

**Table 9D – Local ATOD
Prevention Resource Assessment**

Answer the following questions for each program/service/activity

1	Provider Name/County Proposed to Serve	
2	Service/program/Activity Name	
3	What is the target population of the program/service?	Use SP Code List
4	What is the focus of the Service/Program/Activity focus? (specify drug _____ or check off risk/protective factor. Remember, that to use R&P you will need to have a outcome that makes a change in a risk or protective factor)	<input type="checkbox"/> ATOD prevention <input type="checkbox"/> Violence prevention <input type="checkbox"/> Risk factor <input type="checkbox"/> Protective factor <input type="checkbox"/> Other
5	What agency or group implements/will implement the service/program/activity?	<input type="checkbox"/> Same as provider <input type="checkbox"/> Other (list)
6	How many people does the Service/Program/Activity currently intend to reach?	#s intended _____ #s currently reaching _____
7	What is/will be the duration of the Service/Program/Activity?	# groups _____ # classes/sessions each group _____ # hours per class _____
8	What prevention strategy does the program use? (pick one) See CAPT Info Sheet.	<input type="checkbox"/> Community mobilization <input type="checkbox"/> Environmental strategies <input type="checkbox"/> Information dissemination <input type="checkbox"/> Education <input type="checkbox"/> Alternative activities (for high risk populations) <input type="checkbox"/> Identification and referral
9	What domains does the program/service/activity target? (pick one)	<input type="checkbox"/> Individual/Peer <input type="checkbox"/> School <input type="checkbox"/> Family <input type="checkbox"/> Community
10	What are the goals of program/service/ activity?	<input type="checkbox"/> Individual change (increased knowledge, skills) <input type="checkbox"/> ATOD _____ list specific <input type="checkbox"/> Other _____ <input type="checkbox"/> Change in risk/protective factors <input type="checkbox"/> Change in behavior <input type="checkbox"/> ATOD _____ list specific <input type="checkbox"/> Other _____ Change in attitudes <input type="checkbox"/> ATOD <input type="checkbox"/> Other _____ <input type="checkbox"/> Strengthen the coalition’s capacity <input type="checkbox"/> Enhance the data about community
11	What methods of implementation does the program/service/activity use?	Examples of Methods: <input type="checkbox"/> Classroom instruction <input type="checkbox"/> Community meetings <input type="checkbox"/> Curriculum <input type="checkbox"/> Surveys <input type="checkbox"/> Other _____

12	Does the program collect implementation data?	<input type="checkbox"/> Attendance (roster) <input type="checkbox"/> Satisfaction (process) <input type="checkbox"/> Other
13	<p>Is the program evidenced based? Is the program using a validated curriculum? <input type="checkbox"/> No Describe program on last page.</p> <p><input type="checkbox"/> Yes Name of curriculum _____ Is the program using the curriculum as designed or has it been changed? <input type="checkbox"/> Same <input type="checkbox"/> Changed or adapted <input type="checkbox"/> # days, hours different <input type="checkbox"/> content different</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which agency(s) has endorsed the program? <input type="checkbox"/> NIDA <input type="checkbox"/> CDC <input type="checkbox"/> Western CAPT <input type="checkbox"/> DOE <input type="checkbox"/> CSAP <input type="checkbox"/> OJJDP <input type="checkbox"/> _____
14	Has the implementer evaluated the program's outcomes?	<input type="checkbox"/> Yes <input type="checkbox"/> No
15	<p>If yes, what outcome data is collected? Is data from pre and post surveys collected? <input type="checkbox"/> No <input type="checkbox"/> Yes How is that data compared? <input type="checkbox"/> Individual scores compared <input type="checkbox"/> Group scores compared</p>	<input type="checkbox"/> Individual change (increased knowledge, skills) <input type="checkbox"/> ATOD _____ list <input type="checkbox"/> Other _____ <input type="checkbox"/> Change in risk/protective factors (model program survey results) <input type="checkbox"/> Change in behavior <input type="checkbox"/> ATOD _____ list <input type="checkbox"/> Other _____ <input type="checkbox"/> Change in attitudes <input type="checkbox"/> ATOD <input type="checkbox"/> Other _____ <input type="checkbox"/> Strengthen the coalition's capacity <input type="checkbox"/> Enhance the data about community
16	How much funding did this program/service/activity receive last FY? List all funding sources separately and the amounts including MSSAC.	
17	How much are you requesting for this program/service/activity for this FY? List all potential funding sources and the anticipated amounts, including MSSAC?	
18	Is this one time funding or is it renewable funding? Please respond for each funding source listed?	<input type="checkbox"/> One time funding <input type="checkbox"/> Renewable funding
19	Where is it geographically? Could it be expanded? May be offered in county X but who actually attending?	<input type="checkbox"/> Ingham County <input type="checkbox"/> City of Lansing
20	What are their skills and expertise of the people who will be delivering the program/service/activity?	<input type="checkbox"/> Certification <input type="checkbox"/> Education <input type="checkbox"/> Experience
21	In what kinds of facility(s) will the program be delivered?	<input type="checkbox"/> School <input type="checkbox"/> Church <input type="checkbox"/> Community center/building <input type="checkbox"/> Agency <input type="checkbox"/> Other _____
22	When was the last time this program/service/activity was offered in the area? (give dates)	<input type="checkbox"/> Currently

SERVICE POPULATIONS

SP01 Business/Industry SP02 Civic Groups/Coalitions SP03 College Students SP04 COSA's/Children of Substance Abusers SP05 Delinquent/Violent Youth SP06 Economically Disadvantaged Youth/Adults SP07 Older Adults SP08 Government/Elected Officials SP09 Elementary School Students SP10 General Population SP11 Health Professionals SP12 High School Students SP13 Homeless/Runaway Youth SP14 Middle/Jr. High School Students SP15 Parents/Families	SP16 People Using Substances SP17 People with Disabilities SP18 People with Mental Health Problems SP19 Physically/Emotionally Abused People SP20 Pregnant Females/Women of Childbearing Age SP21 Preschool Students SP22 Prevention/Treatment Professionals SP23 Religious Groups SP24 School Dropouts SP25 Teachers/Administrators/Counselors SP26 Youth/Minors SP27 Law Enforcement/Military SP28 Gays/Lesbians SP98 Other (CSAP High-risk Population)
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RISK AND PROTECTIVE FACTORS

RISK FACTORS	PROTECTIVE FACTORS
<p>Community Risk Factors:</p> <input type="checkbox"/> Availability of Drugs in the Community <input type="checkbox"/> Community laws and norms favorable toward use <input type="checkbox"/> Transitions and mobility <input type="checkbox"/> Low neighborhood attachment and community disorganization <input type="checkbox"/> Extreme poverty	<p>Individual Characteristics:</p> <input type="checkbox"/> Innate characteristics including gender, resilient temperament, positive social orientation and intelligence (intelligence alone does not protect against substance abuse) <input type="checkbox"/> Individual characteristics are very difficult to change.
<p>Family Risk Factors:</p> <input type="checkbox"/> Family history of substance abuse, delinquency, violence, school drop out, teen pregnancy, etc. <input type="checkbox"/> Family management issues-lack of routine, discipline, supervision, behavior standards <input type="checkbox"/> Family conflict amongst family members, domestic violence <input type="checkbox"/> Parental attitudes and involvement in substance use.	<p>Bonding:</p> <input type="checkbox"/> Positive bonding can make up for risk factors Three conditions are necessary for bonding to exist: <div style="margin-left: 40px;"> Opportunities Skills Recognition </div>
<p>School Risk Factors:</p> <input type="checkbox"/> Early and ongoing antisocial behavior <input type="checkbox"/> Early academic failure (elementary) <input type="checkbox"/> Lack of commitment to school	<p>Healthy Beliefs and Clear Standards:</p> <input type="checkbox"/> Those bonding with youth must have clear positive standards for behavior <input type="checkbox"/> Consistent consequences for unfavorable behavior
<p>Individual and Peer Risk Factors:</p> <input type="checkbox"/> Alienation and rebelliousness <input type="checkbox"/> Friends engage in problem behaviors <input type="checkbox"/> Favorable attitudes toward the problem behavior <input type="checkbox"/> Early initiation of the problem behavior <input type="checkbox"/> Constitutional factors	

Six Prevention Strategies

1. Dissemination of Information

This strategy provides information about the nature and extent of drug use, abuse, 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:

- Clearinghouses and other information resource centers
- Resource directories
- Media campaigns
- Brochures
- Radio and television public service announcements
- Speaking engagements
- Health fairs

2. Prevention Education

This strategy involves two-way communication and is distinguished from merely disseminating information by the fact that it's 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). 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

3. Alternative Activities

This strategy provides for the participation of target populations in activities that exclude drug use. The assumption is that because constructive and healthy activities offset the attraction to drugs, or otherwise meet the needs usually filled by drugs, then the population would avoid using drugs. Examples of methods used for this strategy include the following:

- Drug-free social and recreational activities
- Drug-free dances and parties
- Youth and adult leadership activities
- Community drop-in centers
- Community service activities
- Mentoring programs

4. Community-Based Processes

This strategy aims to enhance the ability of the community to more effectively provide prevention and treatment services for drug abuse disorders. 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 (e.g. neighborhood action training, training of key people in the system)
- Systematic planning
- Multi-agency coordination and collaboration
- Accessing service and funding
- Community team-building

5. Environmental Approaches

This strategy seeks to establish or change community standards, codes, and attitudes, thereby influencing the incidence and prevalence of drug abuse 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

6. Problem Identification and Referral

This strategy aims to identify those who have indulged in the illegal use of 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. Examples of methods used for this strategy include the following:

- Driving-while-intoxicated education programs
- Employee assistance programs
- Student assistance programs

PROGRAM DESCRIPTION (if not using validated curriculum)

1. Summary of program including program components and activities

2. Program goals and objectives (what do you hope to achieve?)