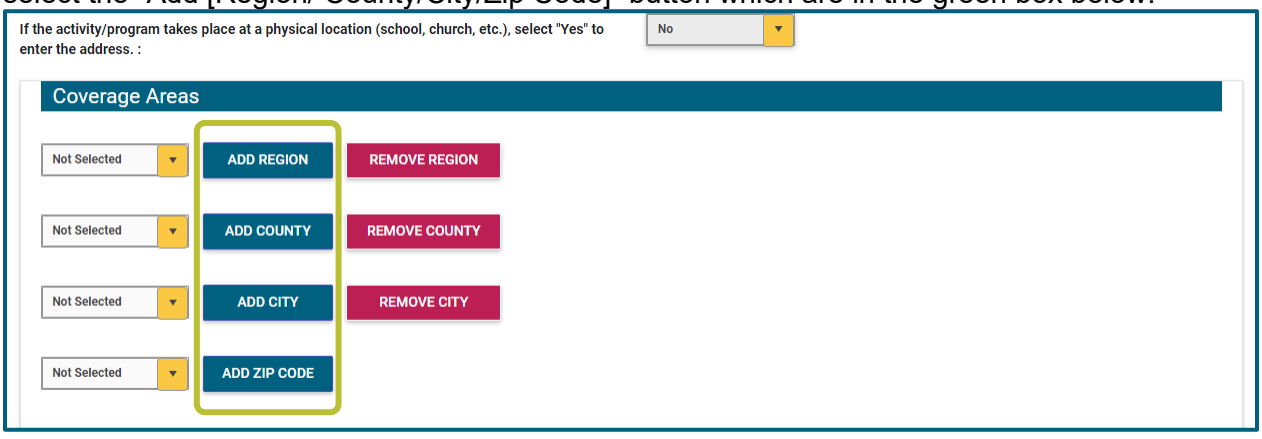
Physical Location (“Yes”)

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.”

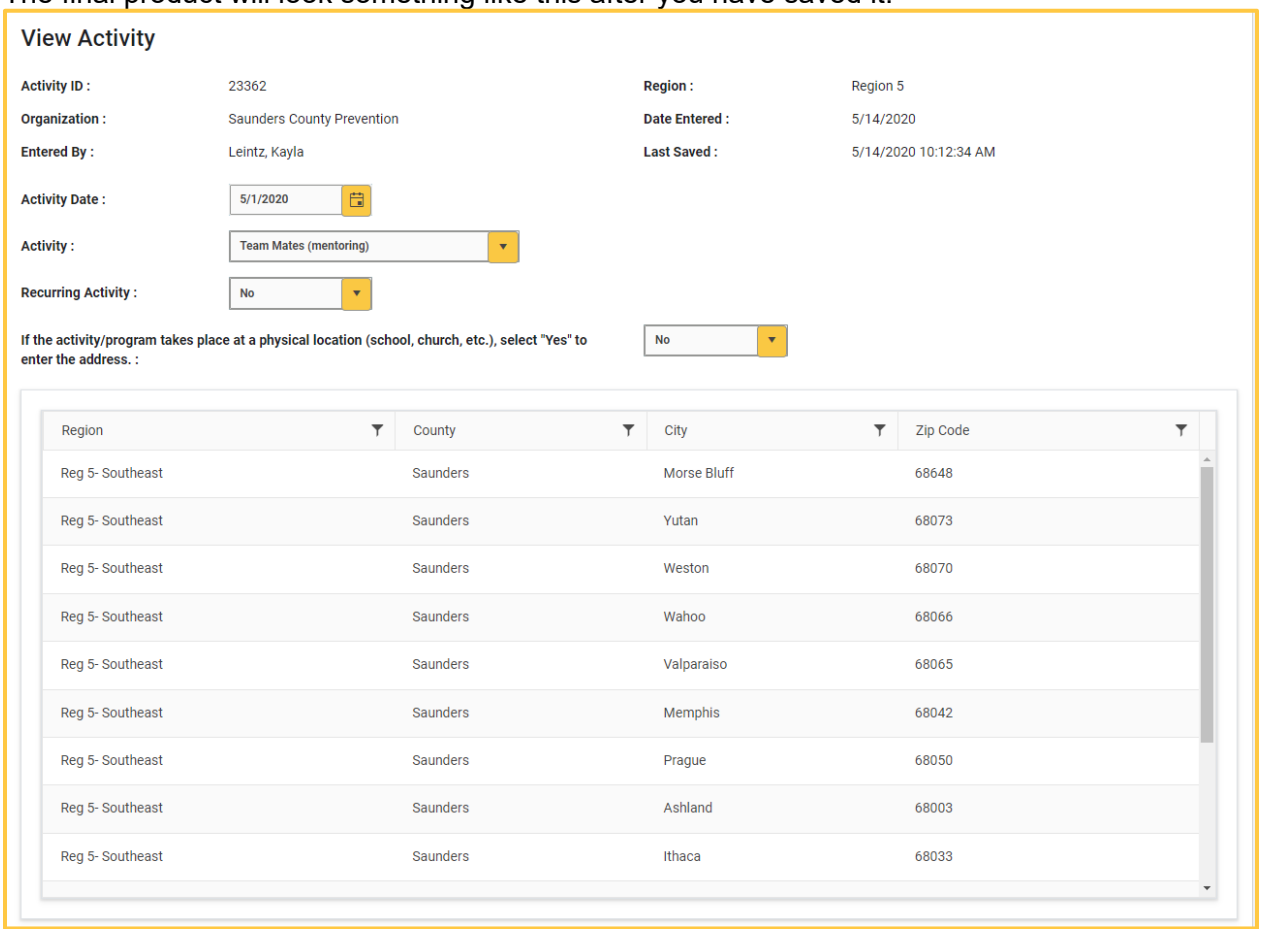


Physical Location (“No”)

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, county, city, or zip code) from one of the dropdowns, select the “Add [Region/ County/City/Zip Code]” button which are in the green box below.

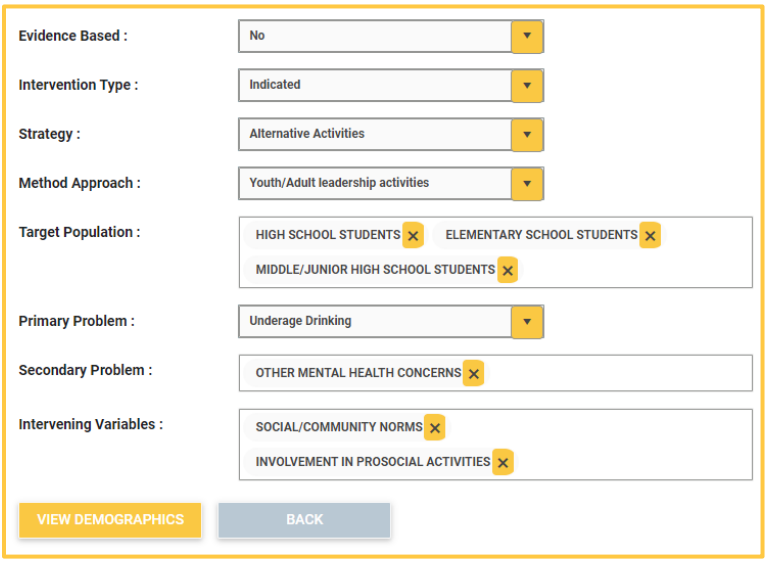


The final product will look something like this after you have saved it.



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.**

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).

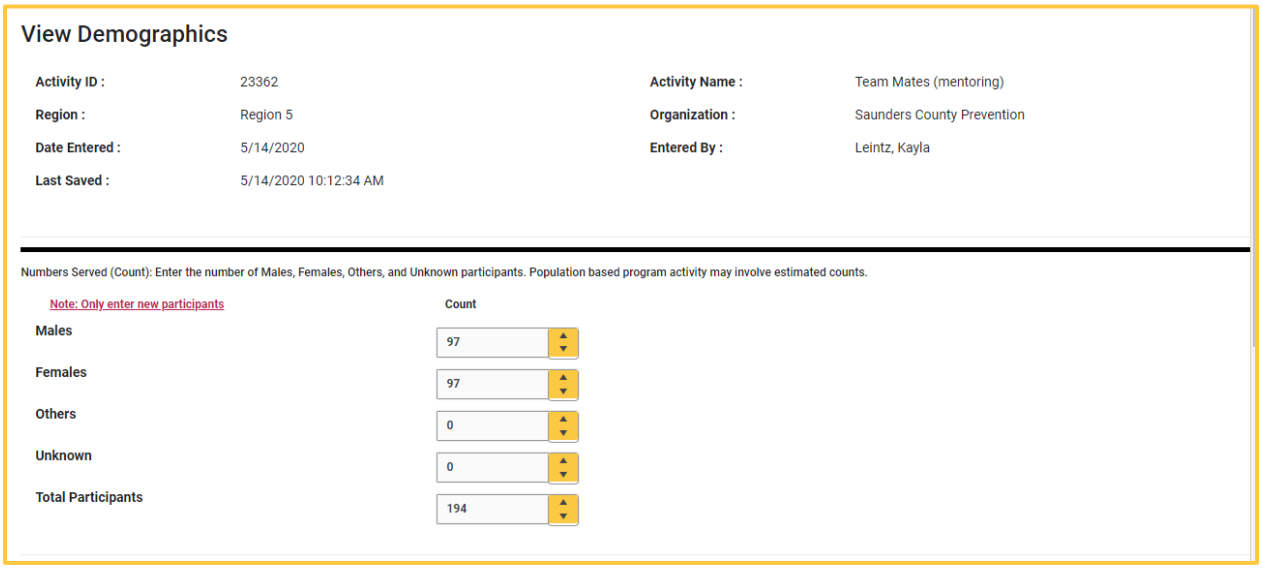
Click "Save and Continue" to navigate to the second page of the NPIRS entry form to provide information on the number of individuals that were affected as a result of the implemented activity.

Demographics

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.

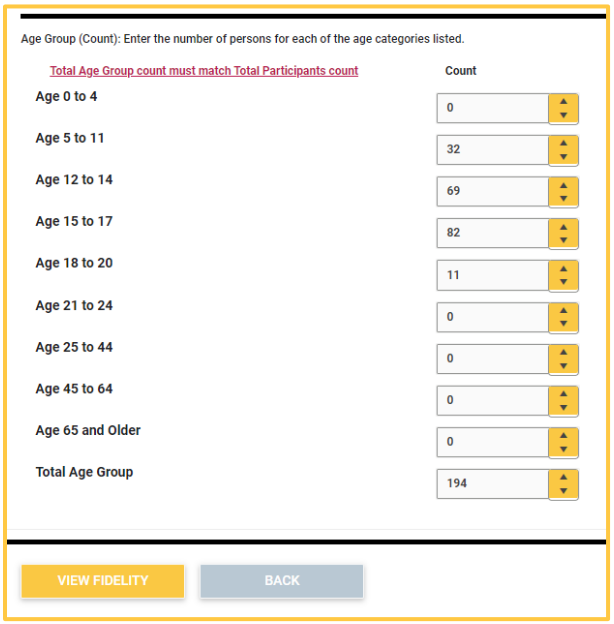
There are several ways to collect some or all of these data, including sign-in sheets and surveys. If the NPIRS User is not the implementer, it is recommended that the NPIRS Reporting Form be utilized. The person implementing the program should complete the NPIRS Reporting Form and return the completed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



Age

Currently there is not an “Unknown” response category for age group, so you should make your best guess about participant ages or enter the total in the “Age 0 to 4” category. A future version of NPIRS will allow users to enter the number of participants with unknown age.

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.

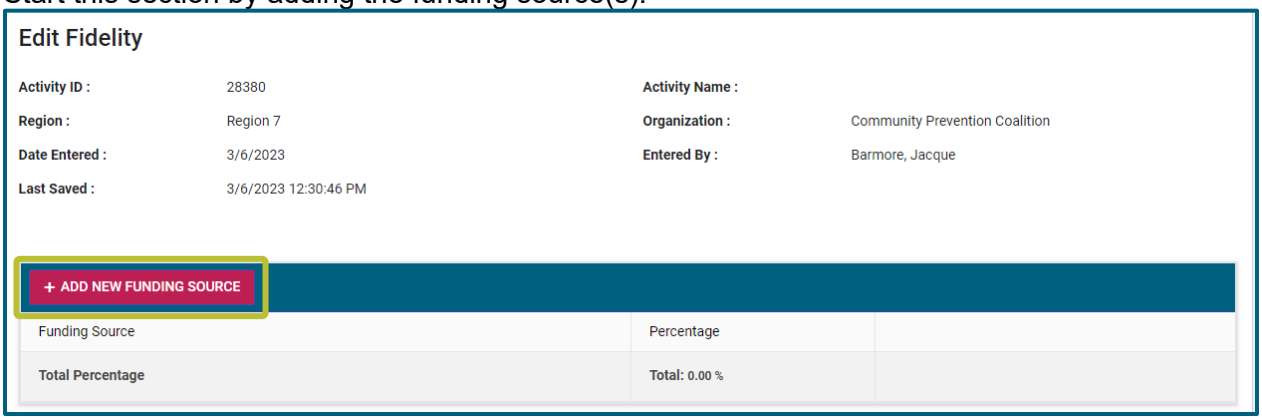


Funding& Fidelity

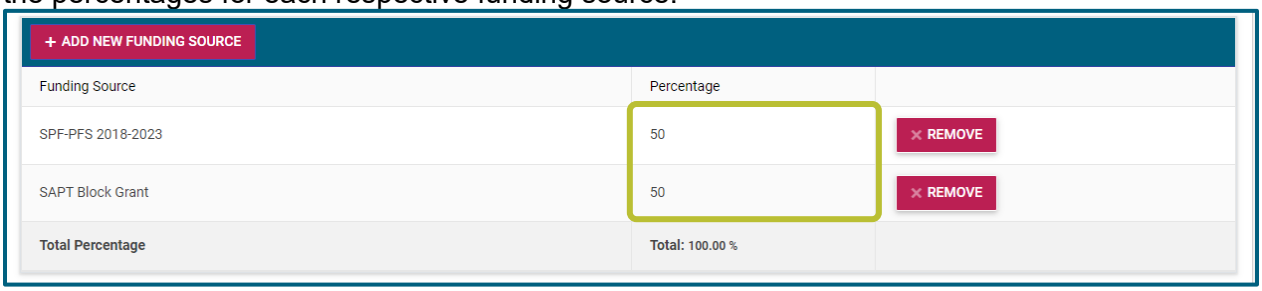
The third page of the NPIRS reporting form, collects information on the activity’s funding source. Comments allow the user to provide important contextual information.

Funding Source

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



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



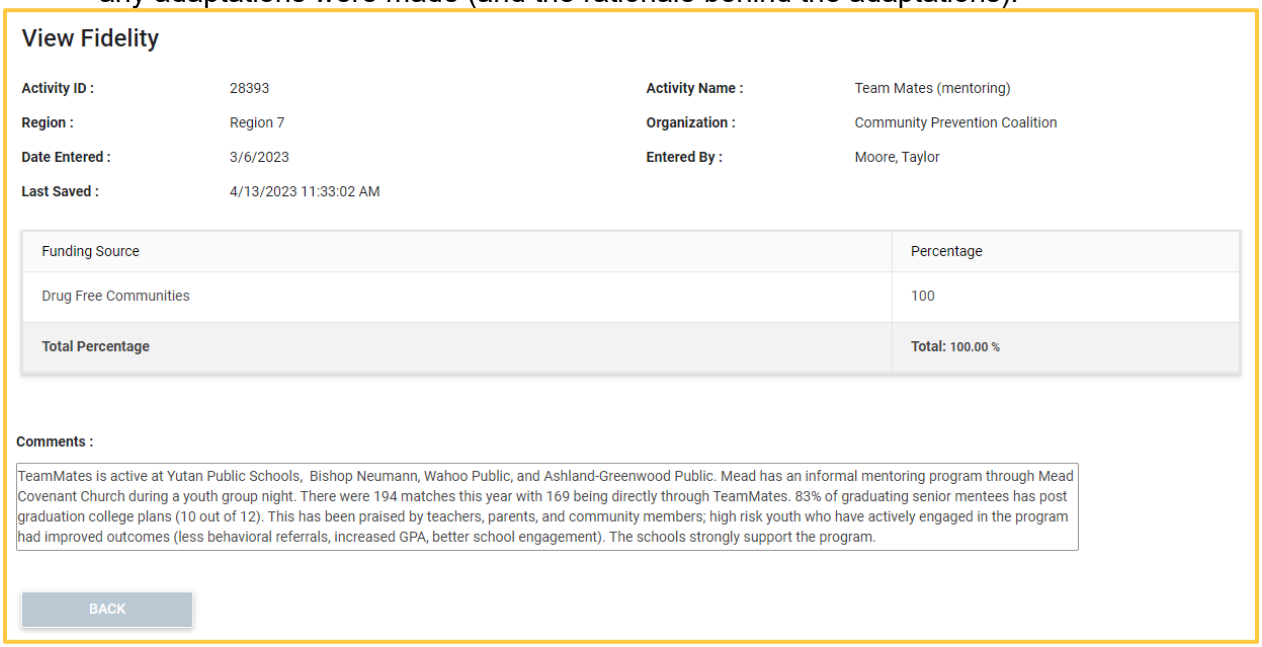
Fidelity

There are not currently fidelity questions for any of the activities within this strategy type; however, these will be added in the future.

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. Potential relevant information may include:

- 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 were actively involved in the majority of the programming v. how many participated minimally?
- 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).



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
Total Percentage	**Total:** 100.00 %

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	
▪ CAMS Training ▪ Coalition Meetings ▪ Communities Mobilizing for Change on Alcohol - Action Team Meetings ▪ Communities Mobilizing for Change on Alcohol - One on One Interviews ▪ Community Readiness Assessment ▪ Community Trials ▪ Coordinating Group/Board Meetings ▪ CRC Member Meeting ▪ CTC coalition meeting ▪ CTC coalition recruitment ▪ CTC coalition training	▪ CTC data collection/analysis ▪ Environmental Scan ▪ Multi-Component School-Linked Community Approaches ▪ QPR Training ▪ Risk Reduction ▪ SR Training ▪ Technical Assistance ▪ TRAILS (Teaching Resiliency & Instilling Life Skills) ▪ Training ▪ Tutoring ▪ Workgroup
Community-Based Services	
▪ Deterra ▪ Means Restriction Lock Boxes	▪ Naloxone Distribution ▪ Prescription Lock Boxes

Community-Based: Planning & Training

Activity Logistics

Activity Date

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

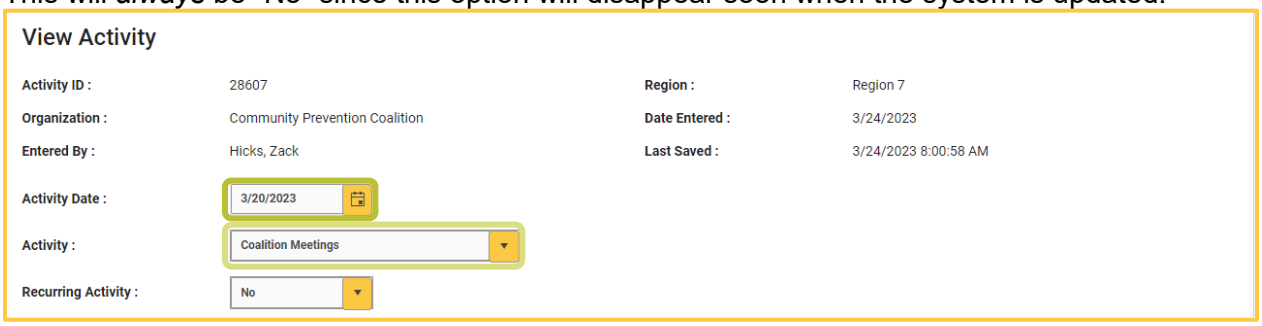
Activity

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.

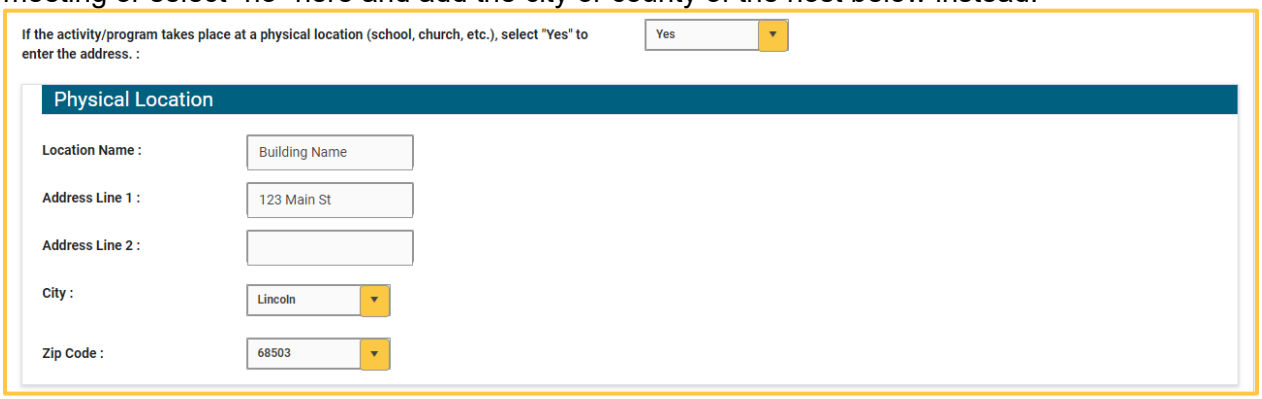
Recurring Activity

This will *always* be "No" since this option will disappear soon when the system is updated.



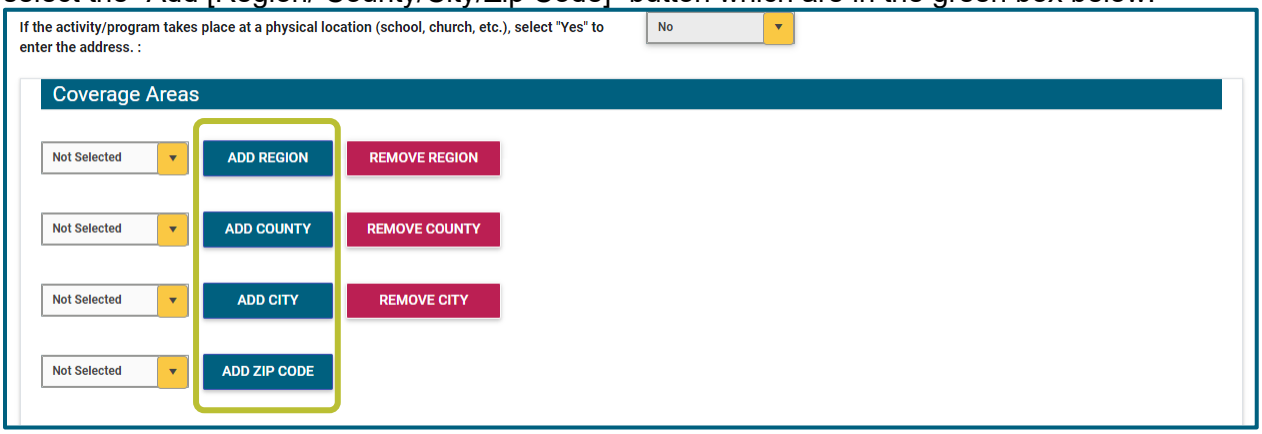
Physical Location (“Yes”)

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.



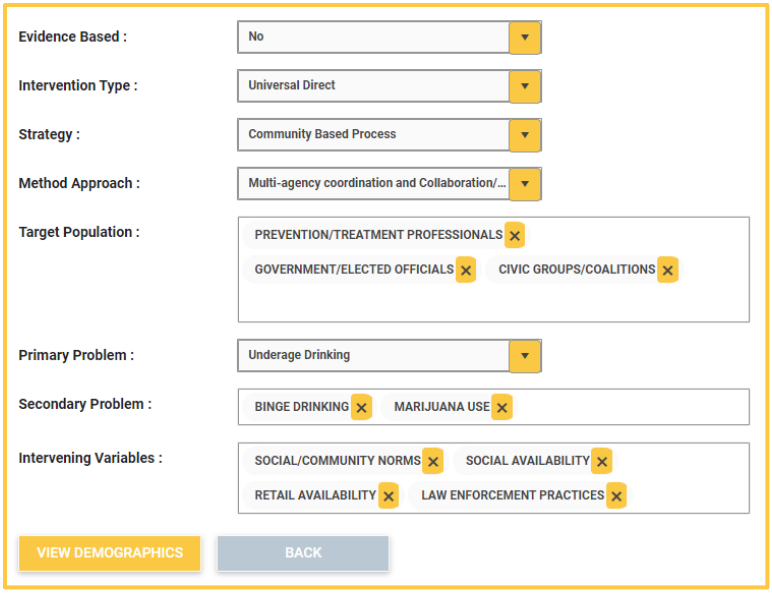
Physical Location (“No”)

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, county, city, or zip code) from one of the dropdowns, select the “Add [Region/ County/City/Zip Code]” button which are in the green box below.



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).

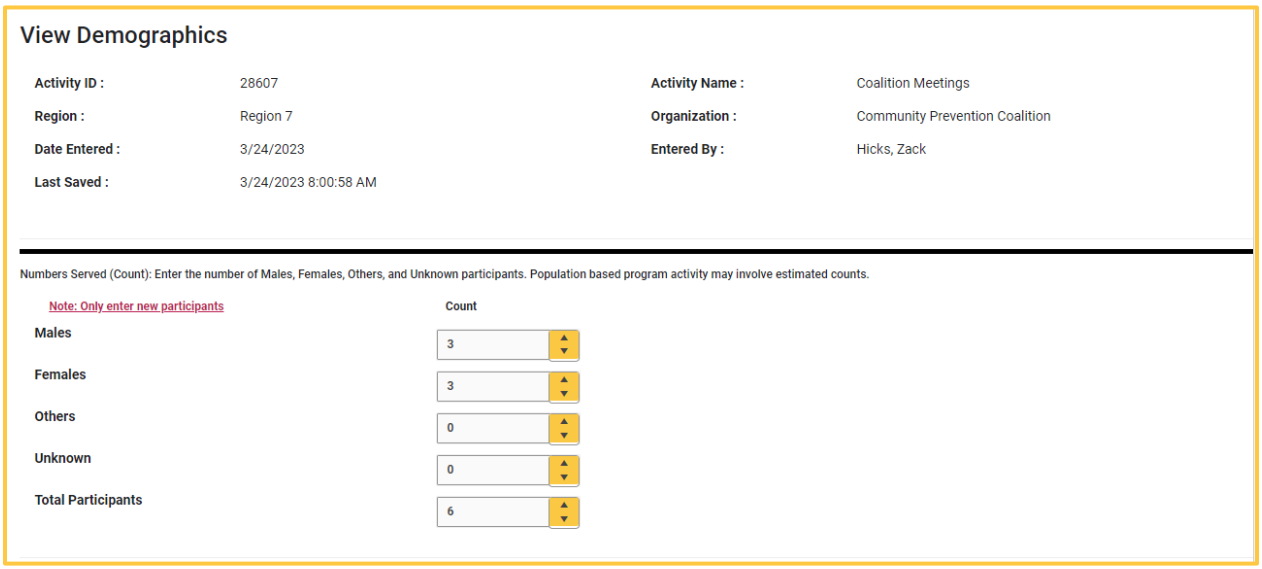
Click "Save and Continue" to navigate to the second page of the NPIRS entry form to provide information on either the number of individuals that were trained or the number of individuals that participated in the planning process.

Demographics

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

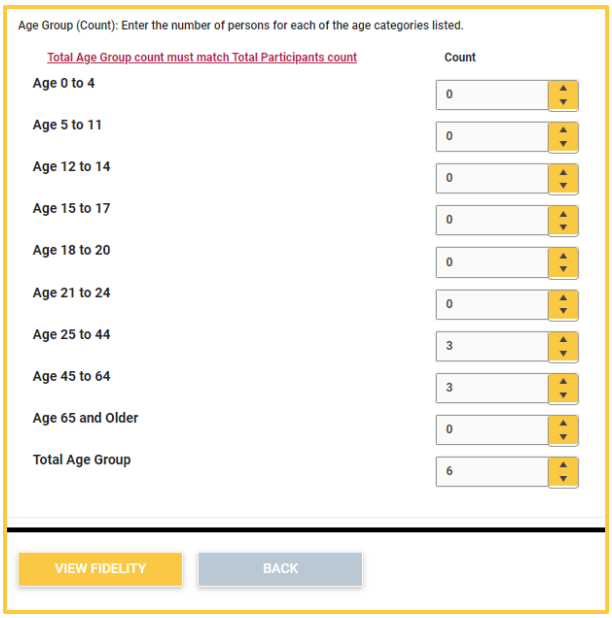
complete the NPIRS Reporting Form and return the completed form to the NPIRS User, who can then use the information on the form to enter the information into NPIRS.



Age

Currently there is not an “Unknown” response category for age group, so you should make your best guess about participant ages or enter the total in the “Age 0 to 4” category. A future version of NPIRS will allow users to enter the number of participants with unknown age.

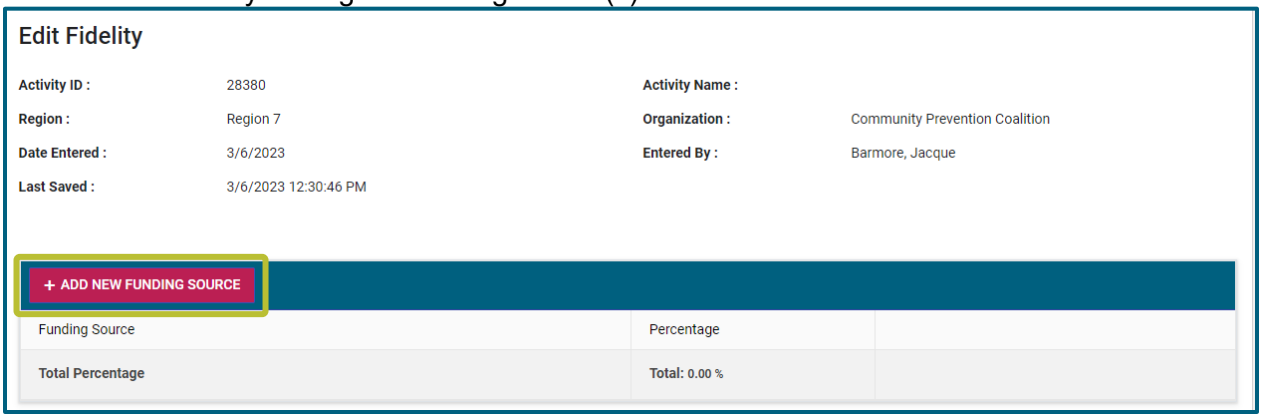
Ensure the totals for each demographic groups are equal before clicking “Save and Continue” to move onto the final page of the NPIRS entry form.



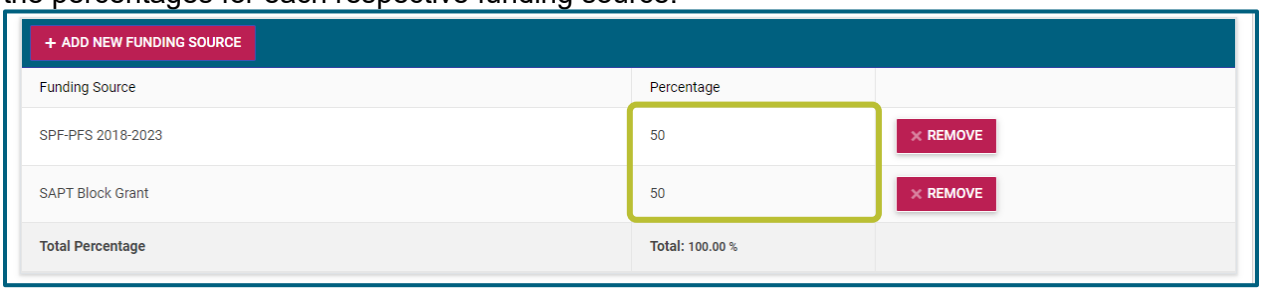
Funding & Fidelity

Funding Source

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



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



Fidelity

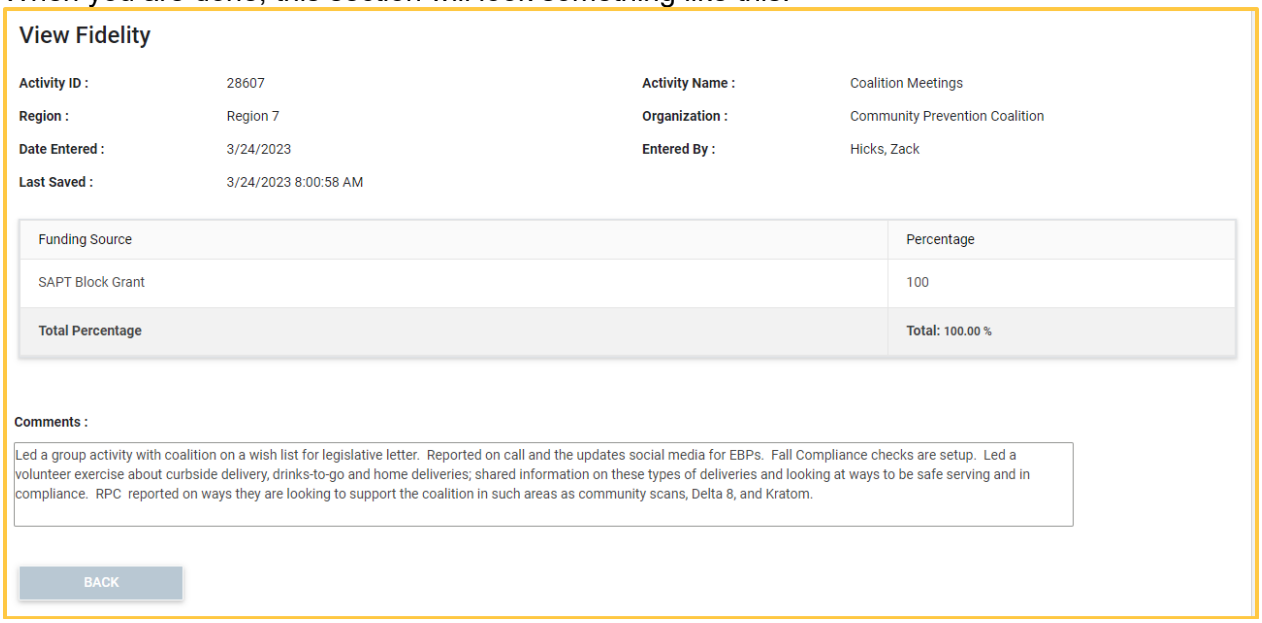
There are no fidelity questions for any of the activities within this strategy type; however, these may be added in the future.

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).

- 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:



To submit the NPIRS entry form, click "Save and Complete."

Community-Based: Services

Activity Logistics

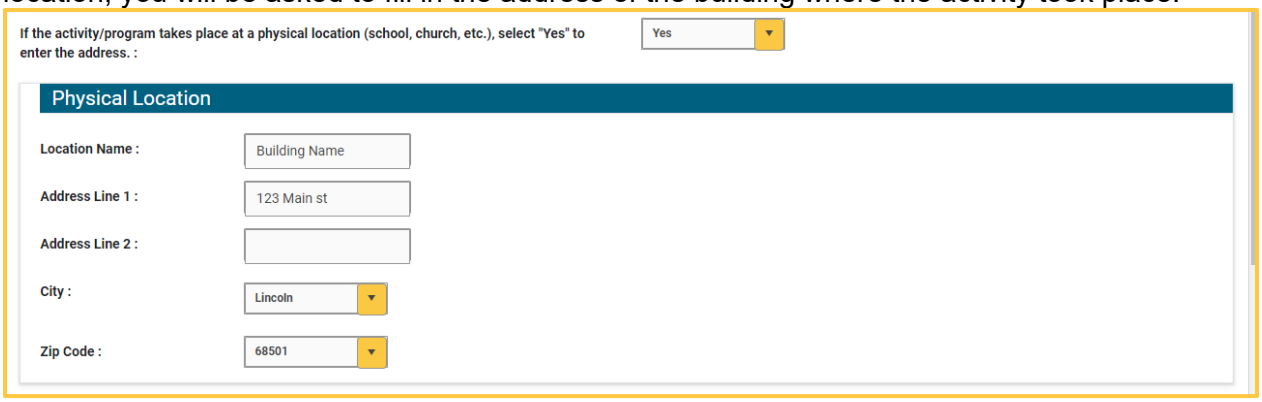
Activity Date

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 will disappear soon when the system is updated.

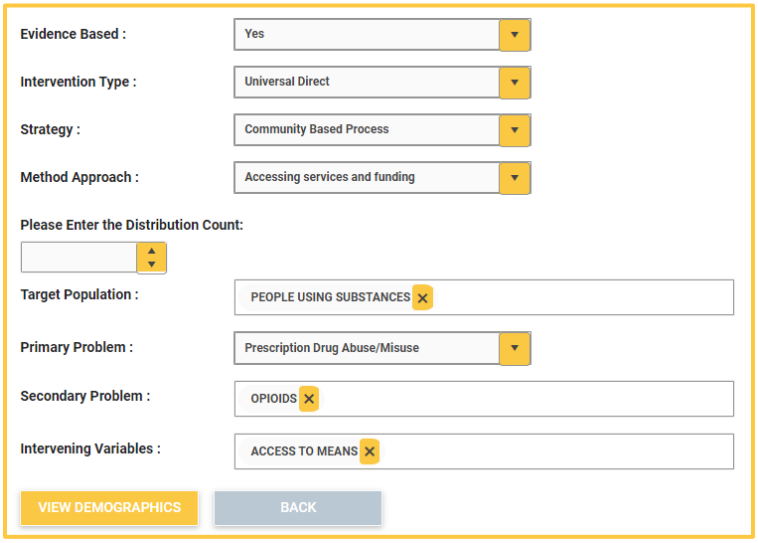
Physical Location ("Yes")
If the activity occurs at a physical location – select "Yes." When you select "Yes" for physical location, you will be asked to fill in the address of the building where the activity took place.



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 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.

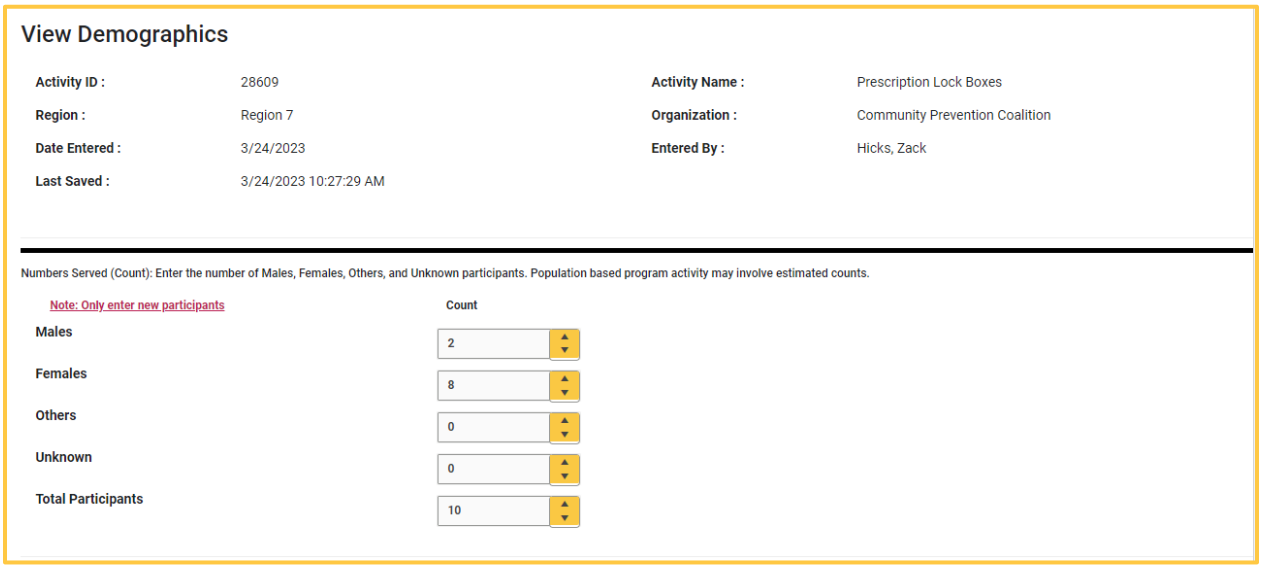
Demographics

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

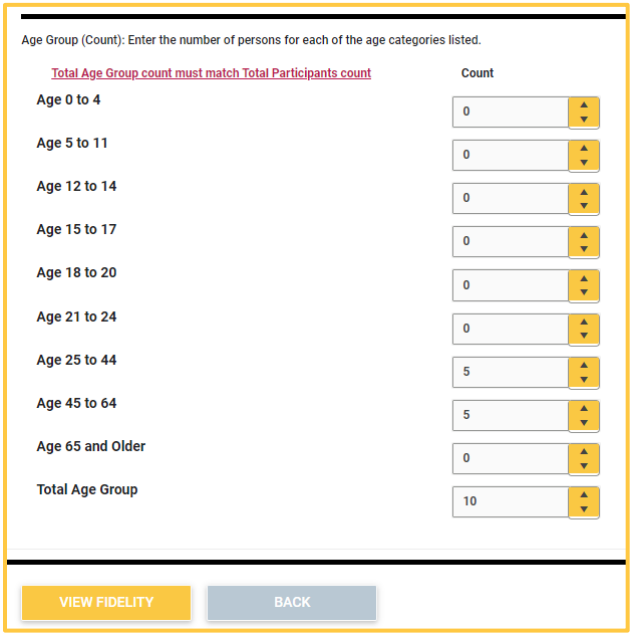
enter the information into NPIRS.



Age

Currently there is not an "Unknown" response category for age group, so you should make your best guess about participant ages or enter the total in the "Age 0 to 4" category. A future version of NPIRS will allow users to enter the number of participants with unknown age.

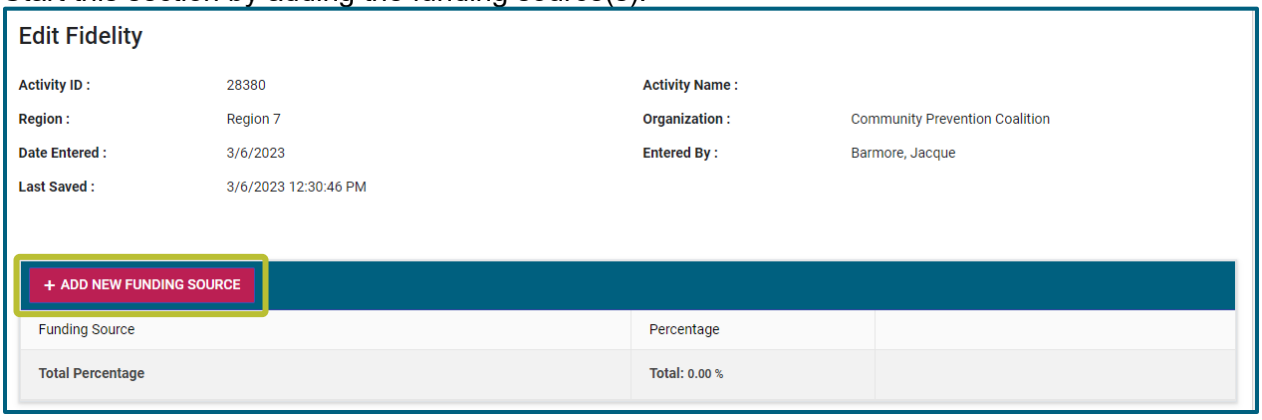
Click "Save and Continue" to move onto the final page of the NPIRS entry form.



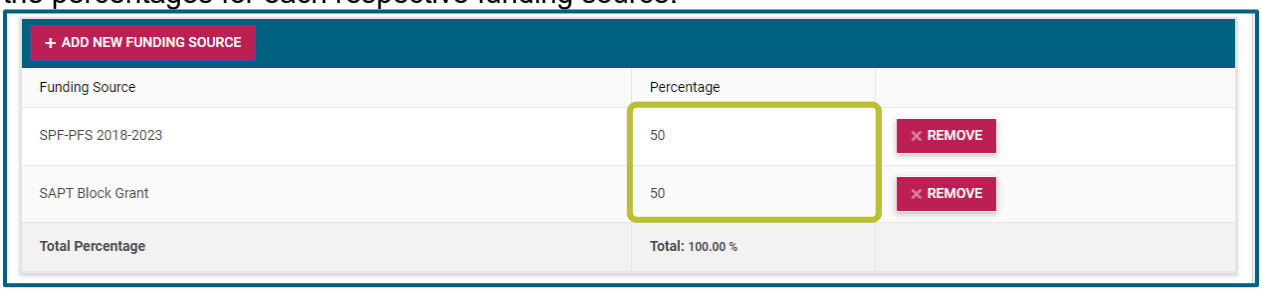
Funding & Fidelity

Funding Source

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



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

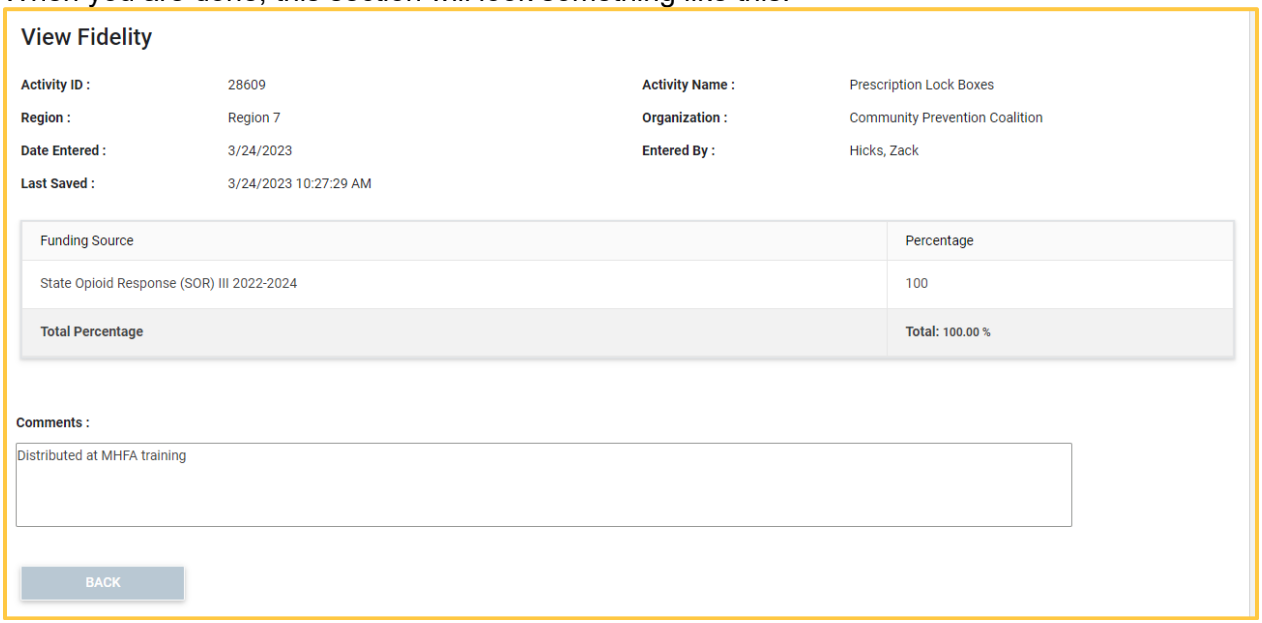


Fidelity
There are no fidelity questions for this program for now.

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.

- 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:



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

▪ Brief Alcohol Screening and Intervention of College Students ▪ CHOICES ▪ College Behavior Profile (CBP) ▪ DECA ▪ DESSA ▪ Prime for Life	▪ SBIRT ▪ ScreenU ▪ Student Assistance Team Action ▪ Student Assistance Team Training ▪ Year One College Behavior Profile (Y1CBP)

Activity Logistics

Activity Date

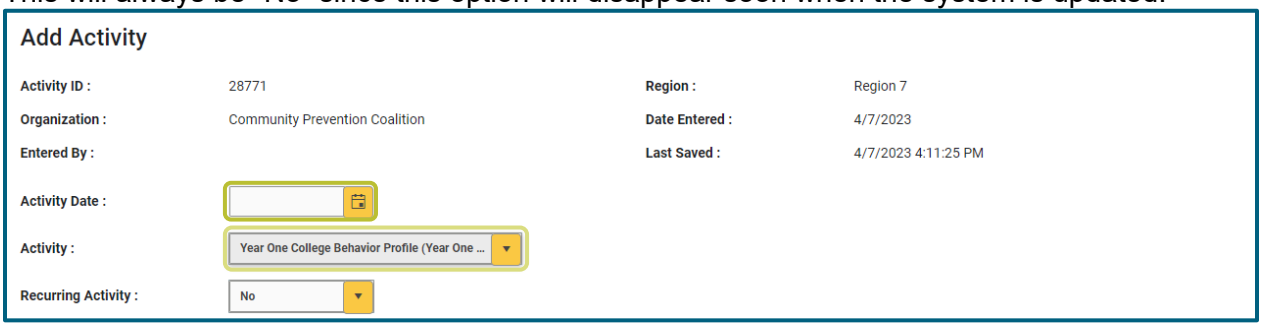
Enter the date the activity was **completed**. If an activity/program includes multiple sessions as part of an implementation/cohort, enter the date of the last activity. For example, if Y1CBP is implemented for all schools during the months of August and September, you would wait until the last school 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

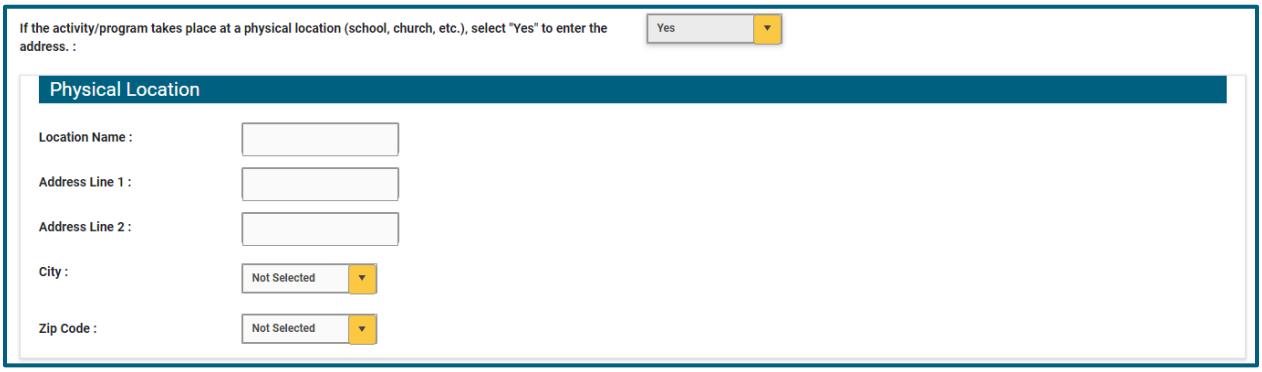
This will always be “No” since this option will disappear soon when the system is updated.



Physical Location (“Yes”)

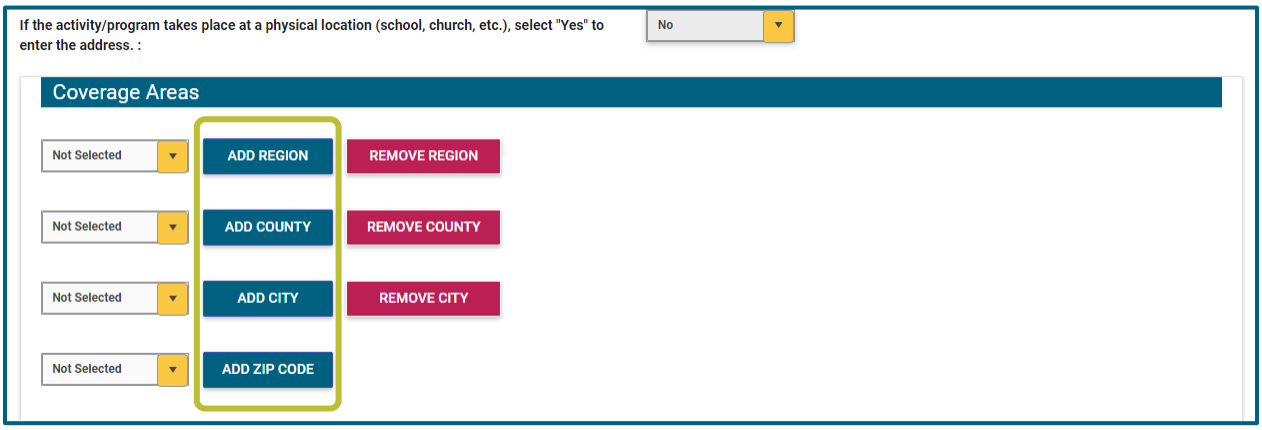
If the activity occurs at a physical location – select “Yes.” When you select “Yes” for physical location, you will be asked to fill in the address of the school/building where the activity was implemented. If the activity was not implemented in a specific location that has an address,

select “No.”

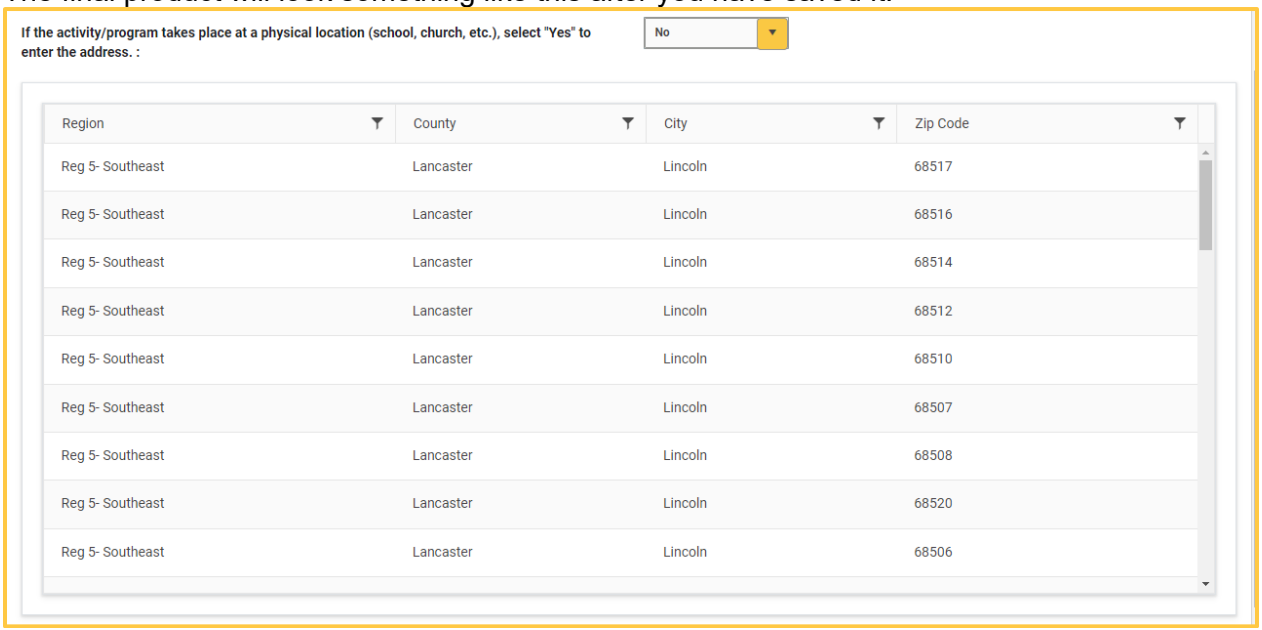


Physical Location (“No”)

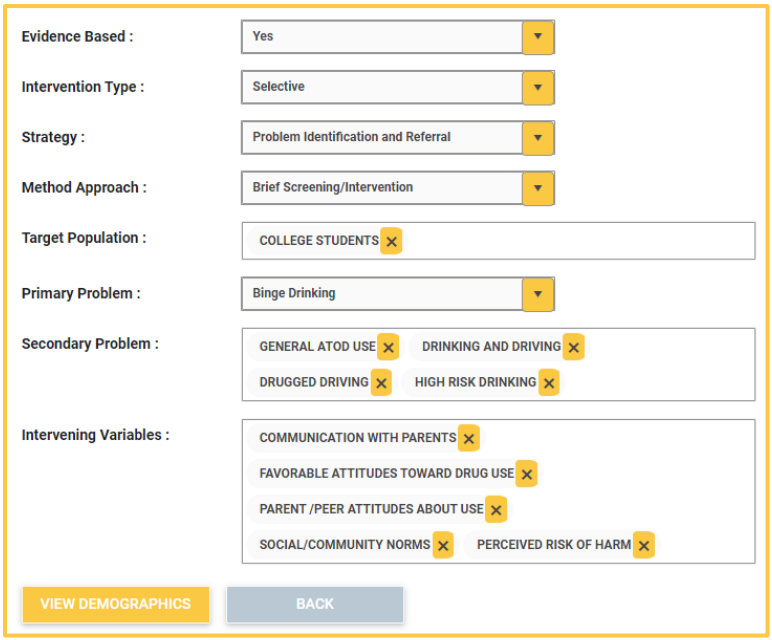
If the location of the activity was not at a physical location, or you are adding up the information from across several sites (such as schools) or multiple implementations, you will need to select a coverage area that describes the coverage area of the activity in the dropdowns provided. Once you have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



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



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

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.

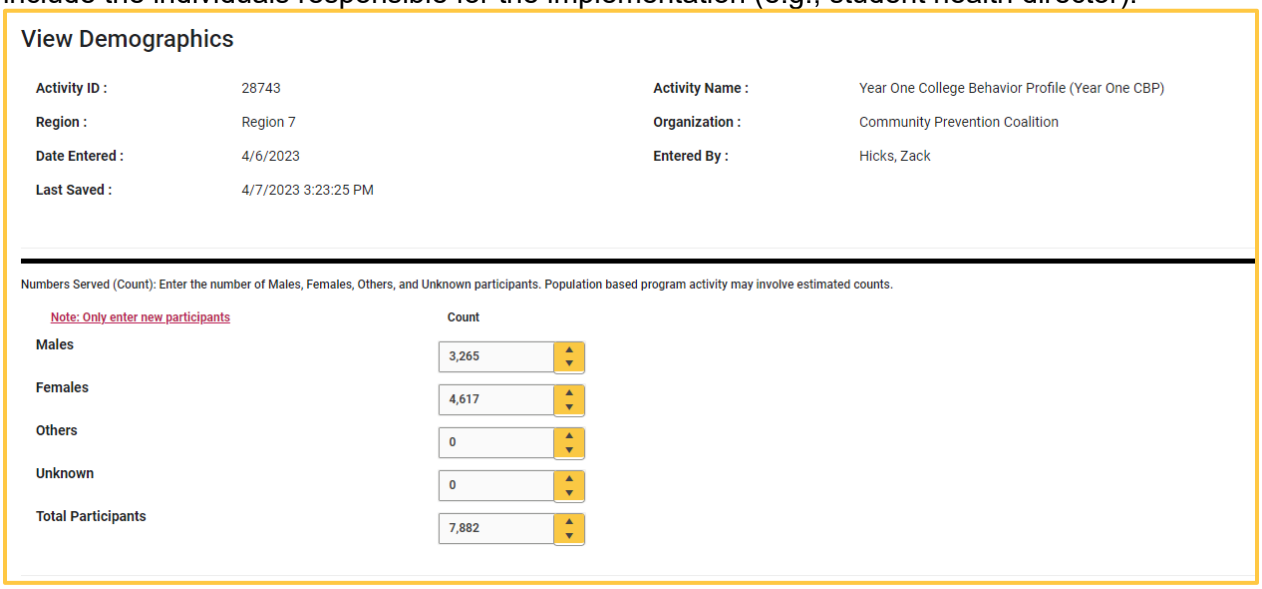
Intervening Variables are the set of factors that either protect populations from (e.g. communication with parents) or predispose them toward (e.g. peer or older sibling drug use) negative health outcomes. These are also known as protective and risk factors, respectively. Activities are designed to have 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 3rd 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

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

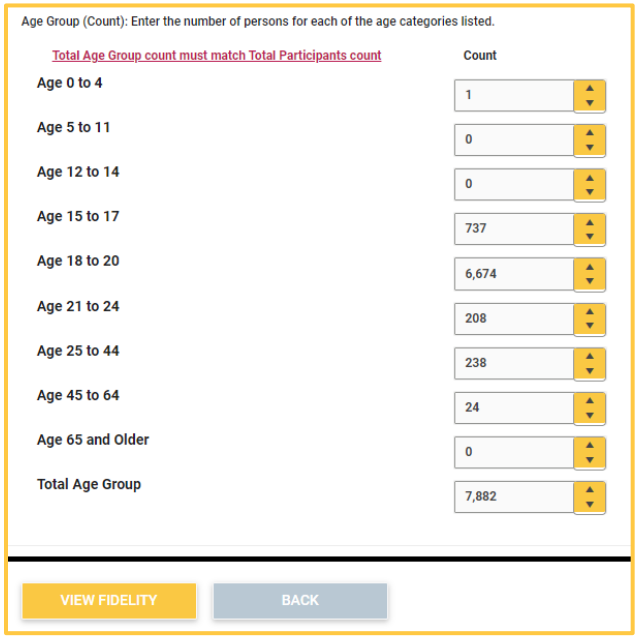
include the individuals responsible for the implementation (e.g., student health director).



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

Currently there is not an "Unknown" response category for age group, so you should make your best guess about participant ages or enter the total in the "Age 0 to 4" category. A future version of NPIRS will allow users to enter the number of participants with unknown age group.



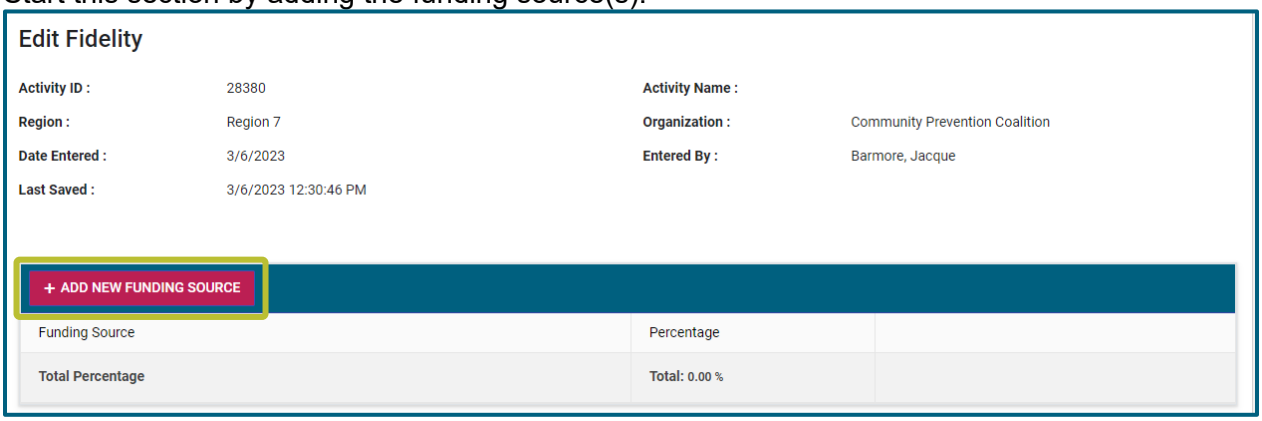
Ensure the totals for each demographic groups are equal before clicking "Save and Continue" to move onto the final page of the NPIRS entry form.

Funding & Fidelity

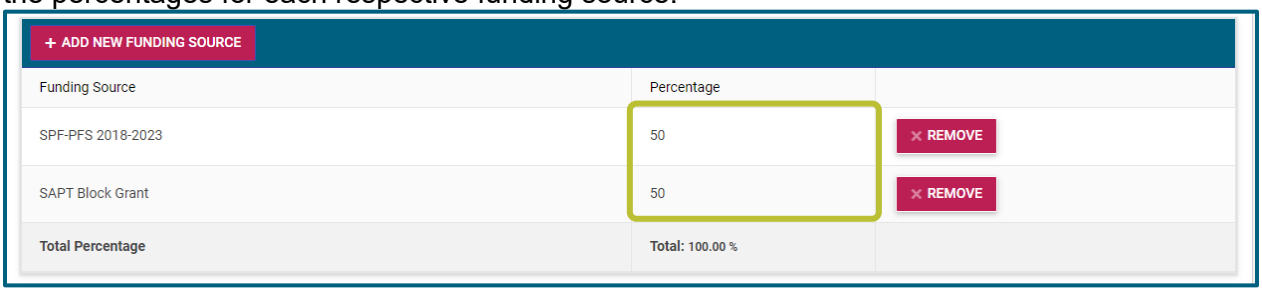
The third page of the NPIRS reporting form collects information on the activity's funding source and deviations from established program procedures. Comments allow the user to provide important contextual information.

Funding Source

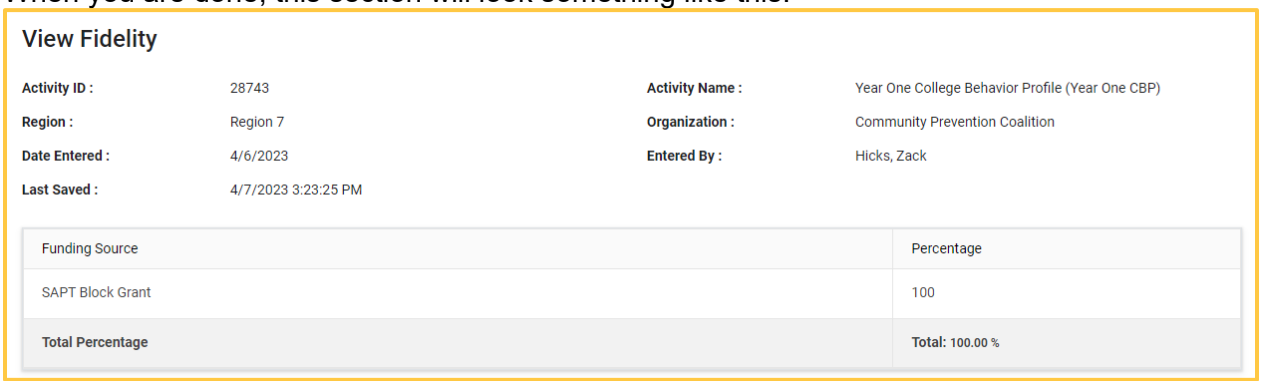
Start this section by adding the funding source(s).



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

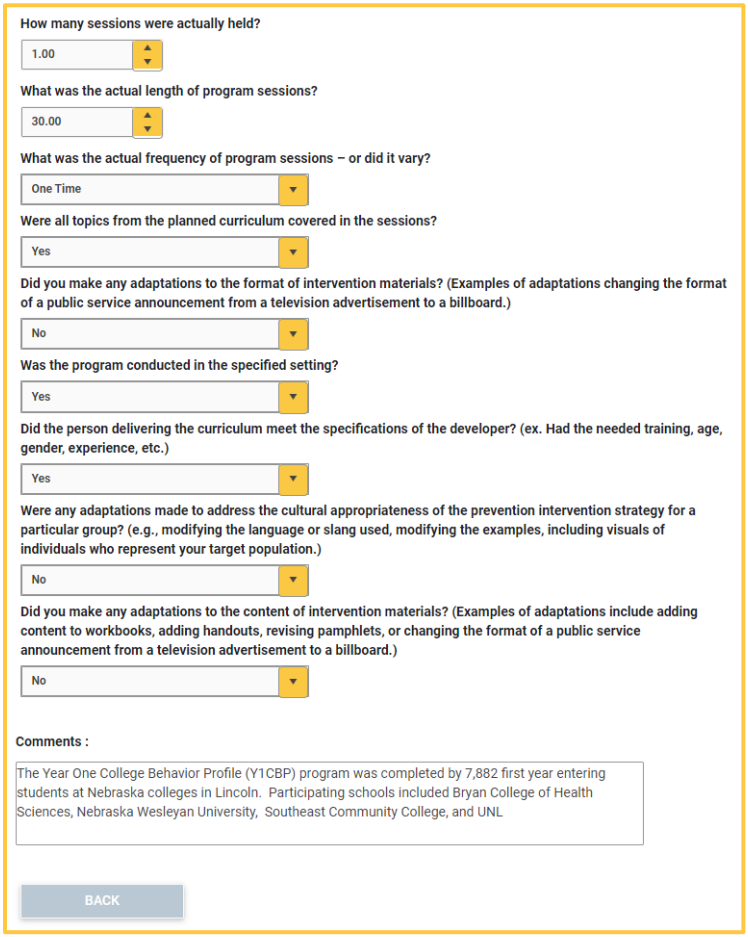


When you are done, this section will look something like this:



Fidelity
If you are implementing an evidence-based problem identification and referral program, you will be asked a series of fidelity questions. Response to these questions are used to understand how organizations implement evidence-based practices in relation to researched standards, rather than as a criteria for future funding decisions.

> **If another person and/or organization is responsible for the implementation,** provide them with the "NPIRS Reporting Form" and enter the data as received into the Fidelity section.



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 names of the schools where the activity was implemented.
- If the activity included multiple sessions/events/activities, how many of those reached were actively involved in the majority of the programming v. how many participated minimally?
- 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

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
▪ Compliance Checks ▪ Party Patrol/Targeted Enforcement ▪ Prescription Drug Disposal ▪ Responsible Beverage Server Training (RBST) ▪ Shoulder Tap ▪ Sobriety Check Points	▪ Policy Development ▪ Retailer-Directed Interventions ▪ Changing the Conditions of Availability ▪ Communities Mobilizing for Change on Alcohol - Policy Change ▪ Medical Amnesty Policy ▪ Human Performance Project (HPP) ▪ Lead and Seed

Environmental: Enforcement-Focused

Activity Logistics

Activity Date

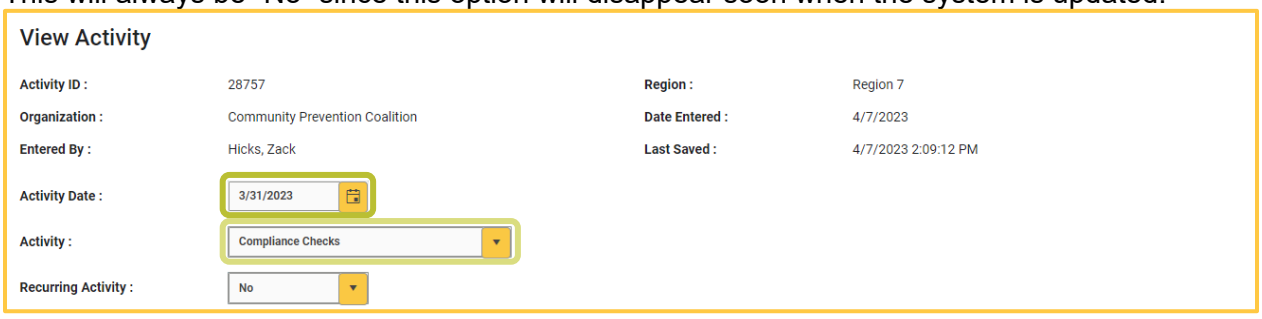
Enter into NPIRS once a report is received (e.g., Compliance Check report is received for one or multiple checks conducted) and/or an activity is completed (e.g., RBST training is conducted). Enter the date the activity was completed. If multiple activities were completed (e.g., multiple checks conducted), 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 will disappear soon when the system is updated.



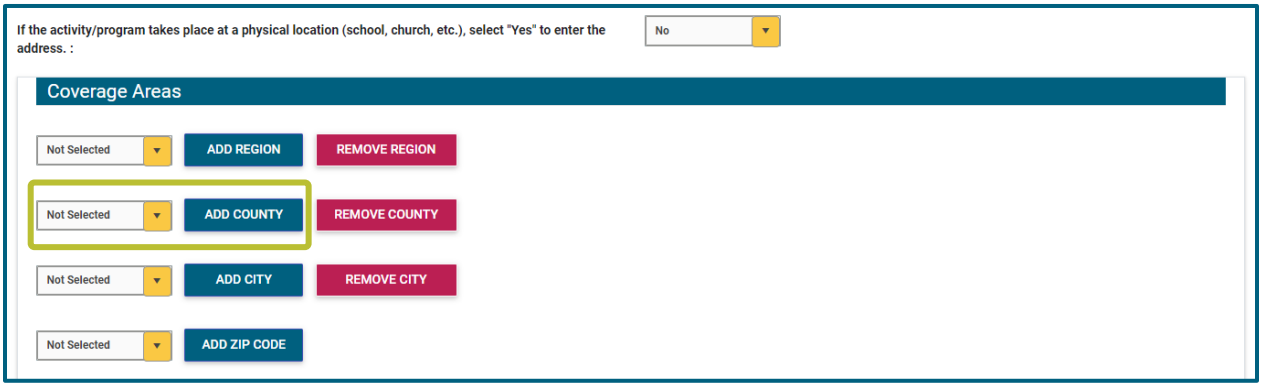
Physical Location

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.

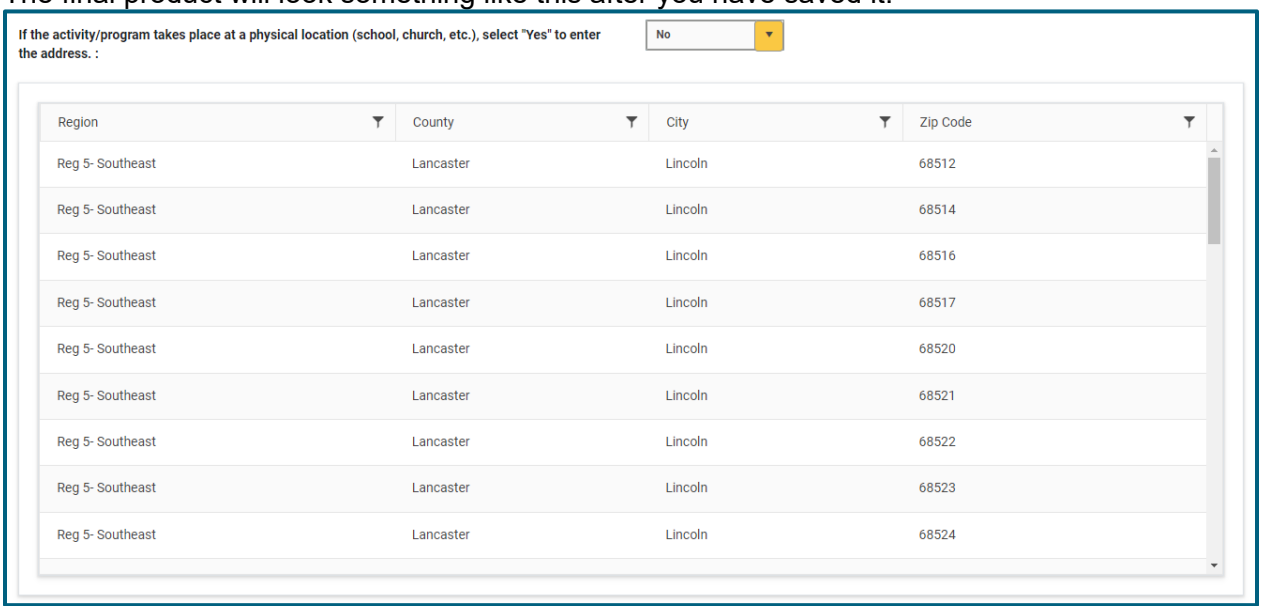
Keep the Physical Location at its default ("No") and *enter the Coverage Area at the county level*. Once you have selected the appropriate county from the dropdown, select the "Add County" button so the county appears in the field below.

Enter Coverage Area at the county level.

Each county will need its own NPIRS entry.



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



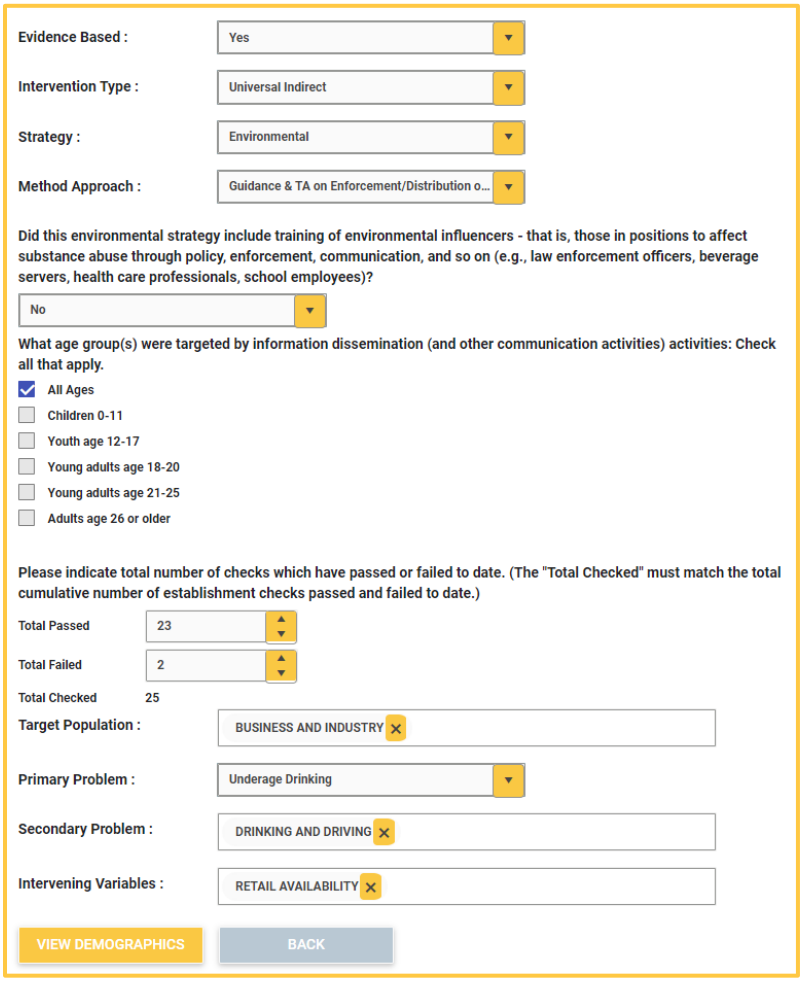
Region	County	City	Zip Code
Reg 5- Southeast	Lancaster	Lincoln	68512
Reg 5- Southeast	Lancaster	Lincoln	68514
Reg 5- Southeast	Lancaster	Lincoln	68516
Reg 5- Southeast	Lancaster	Lincoln	68517
Reg 5- Southeast	Lancaster	Lincoln	68520
Reg 5- Southeast	Lancaster	Lincoln	68521
Reg 5- Southeast	Lancaster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

For **RBST**, the answer to whether there was training of environmental influencers will be "Yes." Then, you will answer the follow-up questions to indicate how many participants passed and failed the RBST training.



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.

For **Compliance Checks** and **Sobriety Checkpoints**, enter the number of passed and failed checks; the system will add them for the total.

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 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

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)" ⓘ.

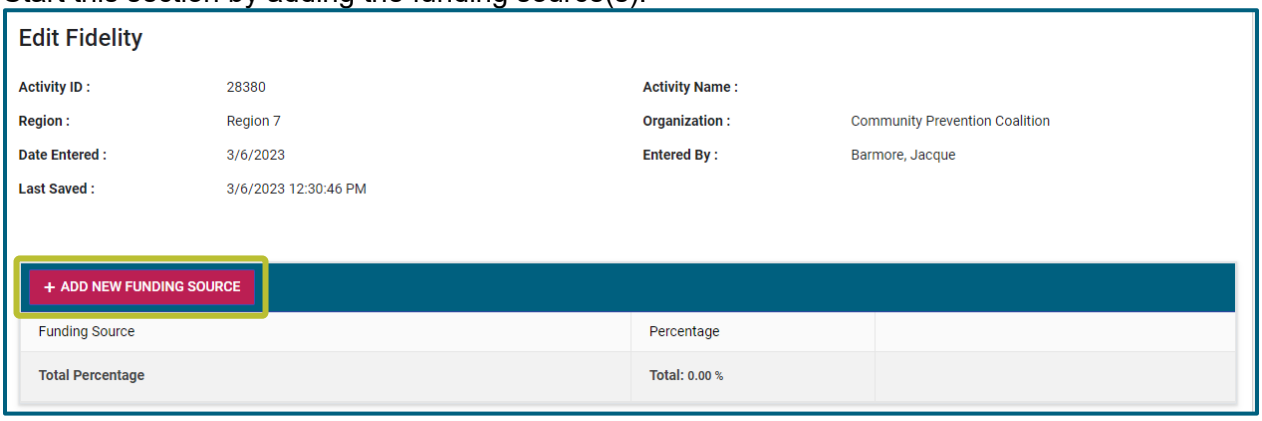
> The totals in each section (Gender, Race, Ethnicity, and Age) must be the same to move on to the next section. If the totals in the Excel file do not add up, you can modify the numbers slightly to make them add up (they are estimates, so slight modifications are acceptable).

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.

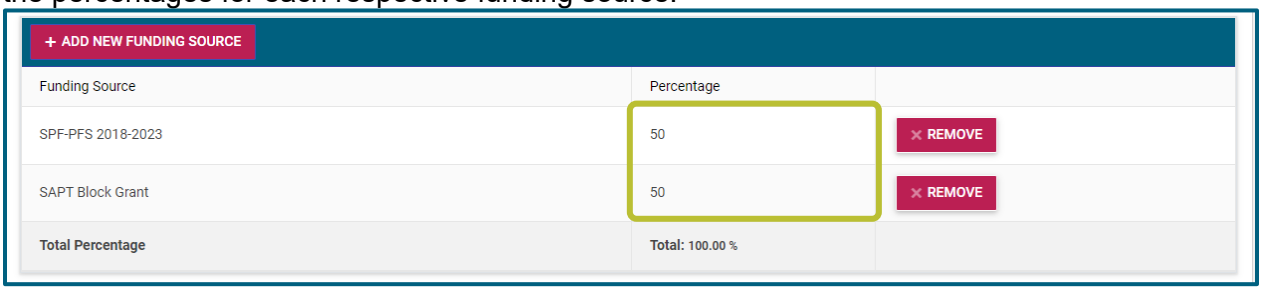
Funding & Fidelity

Funding Source

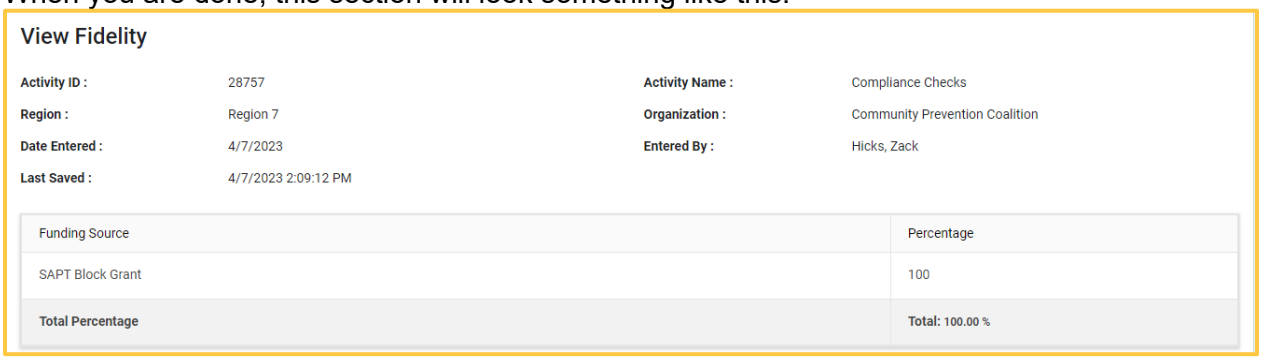
Start this section by adding the funding source(s).



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

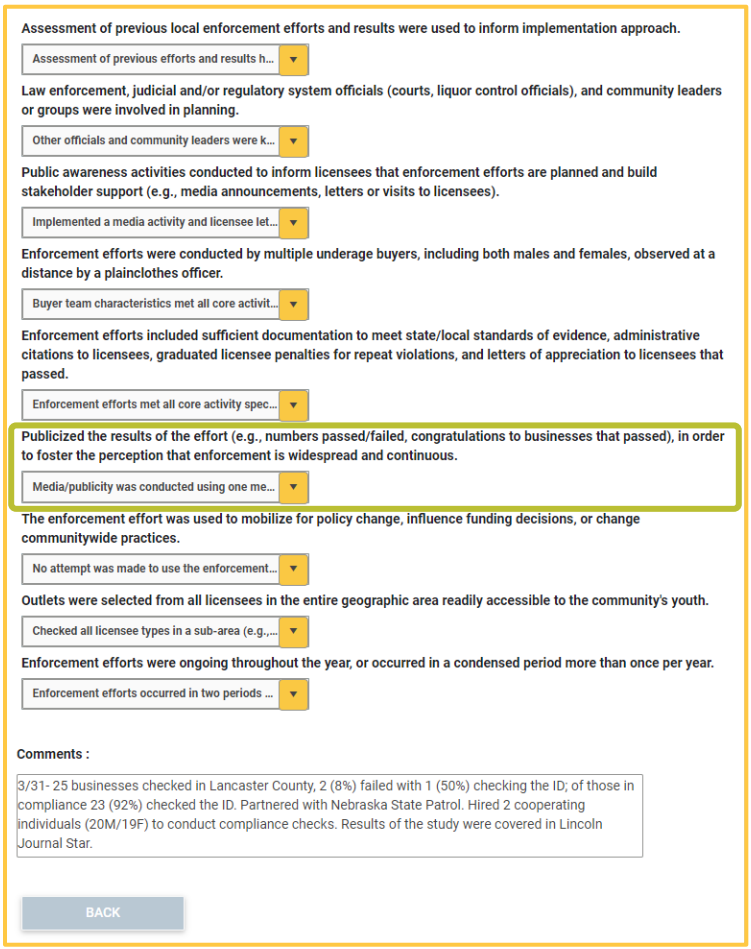


When you are done, this section will look something like this:



Fidelity

If you are implementing an evidence-based environmental strategy, you will be asked a series of fidelity questions. Response to these questions are used to understand how organizations implement evidence-based practices in relation to researched standards, rather than as a criteria for future funding decisions. If another person and/or organization is responsible for the implementation, provide them with the "NPIRS Reporting Form" and enter the data as received into the Fidelity section.



> The question that starts with "Publicized the results of the effort" is where you note whether the results of the Compliance Check were shared by selecting the medium/media through which it was done. This is sufficient for Compliance Checks, and you do not need to make a separate NPIRS entry about the publication of the results.

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

Activity Date

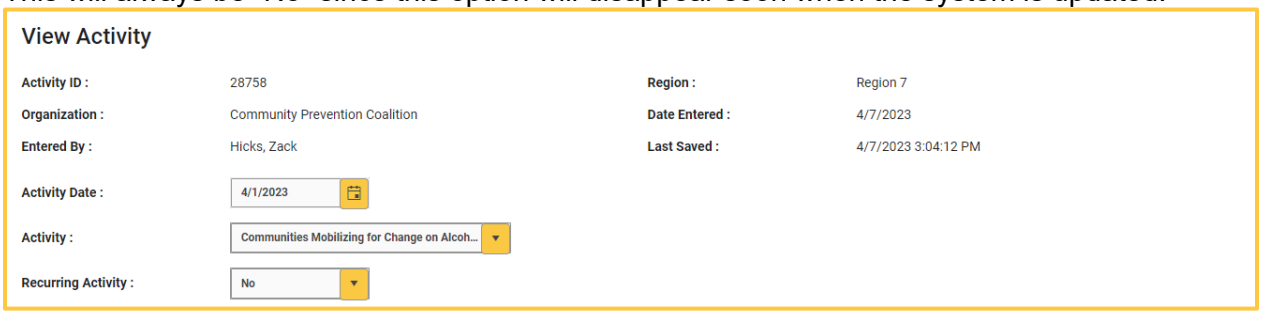
This activity should be entered after each action or event (e.g., submitted letter opposing policy, met with alcohol review board, drafted a new policy), entering the date of the activity.

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.

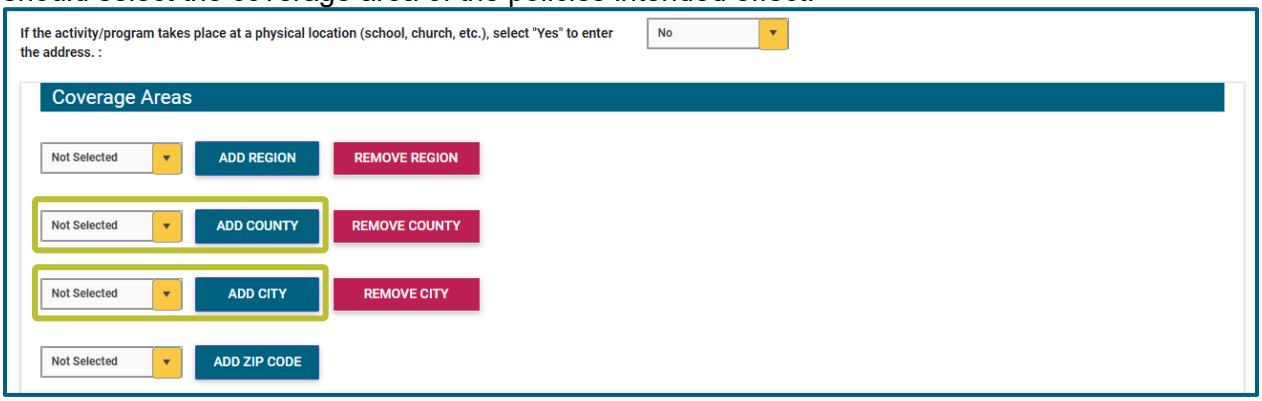
Recurring Activity

This will always be “No” since this option will disappear soon when the system is updated.



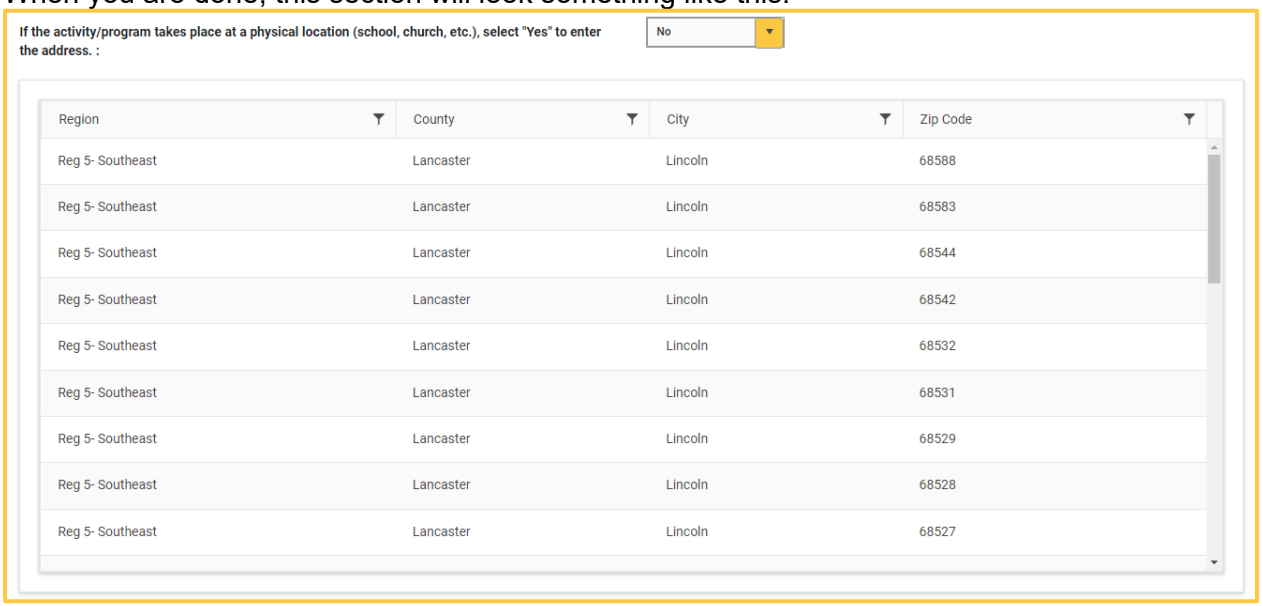
Physical Location

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

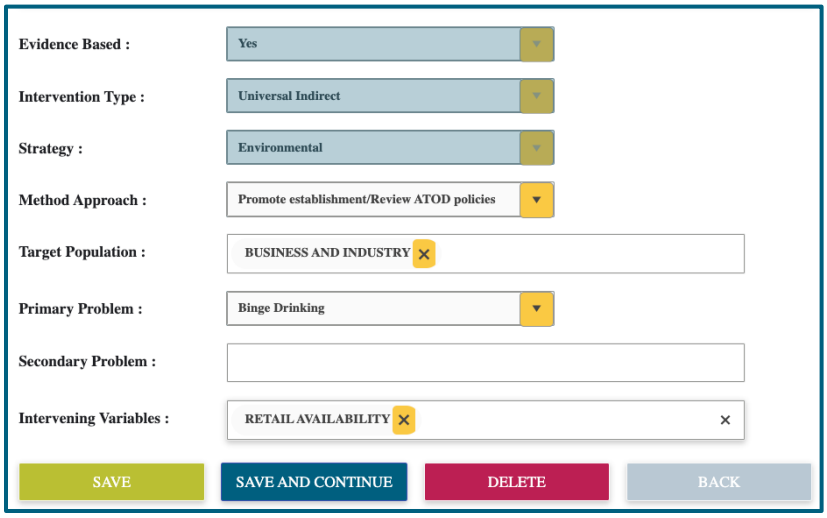


Once you have selected the appropriate county or city from the dropdown, select the “Add County” or “Add City” button so the county appears in the field below.

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



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

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

In this section, you will add the *population level* information for each county using the NPIRS County Demographics Excel file ⓘ. The reason you will be entering population level information is because these are **Universal Indirect** ⓘ strategies, which are designed to impact the entire population of the coverage area you are targeting. If you are targeting a sub-population within a geographic area, such as high school students, you can request this demographic information from the DBH epidemiologist, Zack Hicks.

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).

S

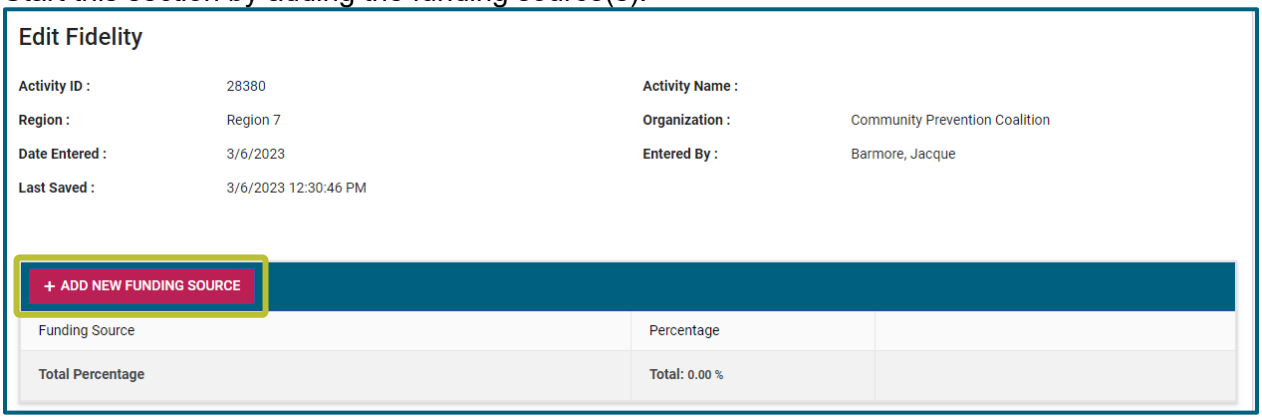
In the case of the entry that we are working with, high school students in Lancaster were the target population of the policy. Because high school students (ages 14-18) are a *subpopulation* of the county population in Lancaster, Zack Hicks provided the specific information instead of using the county-level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

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
1			Total	Gender		Race							Ethnicity		Age								
2	County	Target Population	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				

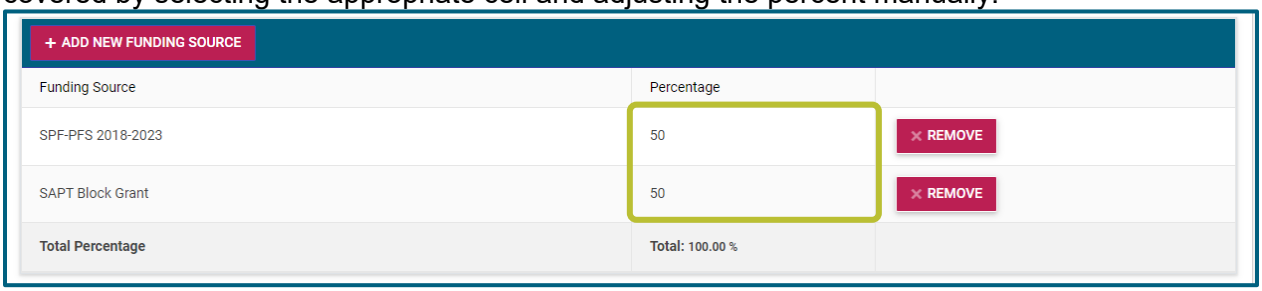
Funding & Fidelity

Funding Source

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



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



Fidelity

If you are implementing an evidence-based problem identification and referral program, you will be asked a series of fidelity questions. Response to these questions are used to understand how organizations implement evidence-based practices in relation to researched standards, rather than as a criteria for future funding decisions.

> **If another person and/or organization is responsible for the implementation,** provide them with the "NPIRS Reporting Form" and enter the data as received into the Fidelity section.

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) – and add 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:

- Clearinghouse and other information resource centers
- Resource directories
- Media campaigns
- Brochures
- Radio and Television Public Service Announcements
- Speaking engagements
- Health fairs

Activities Available in NPIRS

▪ Challenging College Alcohol Abuse (CCAA) ▪ Communities Mobilizing for Change on Alcohol (CMCA) - Media ▪ CTC media/outreach ▪ Electronic Resources (e.g. websites, banners on Facebook)	▪ Fixed Displays (e.g. billboards, large posters, outdoor banners) ▪ Printed Materials (e.g. brochures, infographics, postcards, direct mail) ▪ Public Service Announcements (PSAs) ▪ Rob Turrisi's Parent Handbook ▪ Social Norms Campaign[1] ▪ Sticker Shock

Activity Logistics

Activity Date

Enter the date an activity/campaign occurred or ends, 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.

Recurring Activity

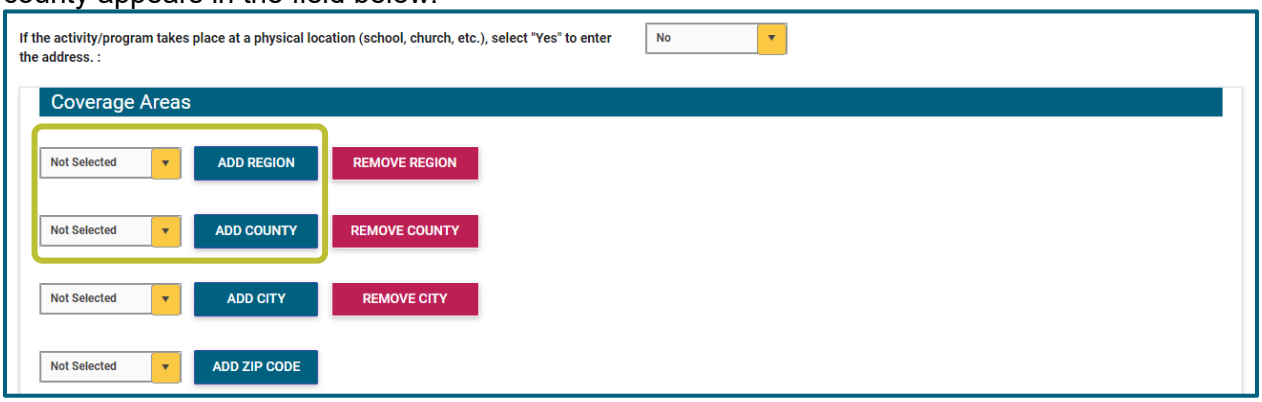
This will always be "No" since this option will disappear soon when the system is updated.

Physical Location

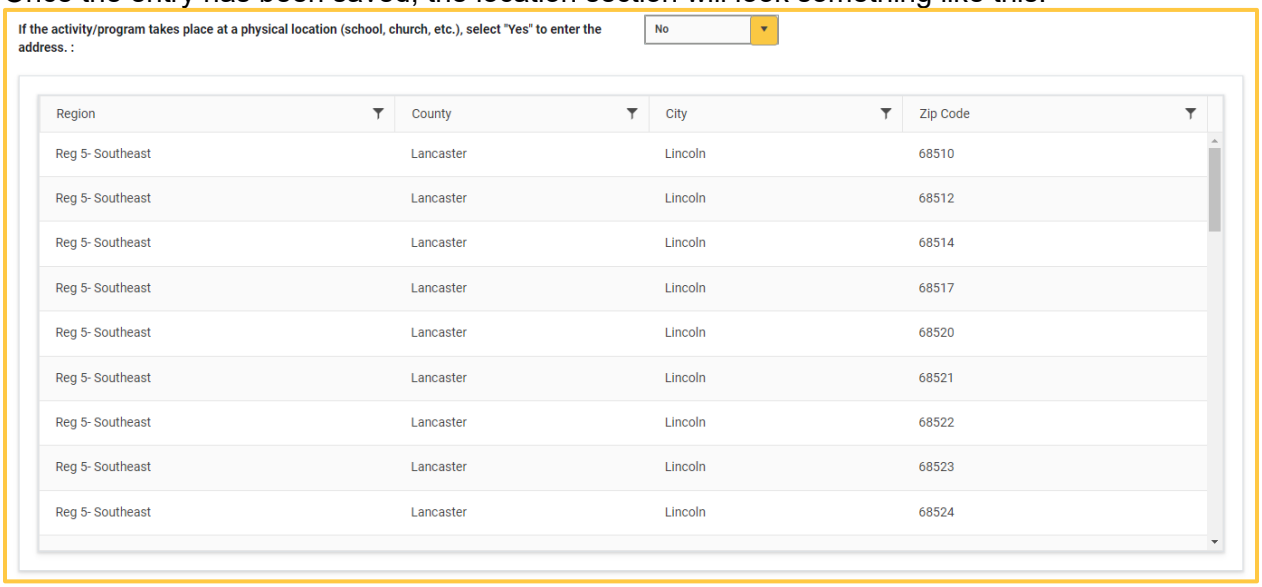
Keep the Physical Location at its default ("No") and enter the Coverage Area at the most appropriate geographic coverage area. Once you have selected the appropriate area (e.g.,

[1] 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.

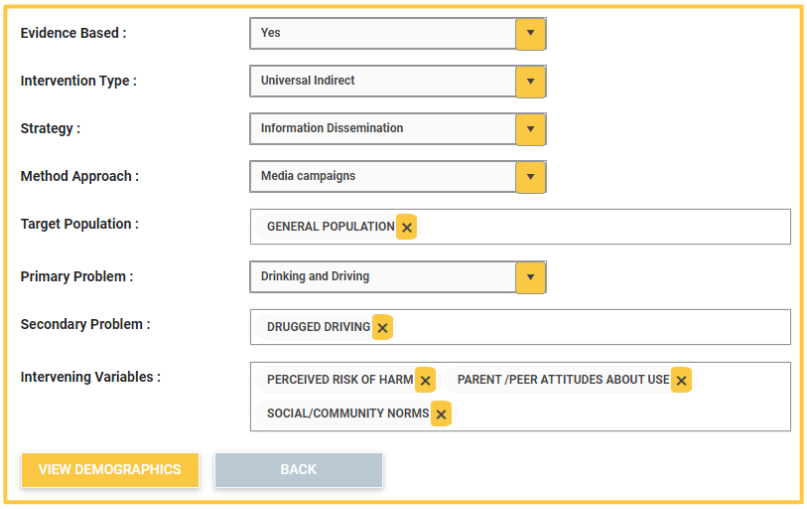
county, region) from the dropdown, select the “Add County” or “Add Region” button so the county appears in the field below.



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



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.

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

- Brochures, Fact sheets, Newsletters and Handouts
- Clearinghouse/Information resource centers
- Health fairs and other health promotion, e.g., conferences, meetings, seminars
- Information lines/ Hot lines
- Media campaigns
- Radio and TV public service announcements
- Resource Directories
- Speaking engagements

If your campaign is multimedia, then it may be best to select "Media campaigns," as this generates seven questions for different types of media. For each question, enter the correct number; if your campaign did not implement a particular type of media, enter 0.

> If you have any questions about which measure of reach to use, please reach out to the DBH Prevention Team.

One current limitation of the NPIRS form for some information dissemination activities, such as Electronic Resources, Social Norms Campaigns and PSAs, is that it does not capture the reach of digital media which may be a large component of these activities. This fix will be addressed in a future version of NPIRS. Until these changes can be implemented, NPIRS users are directed to enter digital impressions of these activities into the box that reads "How many people visited/called the resource center/ information line?" In the **Comments** box (on the Funding & Fidelity page), please indicate which measure of digital reach you are recording in the "resource center/information line" field (e.g. click through rate).

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

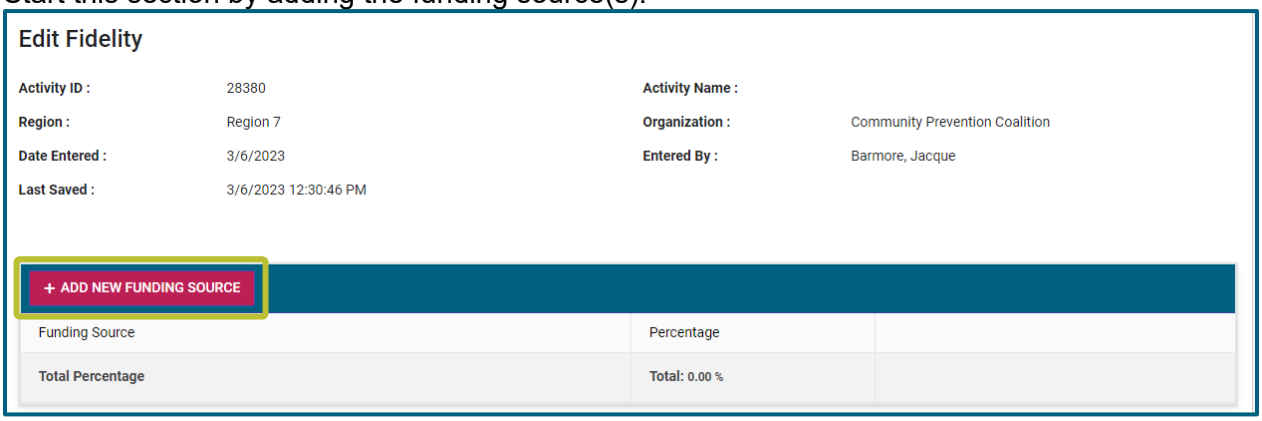
In this section, you will add the *population level* information for each county using the NPIRS County Demographics Excel file because it is a **Universal Indirect** ⓘ intervention. For instructions on how to use the NPIRS County Demographics Excel file, navigate to the section on using the spreadsheet 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).

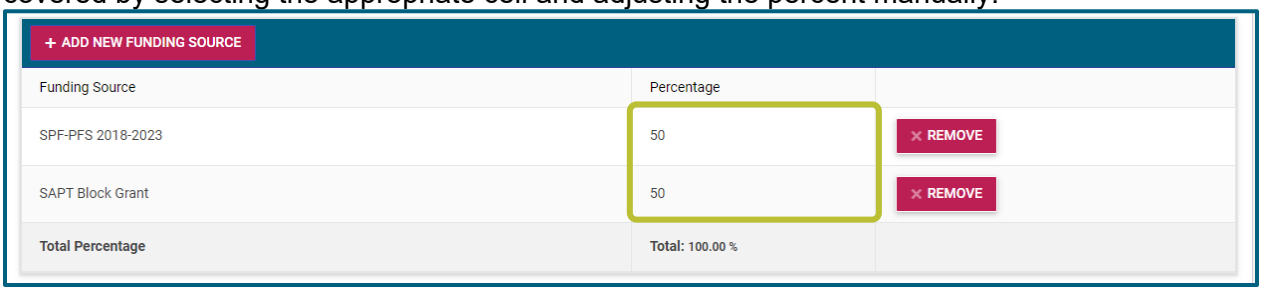
Funding & Fidelity

Funding Source

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



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



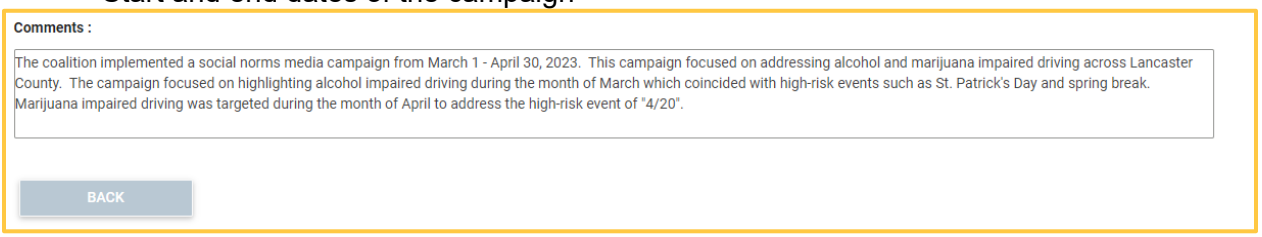
Fidelity

There are not currently fidelity questions for any of the activities within this strategy sub-type; however, these will be added in the future.

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.

Potential relevant information may include:

- Provide the name of the campaign
- What the campaign intends to address
- Intended audience (college students, parents, etc.)
- Start and end dates of the campaign



Appendices

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.

Grant Funding Periods

The term “reporting year” is used generically throughout this document to refer to the annual timelines for either PFS, SAPTBG, 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
SAPTBG	July 1	June 30
SOR	September 30	September 29

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 2021 table titled *ACS Demographic and Housing Estimates (DP05)*. County population estimates are based on data collected across 5 years, from 2017 to 2021. The categories for gender, race, and ethnicity are the same for the American Community Survey and NPIRS.

On the other hand, the estimates for age groups (again, provided by the 2021 ACS Demographic and Housing Estimates table) had to be modified to align with the age groupings available in NPIRS. This is a temporary and imperfect solution until the planned NPIRS enhancements are actually implemented. Thus, to make the available data align with the NPIRS categories, the DP05 estimates for each age group were adjusted by multiplying the estimates by appropriate coefficients. This manipulation of the data was considered appropriate because

the ACS data sets are used as *estimates* of the population targeted by Universal Indirect interventions, not the *actual* number of people served by other types of interventions.

References

Delaware Department of Health and Human Services. (n.d.). *Prevention Definitions and Strategies.* Retrieved April 6, 2023, from https://dhss.delaware.gov/dsamh/files/pds.pdf

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