Performance Based Prevention System (PBPS) Data Entry Guidelines

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Other Data Entry Resources

These documents are available on the Virginia Prevention Works portal in the Data Entry folder within OMNI Resources. Some of these documents can also be found on PBPS, under the State Agency Library as trainings.

- [PBPS Decision Tree](#)
- [Master Data Entry Plan](#)
- [Downloadable Demographics Calculator](#) (we recommend you download this to your computer for easy access)
- [PBPS Review Information](#)
- [Using the Demographics Calculator](#)
- OMNI TA – [Demographics Calculation TA Sheet](#)
- OMNI TA – [Block Grant Coalition Data Entry Tips](#)
- [Sign-in Forms](#) to Track Event or Meeting Attendance and Demographics
- Monthly TA Newsletter – Chock full of helpful information. Each contains a feature article, tools and tips, and important dates. Here are links to each issue to-date, with main topics:

[January 2019](#): Calculating Demographics; Data Entry FAQs	[April 2019](#): How Reports Can Help Data Entry; How to Make Plan Channel Corrections for Rejected Activities
[February 2019](#): Correcting Rejected Activities in PBPS	[May 2019](#): VASIS Dashboard 101; Recap of Data Viz Webinar: Best Practice Tips.
[March 2019](#): Media Campaign Demographics; Lock and Talk Campaigns	[June 2019](#): All About Campaigns; Environmental CSAP Strategies & Demographics

If you have any questions about data entry or PBPS functionality, please submit a help ticket in PBPS for assistance. Click 'Help' in the upper righthand corner when in PBPS.

Data Entry FAQs

Below are frequently asked questions related to data entry in PBPS. These are grouped in categories to help you find the answer you need quickly. If you have a question that is not listed here, please email OMNISupport@omni.org or submit a ticket in the help section of PBPS.

Category	FAQ	Answer
Data Entry Plan	I need to record an activity for a strategy that isn't in my Data Entry Plan.	You may reference the Master Data Entry Plan to see how you should classify the strategy. If you do not see the strategy listed in Column A in the Master Data Entry Plan, or if you are uncertain about the choices listed, please submit a help ticket through PBPS so an OMNI TA can provide you with an updated data entry plan that includes the new strategy.
Blended Funding	How do I record strategies with multiple funding sources? (i.e., SOR and BG funded strategies)	Any activity that uses PFS funding should be recorded with PFS as the primary funding source in the Plan Channel. Then select SOR or BG as the secondary funding stream in the Implement Channel, as applicable. For activities dual-funded by SOR and BG, select SOR as the primary funder and BG as the secondary. (This is due to PBPS system requirements.) If an activity is using all three funding streams, you will need to set up two campaigns in PBPS: 1. Set up one campaign with SOR as the primary funder and record BG as the secondary funder in the implementation activity. 2. Set up the second campaign as a PFS funded only campaign.
	What do we select as the primary funder in the Plan Channel?	➢ If **PFS** funded, select PFS. ➢ If **SOR** only funded, select SOR. ➢ If **BG** only funded, select BG. ➢ If **SOR** and **BG** funded, select SOR as primary funder. ➢ If **SOR**, **BG** and **PFS** funded, Select SOR as primary funder and BG as secondary funder. Then set up a second campaign in the Plan Channel with PFS as the primary funding (no secondary funding).
	Where do I record secondary funding sources?	You will be asked to enter any secondary funding source only when recording an activity in the Implement Channel. If you are registering campaigns or cohorts in the Plan Channel, you will only be entering primary funding information.
Coalitions	For coalition work, what should I record as a strategy in the Plan Channel versus	If you and/or your CSB lead the coalition, or are instrumental in its work, please record it as a strategy in the Plan Channel, and document regular meetings as activities in the Implement Channel. Note, regular meetings include the entire coalition, and do not include sub-committee or task force meetings.

	recording in the Capacity Channel?	If you attend coalition meetings, but do not lead the coalition, please record any staff time associated with the meetings in the Build Capacity Channel. You will not enter information in the Plan Channel or Implement Channel for this type of coalition work. Not sure if you are leading a coalition? Please refer to the Block Grant Coalition Data Entry Tips for more guidance on what constitutes leading a coalition, available on the Virginia Prevention Works portal in the Data Entry folder within OMNI Resources.
Demographics	Where do I record demographics for a cohort?	When setting up the cohort in the Plan Channel, you will be asked to enter in the demographics. You will have a chance to edit/finalize these demographics in the Plan Channel as you are recording the last activity for that cohort in the Implement Channel. Do not use 'place holder' demographics. Instead, wait to register the cohort until the demographics are known.
	Where do I record demographics for a campaign?	Demographics for campaigns will be entered with each recorded activity in the Implement Channel. While there is a spot to enter demographics in the Plan Channel, you should *not* record the demographics there. **Campaign demographics should only be entered in the Implement Channel when you record an activity**. Different groups of people will be served with each campaign activity, so they will change with each activity recorded.
	When would I use a demographic calculator?	You will use a demographic calculator if you are targeting a population or group for which you do not have specific demographic information. Examples include attendees of a community event or the audience of a media campaign. The demographic calculator is used more commonly for campaigns, but is sometimes used for cohorts if you don't know the demographics of the group you are working with, or if the strategy requires you to enter population data, rather than a direct group (e.g., Counter Tools work). We recommend using OMNI's Downloadable Demographics Calculator, as it allows for filtering out certain groups (e.g., age ranges) that are not part of your target population. This tool can be found on the Virginia Prevention Works Portal.
	When should I use the Downloadable Demographics Calculator vs. using the calculator built into PBPS?	PBPS's built-in demographic calculator is useful only if you are targeting the whole population in a specific community or your catchment area. For example, Merchant Education strategies, like Counter Tools. However, if you were targeting a subset of a specific population, say youth between 15-18, use the Downloadable Demographics Calculator to get a more accurate representation of the demographics in that target population. This tool will allow

		you to remove categories or age ranges that were not targeted by the activity, like children age 0-4 years.
	How do I use the Downloadable Demographics Calculator version of demographic calculator?	Once you download the [Downloadable Demographics Calculator](#) from the Virginia Prevention Works Portal (in documents), there are instructions to follow for use. If you have further questions, please email [OMNISupport@omni.org](#) or submit a help ticket through PBPS.
Implementations	What are activities in the Implement Channel?	For Cohorts: each session or regularly-occurring meeting will count as one activity in the Implement Channel. For Campaigns: each effort directed to a target group/population being served counts as one activity in the Implement Channel, like one instance of lock box distribution, a community presentation, or one message on a billboard.
	What is an implementation?	Each instance of putting into effect a program/practice/ strategy is called an implementation. This information is used for federal reporting to calculate the percent of programs/practices/strategies that are evidence-based. In terms of data entry in PBPS: • For Cohorts: each cohort generally represents a separate implementation – unless multiple implementations are noted when setting up the cohort. Another way to think of implementations for cohorts is to look at how many groups receive the curriculum delivery or how many coalitions are being led by the CSB. This is different from the number of activities or sessions within a cohort. • For Campaigns: each group/population being served counts as an implementation. The number of activities is the same as the number of implementations for campaigns.
	What does the "Number of Implementations" question in the Plan Channel mean?	This dropdown is available to you when you are setting up cohorts in the Plan Channel. It allows you to reduce data entry if you are implementing a cohort strategy with more than one group (cohort of people) during the same time period. The most common example of this is implementing a school-based curriculum in several classrooms and/or schools (e.g., Life Skills Training in grades 6-10). Instead of creating a separate cohort for each group or grade, you can set up one cohort for "Life Skills Training" and use the number of implementations dropdown field to designate how many different groups you are implementing the curriculum with. (In the case of the LifeSkills example, this would be "5", one

		per grade). Demographics would reflect all youth that are receiving the curriculum. If you have questions about how to use this feature, reach out to OMNI TA Support for guidance.
		This feature is also available to track the number of Permanent Drop Box locations you are implementing. If you have one drug drop box in your catchment area, this will count as one implementation. Each drug drop box will count as one implementation. For example, if there are two drug drop boxes in the same locality, you will enter 2 for the number of implementations. For this strategy, one cohort would be set up for each locality with a drop box location; each drop box within that locality would count as its own implementation, and would require its own activities to be recorded.
	When do I record something as an Individual Activity?	Answer: Rarely or never! Most prevention activities being implemented throughout the year should be associated with either a cohort or a campaign. However, if you have used the PBPS Decision Tree and determined that the activity you completed qualifies as an Individual Activity, please reference the Master Data Entry Plan for the correct classification information. If you do not see the activity in the Master Data Entry Plan, please reach out to OMNI TA Support and we can provide the classification details.
Staff Hours	Where do I enter my staff hours for _____ activity?	For all staff hours questions, please submit a help ticket through PBPS. There is also a staff hours FAQ on the Virginia Prevention Works Portal. Staff hours may be reported in implementation activities and/or in the Build Capacity section of PBPS.
Family Wellness	Where do I record Family Wellness activities?	Family Wellness activities will be recorded just like other BG activities. If the activities are supported with Family Wellness funds, make sure to select "Yes" in the Family Wellness-related dropdown when you record an activity in the Implement Channel. This will help DBHDS identify which strategies are using Family Wellness funding.
Mental Health and Suicide Prevention	What option should I choose for the *"Is this activity mental health or suicide related?"* dropdown?	If the activity is supported with mental health or suicide prevention funding from DBHDS, make sure to select "Yes" in the dropdown when you register the strategy in the Plan Channel. This will help DBHDS identify which strategies are being completed with the funding.
Closing Strategies	When should I close out a cohort?	You will be prompted to close out a cohort in the Implement Channel once all planned activities have been recorded. The pop-up message will provide you a drop-down of potential actions, such as closing the cohort or adding more sessions to the cohort. Planned-for activities are reflected as the Number of Sessions you enter in the Plan Channel for the

		cohort. If the number of activities/sessions has changed since it was first set up in the Plan Channel, you may increase or decrease the Number of Sessions to the actual number.
		Please ensure that all the cohort activities have been approved in PBPS, meaning they will have a little check mark next to the activity recording, **before** closing the cohort. Any revisions to cohort activities that will need to be made after the cohort has been closed will require CPG to unlock the cohort for you.
	When should I close out a campaign?	You should close out a campaign once you have completed all the activities associated with it, and you do not plan to do more. For example, if all of the media components for a media campaign are complete, you can close out the media campaign.
	How do I close out a campaign?	To close a campaign, go to the Campaigns tab in the Plan Channel. Click on the box next to the campaign name and scroll to the bottom to select Close Campaign.
Rejections	Why are my activities being rejected?	Common reasons activities are rejected include: 1. Incorrect demographics, such as recording 3 when 150 lock boxes were distributed. Or, recording 0-4 and 5-11 age groups for strategies where they are not likely to be part of the target population. 2. All demographics are entered as "Unknown" instead of being broken down into gender, age, race, and ethnicity using the downloadable demographics calculator. 3. Recording different demographics under multiple activities for the same cohort. 4. An individual activity was recorded that should be part of a cohort or campaign. 5. Recording an activity that does not include implementing the activity. For example, planning or prep time, or recording a snow day. It is important to review the message included with the rejection message for guidance on the specific issue and next steps for revising the issue or issues that were identified.
PBPS Reports	How can reports help with data entry?	The Evaluate Channel in PBPS has many helpful reports that will help you track the impact and reach of your strategies, but can also be helpful with data entry. Below are some of the reporting options: 1. **Activity Count Report**: this will display how many activities have been recorded for each cohort or campaign in the Implement Channel. This report can be filtered by funding strategy.

		2. **Number Served Report**: this will display a summary of how many individuals have been reached by your strategies. This can be filtered and sorted in a variety of ways, like by strategy.
		3. **Demographics Report**: this will display each demographic field, like age or ethnicity categories. Selecting the Table display option and exporting the report to Excel, you will see how many of your demographic categories are recorded as 'Unknown.' Or, you can group the report by strategy to identify where corrections need to be made.
		4. **Rejected Activities Report**: this will display the OMNI notes related to the rejected activities into one place. Selecting the List display option will show the reasons why the activity was rejected.

Institute of Medicine (IOM) Prevention Classifications

The Institute of Medicine (IOM) has developed a framework for classifying prevention that divides the continuum of services into prevention, treatment, and maintenance. Prevention is further divided into three main classifications: universal, selective, and indicated. The Substance Abuse and Mental Health Services Administration (SAMHSA) has adopted these classifications in order to categorize substance use prevention activities. Each prevention classification is described below. Definitions below are according to the SABG federal reporting instructions.

Universal Direct and Indirect
Activities targeted to the general public or a whole population group that has not been identified on the basis of individual risk.

Direct
Activities directly serve an identifiable group of participants but who have not been identified on the basis of individual risk. (e.g., school curriculum, after-school program, parenting class). This also could include activities involving interpersonal and ongoing/repeated contact.

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

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

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

CSAP Strategies and Sub-Strategies

SAMHSA's Center for Substance Abuse Prevention (CSAP) has categorized prevention activities into six main strategies. The following pages include a description of each CSAP strategy and sub-strategy as well as examples. Definitions were largely adapted from the federal SABG reporting instructions and SAMHSA's Block Grant Laws and Regulations. In some cases, additional CSAP sub-strategies were added to support more detailed data collection.

Alternatives
Community Drop-In Centers
Community Service Activities (CSAs)
Drug-free Dances and Parties
Youth / Adult Leadership Activities
Outward Bound (OB)
Recreation Activities (RA)
Other Alternatives

Community Based Processes
Community Team-Building
Community & Volunteer Training
Community Technical Assistance (TA)
Multi-agency Coordination & Collaboration / Coalition
Systematic / Strategic Planning
Other Community-Based Process

Education
Education Programs for Youth Groups
Mentors
Ongoing Classroom and/or Small Group Sessions
Parenting & Family Management
Peer Leader / Helper Programs
Preschool ATOD Prevention Programs
Other Education Activities

Environmental
Guidance and TA on monitoring enforcement governing availability and distribution of ATOD
Other Enforcement
Modifying Alcohol/Tobacco Practices
Product Pricing Strategies
Promoting the establishment or review of alcohol, tobacco, and drug use policies in schools
Social Marketing Campaign
Social Norms Campaign
Other Environmental Strategy
Public Policy Efforts

Information Dissemination
Brochures
Clearinghouse / Information Resource Centers
Health Fairs, Other Health Promotion
Information Lines / Hot Lines
Media Campaigns
Radio & TV Public Service Announcements (PSAs)
Resource Directories
Speaking Engagements
Other Information Dissemination

Problem ID and Referral
DUI / DWI Education Programs
Employee Assistance Programs
Student Assistance Programs
Other Problem ID and Referral

Alternatives

This strategy provides the opportunity to participate in healthy, positive, and constructive activities that exclude substance use. These activities are assumed to offset the attraction to and/or meet the needs filled by alcohol and drugs, thereby reducing the likelihood of substance use. It is recommended to implement alternatives as part of a comprehensive substance use prevention plan since research has shown that implementing these activities alone is not sufficient to prevent substance use.

Community Drop-In Centers

Activities and events held at a community drop-in center that offer social, recreational, and learning environments free from alcohol, tobacco, and other drugs (ATOD).

Examples: After-school programs, senior centers, recreation centers, community centers

Community Service Activities

Activities in which youth and adults provide a variety of community services.

Examples: Community or neighborhood clean-up, repairing/painting homes, support to the elderly or persons with disabilities, Meals on Wheels, developing a community park

Drug-free Dances and Parties

Social activities for individuals that exclude the use of alcohol, tobacco, and other drugs.

Examples: School dances and community events/parties

Youth/Adult Leadership Activities

Services through which youth and adults serve as role models who work with youth.

Examples: Tutoring programs, coaching activities, Big Brothers, Big Sisters

Outward Bound

Participation in the Outward-Bound program, a non-profit educational organization and expedition school that provides challenging learning expeditions and inspires self-discovery at campuses across the United States and internationally. Programs focus on improving outcomes, such as building leadership, service, and confidence.

Examples: Outward Bound programs for youth, teens and adults may include traditional expeditions and gap year/semester expeditions, and courses for struggling teens and young adults, veterans, and special populations (e.g., grieving teens, groups, and professional programs). *http://www.outwardbound.org/*

Recreation Activities

Recreational activities for individuals that specifically exclude the use of alcohol, tobacco, and other drugs.

Examples: Sports, games, movie nights, and program events

Other Alternatives

Other alternatives that do not fit into defined subcategories

Example: Teen Maze

Community-Based Process

This strategy aims to enhance the ability of the community to more effectively provide prevention and treatment services for alcohol and drug abuse disorders. It includes ongoing networking activities and technical assistance to community groups or agencies, as well as organizing, planning, enhancing the efficiency and effectiveness of service implementation, building coalitions and networking.

Community Team- Building

Any activity that establishes some sort of trust and dedication between the organization and the community. This relationship is used to help build a community identity.

Examples: Outdoor/indoor pursuits, workshops, social events, community service or charitable work, changes to work practices.

Community & Volunteer Training

Education or instruction of knowledge, skills, and competencies with the goal of building a person's capacity and performance. This includes the development of, delivery, and participation in training. Training is considered a structured event that is intended to develop proficiency in program design, development, and delivery of skills.

Examples: Mental Health First Aid Training, Applied Suicide Intervention Skills Training (ASIST), Training of Trainers (TOT), skill-building activities, board trainings, neighborhood action training, impactor training, staff/officials training, training instructors in PAT.

Community Technical Assistance

Refers to the delivery of expert programmatic, scientific, and specialized support to organizations and communities to aid in the design, implementation, and evaluation of prevention-related topics and to enhance promotion of activities.

Examples: Addressing cultural competence, capacity-building, quality assurance/improvement, conducting evaluations, developing funding and resources, organizational development.

Multi-agency Coordination & Collaboration/Coalition

Establishing coalitions, committees and workgroups with representatives from multiple agencies/organizations to collaborate to address a specific issue/topic.

Examples: Youth Coalition, Underage Drinking Prevention Committee

Systematic/Strategic Planning

Structured activities that help states and communities to identify needs, assess existing programs, set priorities, and allocate resources systematically based on objective needs assessments.

Examples: Evaluation needs assessment, capacity assessment, logic model development, research/evidence-based practices and policies.

Other Community-Based Process

Other community-based activities that do not fit into defined subcategories.

Education

This strategy involves two-way communication and is distinguished from merely disseminating information by the fact that it is based on an interaction between the educator and the participants. Activities under this strategy aim to affect critical life and social skills, including decision-making, refusal skills and critical analysis (e.g., of media messages).

Education Programs for Youth Groups

Instruction or lessons focused on prevention of substance abuse provided to an organization of young people. Youth groups are typically formed through a chartering process. Title 36, defines a youth group as "a group or organization listed in title 36 of the United States Code (as a patriotic society) that is intended to serve young people under the age of 21."

Mentors

Activities that provide youth with structured time with a mentor.

Examples: Homework help/assistance, afterschool programs, one-to-one mentoring activities

Ongoing Classroom &/or Small Group Sessions

Lessons, seminars or workshops that are presented as a recognized curriculum in a classroom setting.

Examples: All Stars, DARE To Be You, Life Skills Training, Project ALERT, Reconnecting Youth.

Parenting & Family Management

Structured classes and programs intended to assist parents and families in skills development.

Examples: Parent/family management classes, Strengthening Families Program, Family Effectiveness Training.

Peer Leader/Helper Programs

A structured recurring activity that use peers (people of the same rank, ability, or standing) to provide guidance, support and other activities for youth or adults. Programs that work to build resiliency in youth by pairing youth with peer helpers who receive training and support from teachers participating in the program.

Examples: Peer Assistance and Leadership (PAL) program, peer resistance development/peer/cross-age tutoring, teen leadership institutes, peer support activities.

Preschool ATOD Prevention Programs

Youth enrolled in a public or private preschool program that practices ATOD prevention.

Examples: Preschool programs, child day care, or youth 4 years and younger.

Other Education Activities

Other educational activities that do not fit into defined subcategories. Examples: Media Literacy classes, Adult Skills Classes, GED classes.

Environmental

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

Guidance and technical assistance on monitoring enforcement governing availability and distribution of alcohol, tobacco, and other drugs

Activities intended to provide direction and support to enforcement groups on policies related to alcohol, tobacco, and other drug access and availability.

Examples: TA to police departments on enforcing access

Other Enforcement

Strategies intended to increase the enforcement of alcohol, tobacco and other drug (e.g. marijuana) laws and policies.

Examples: Compliance Checks, Shoulder Taps, Party Patrols, Enforcing Impaired Driving Laws, Sobriety Checkpoints, Alcohol Restrictions at Community Events.

Modifying Alcohol/Tobacco Practices

Activities intended to prevent the sale and use of alcoholic beverages and tobacco products to minors, such as placing signs in bars, restaurants and other establishments as well as efforts to educate servers, vendors and law enforcement personnel about these issues.

Examples: Social or commercial host training and management programs, TIPS training, vendor carding programs, Merchant Education

Product Pricing Strategies

Strategies intended to make it more difficult for youth or adults to use or abuse tobacco or alcohol, including raising the price of cigarettes and alcohol.

Examples: Price interventions such as restrictions on discount pricing or promotions (e.g., happy hour pricing of two drinks for the price of one), increasing excise taxes.

Promoting the establishment or review of alcohol, tobacco, and drug use policies in schools

Activities intended to establish schools that are free of alcohol, tobacco, and other drug (ATOD) products and use.

Examples: Establishment of drug-free school zones, school use policies and procedures.

Social Marketing Campaign

This type of a campaign tells you how to adopt and sustain a certain healthy behavior, or how to change or stop an unhealthy behavior by making a specific behavior request as part of the campaign's message.

Examples: Eat 5 A Day, [Talk. They Hear You](#), [Speaknow!](#).

Social Norms Campaign

The social norms approach uses a variety of methods to correct negative misperceptions (usually overestimations of use), and to identify, model, and promote the healthy, protective behaviors that are the actual norm in a given population. This type of a campaign tells people what the true normative behavior is when there is perception survey data that shows a misperception around what that normative behavior is.

Example: Most of Us campaign

Other Environmental Strategy
Other environmental activities that do not fit into defined subcategories.

Examples: Minimum-purchase-age intervention, license revocation, limitations on the location and density of retail alcohol/drug outlets, implementing a Prescription Drug Take Back Event

Public Policy Efforts
Activities intended to change public policy related to the prevention of substance abuse.

Examples: Working to establish a Social Hosting ordinance, developing uniform law enforcement policies within a jurisdiction or jointly with surrounding jurisdictions in order to provide a community standard in the management of underage drinking, smoking and related behaviors, changing public policy around prescription drug take back.

Information Dissemination
This strategy provides awareness and knowledge of the nature and extent of substance use, abuse and addiction, and their effects on individuals, families and communities as well as available prevention programs and services. It also provides knowledge and increases awareness of available prevention and treatment programs and services. Information Dissemination is characterized by one-way communication from the source to the audience with limited contact between the two. Unlike Social Marketing and Social Norms campaigns, the information provided does not offer or promote a specific behavior change. It is recommended to use this strategy as part of a comprehensive substance use prevention plan since research has shown that information dissemination alone is not sufficient to prevent substance use

Brochures
Brochures, fact sheets, newsletters or handouts provide information on a specific topic and can be disseminated via paper copies, or electronically in the forms of a PDF, a website posting, a message sent out on a list serv, etc.

Examples: Brochures, fact sheets, newsletters, postcards, handouts

Clearinghouse/ Information Resource Centers
Clearinghouses and Information Resource Centers provide educational reference materials such as books or DVDs. In many cases, the clearinghouse and resource center also answers questions related to the materials.

Examples: DVDs, VHS, visual aids, or informational materials that are borrowed from a library or resource center (i.e., not original to coalition/organization's efforts), websites with resources on ATOD prevention or treatment

Health Fairs, Other Health Promotion
Having a booth or exhibit at a fair or event that displays or disseminates information and that has a focus on an ATOD prevention message related to the target population.

Examples: Health fairs, health screenings, health clinics

Information Lines/Hot Lines
Phone lines that provide information on specific issues and services (does not include telephone calls that are a normal part of day-to-day business).

Examples: Toll-free number services, hotlines, crisis lines, 'Quit Now Virginia'

Media Campaigns
A print or broadcast media campaign that delivers information and educates on specific topics. In contrast to PSAs, the information is usually longer (e.g. on TV or radio, more than five-minutes long). Please note that Media Campaigns are separate from Social Marketing and Social Norm Campaigns.

Examples: Yellow Ribbon & Red Ribbon campaigns, social media campaigns that do not fit into Social Marketing or Social Norms Campaigns

Radio & TV Public Service Announcements
A media message or campaign, usually less than five-minutes long, and provided through public airways that are designed to inform and educate audiences concerning a specific topic.

Examples: Television PSA, Radio PSA, newspaper advertisements/announcements

Resource Directories
A list of related programs and services in a particular community, county or state.

Examples: State services resource directory, community service directory, website directory

Speaking Engagements
Activities intended to impart information about specific issues to general or targeted audiences.

Examples: Speeches, one-time presentations, assemblies, news conferences

Other Information Dissemination
Other methods of providing information that do not fit into defined subcategories.

Examples: Creating an informational DVD, developing coalition website

Problem ID and Referral

This strategy aims to identify those who have indulged in the illegal use of alcohol or drugs 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.

DUI/DWI Education Programs

Structured education activities intended to change the behavior of individuals who have been involved in the use of alcohol and/or other drugs while operating a motor vehicle.

Examples: Alcohol-related highway traffic safety classes, alcohol and other drug awareness seminars, court-mandated alcohol and other drug awareness education programs

Employee Assistance Programs

Activities intended to provide information for individuals whose problems may be interfering with work performance.

Examples: Workplace education programs, referrals to another agency, follow up services, health education and health programs for employees, workplace policy development

Student Assistance Programs

Structured activities intended to provide for students whose problems may be interfering with school performance.

Examples: School counselor's early identification of student problems, referrals, follow-up services, in-school support groups, school policy development

Other Problem ID & Referral

Other Problem ID and Referral activities that do not fit into defined subcategories.

Examples: Home visits to check in, office visits, in-depth telephone conversations, case management, advocacy, treatment services, treatment planning, crisis intervention, screening/assessment/evaluation

Glossary

Activities – These are associated with the cohorts or campaigns you set up in the Plan Channel and are what you implement to directly change the knowledge, behaviors, perceptions and/or attitudes of the target population in your community. Activities are entered in the Implement Channel of PBPS.

- For cohorts: one activity is typically equivalent to one session or meeting, such as one session of an education curriculum that consists of a total of 10 sessions. For cohorts, the number of sessions is defined in the Plan Channel.
- For campaigns: each may consist of one or more activities that are a part of a larger program or media strategy. Each related activity is entered separately in the Implement Channel. For example, each time a prescription drug lock box is distributed at an event or to individuals, that distribution would be recorded as one activity.

Campaign (Media, Social Marketing, Social Norms) – In terms of a campaign strategy that is implemented in the field, this refers to the development and implementation of marketing concepts to influence targeted behaviors using a planned collection of content and messaging that benefits individuals and communities for the greater social good. A full delivery of this type of campaign would be the complete execution and delivery of planned messages around a specific content area or targeted behavior. The three main CSAP strategies that apply in these cases are: 1) Information Dissemination Campaigns; 2) Social Marketing Campaigns, and 3) Social Norms Campaigns.

1) Information Dissemination Campaign strategies aim to raise awareness and knowledge of the nature and extent of substance use, abuse, and addiction, as well as effects on individuals, families and communities.
2) Social Marketing Campaign strategies tell a target population how to adopt and sustain a healthy behavior, or how to change or stop an unhealthy one. These strategies include a specific behavior request as part of the campaign's message is mage.
3) Social Norms Campaign strategies use a variety of methods to correct negative misperceptions and educate the public on what constitutes normative behavior when misperceptions around normative behavior are present.

Campaign (section of PBPS) – A campaign within PBPS can be set up in the Plan Channel anytime you have recurring activities that are part of a larger program or media strategy where some of the targets, output types, strategies, etc. are consistent for all activities even though the specific activity (action type) or demographics of the target population may change depending on the activity. Essentially, a campaign in PBPS can have one or more activities recorded under it that serve a different population or group of individuals with each activity. Examples include Media Campaigns, Social Marketing Campaigns, Speaking Engagements, Health Fairs, and other strategies. See the PBPS help section for more details.

Cohort (section of PBPS) – A cohort is set up anytime you have recurring activities with the same target population or group. This section of PBPS is also used for certain strategies to facilitate entering activity data (e.g., Counter Tools, Merchant Education, or Drop Boxes). See the PBPS help section for more details.

Curriculum – the procedures and materials used to deliver educational programming. A full curriculum delivery would be when the entire set of materials are delivered to a group of participants.

Example: All Stars educational programming is delivered to a group of youth for the full 15 weeks and all the material is covered. This counts as 1 full delivery.

Example: Project Alert educational programming is fully delivered to 5 classrooms in a school. This counts as 5 full deliveries.

Demographics – data relating to characteristics of a population (age, gender, race, ethnicity, etc.) being served or targeted by a strategy. Tools are available to help you determine these characteristics for data entry purposes.

Evidence-Based – Strategy that has been researched and demonstrated to be effective for specific problems in target populations. According to the Substance Abuse and Mental Health Services Administration (SAMHSA) FY2018 reporting instructions associated with Substance Abuse Prevention and Treatment Block Grant (SABG) funding, the definition of evidence-based programs is:

- Inclusion in a Federal List or Registry of evidence-based interventions
- Being Reported (with positive effects) in a peer-reviewed journal
- Documentation of effectiveness based on the following guidelines:

  o **Guideline 1:** The effort is based on a theory of change that is documented in a clear logic or conceptual model; and
  o **Guideline 2:** The effort is similar in content and structure to efforts that appear in registries and/or the peer-reviewed literature; and
  o **Guideline 3:** The effort is supported by documentation that it has been effectively implemented in the past, and multiple times, in a manner attentive to Identifying and Selecting Evidence-Based scientific standards of evidence and with results that show a consistent pattern of credible and positive effects; and
  o **Guideline 4:** The effort is reviewed and deemed appropriate by a panel of informed prevention experts that includes: well-qualified prevention researchers who are experienced in evaluating prevention efforts similar to those under review; local prevention practitioners; and key community leaders as appropriate, e.g., officials from law enforcement and education sectors or elders within indigenous cultures.

Fiscal Year (state-level) – a period used for calculating annual financial statements in organizations; the Virginia DBHDS Fiscal Year is July 1st – June 30th, as is the Block Grant Fiscal Year. The SOR Fiscal Year and the PFS Fiscal Year is October 1st – September 30th

Implementation – each instance of putting into effect a program/practice/strategy (PPS). This variable is used for Federal reporting to calculate the percent of programs/practices/strategies that are evidence-based. The number of evidence-based PPS implementations are divided by the total number of PPS.

Impressions – In a media campaign, impressions are the number of times your message content is displayed. The message content might make one or more impressions on a person seeing or viewing it. Thus, a count of impressions is often a duplicated count (*See also, Reach, Unduplicated Count)*.

IOM classification – See page 8.

Message – a set of substance abuse prevention information or content that is meant to inform or to address specific behaviors in a target population.

Example: Three brochures were distributed to a target population of high school students about risks associated with marijuana use. All three contain a single 'message', therefore one 'message' was disseminated. This would count as 1 activity of Information Dissemination / Brochures.

Example: Six PSAs were played on the two counties' radio stations for events during Red Ribbon Week. All six PSAs contained the same 'message'; therefore, one 'message' was disseminated. This would count as 1 activity of Information Dissemination / Radio & TV Public Service Announcements (PSAs).

Number Served – participants or recipients of a program/practice/strategy.

Organization – An "organization" is a coalition, team, business, or committee.

Output Type – See the help section on PBPS.

Performance Based Prevention System (PBPS) – the online data system being used for all Virginia Prevention Block Grant data entry. This system is managed by Collaborative Planning Group (CPG).

Population (or Target Population) – the group of people a strategy is intended to impact. For example, for environmental strategies, it is helpful to consider who will be impacted by the short-, intermediate-, and long-term outcomes of a strategy. If the outcome for a strategy is at the county level, the county's population is the target population. If the intended outcome for a strategy is at the school level, the school population is the target population. For media strategies, the target population is the target audience for the media ad.

Reach – In a media campaign, Reach refers to the total unduplicated number of people that are estimated to see your campaign message. PBPS refers to this as "Target Participants" for a media campaign. (*See also, Population, Unduplicated Count, and Impressions*)

Unduplicated Count – the number of individuals served by an activity where each individual is counted only once *within* each program/strategy. Duplicate counts of individuals may result *across* programs/strategies since the same individual could be served by more than one of these. For example, a young person may receive a prevention curriculum in his/her health class and also participate in an after-school tutoring program. This individual would be counted twice, once for each program/strategy in this example. Basically, the count of individuals should be unduplicated within a program/strategy but may be duplicated when counting/summing across different programs/strategies you are implementing. (*See also, Impressions and Reach for more information on counting people for media strategies.*)