



## **The PROSPER Support System: Integrating Partnership Strategies for Quality Implementation, Sustainability and Evaluation**

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### **Overview of Presentation**

1. PROSPER's Public Health Framework
2. PROSPER Support System  
Background & Evaluation
3. Implementation—Findings and Strategies
4. Sustainability—Findings and Strategies
5. PROSPER Future Directions

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### **1. PROSPER's Public Health Framework**



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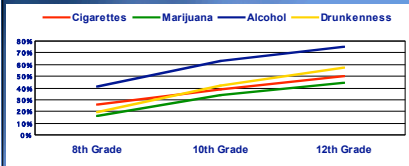
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## Challenge of General Population Intervention Impact—Substance Initiation

U.S. Monitoring the Future Study, 2005—among 8th-12th graders, lifetime use prevalence rates



- Escalating rates of use from 8<sup>th</sup>-12<sup>th</sup> grades
- Early initiation linked with misuse/high social, health, economic costs

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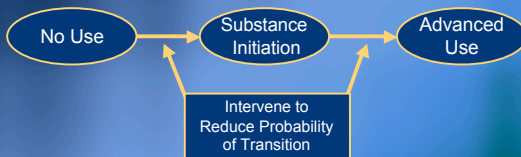
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## Two Windows of Opportunity for Intervention with General Populations



See Spoth, Reyes, Redmond, & Shin (1999). Assessing a public health approach to delay onset and progression of adolescent substance use: Latent transition and log-linear analyses of longitudinal family preventive intervention outcomes. *Journal of Consulting and Clinical Psychology*, 67, 619-630.

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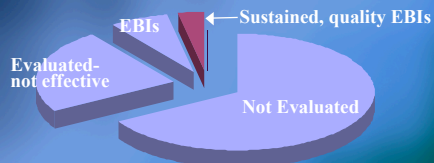
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## Conditions for Public Health Impact on Substance Use—Requires...

...a larger “piece” of evidence-based interventions (EBIs) to delay two types of transition with general community populations  
 ...sustained, quality implementation on a large scale



Rigorously demonstrated, long-term EBI impact is very rare (Foxcroft et al., 2003).

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### Models for Linking with Support Systems...

- Cooperative Extension System
  - Largest informal education system in the world
  - Over 3,150 agents in nearly every county
  - Science with practice orientation
- Public School System
  - Universal system reaching nearly all children
  - States have networks for programming support
  - Increasing emphasis on accountability/empirical orientation

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### Models for Linking with Support Systems— First Generation Partnership Design



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### Models for Linking with Support Systems—Second Partnership Prevention Trial Design



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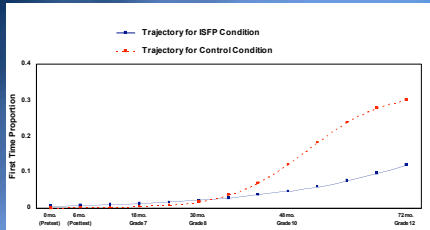
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## Illustrative Evidence for Partnership-Based Interventions



Source: Spoth, Redmond, Shin, & Azevedo (2004). Brief family intervention effects on adolescent substance initiation: School-level curvilinear growth curve analyses six years following baseline. *Journal of Consulting and Clinical Psychology*, 72, 535-542.

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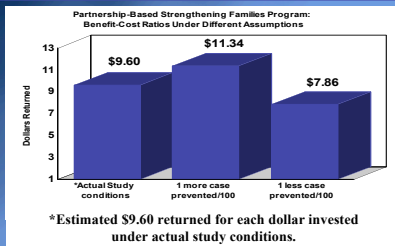
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## Illustrative Evidence for Partnership-Based Interventions—Economic Benefits



Source: Spoth, Guyll, & Day (2002). Universal family-focused interventions in alcohol-use disorder prevention: Cost-effectiveness and cost-benefit analyses of two interventions. *Journal of Studies on Alcohol*, 63, 219-228.

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**So, what more do we need?**



For one, a test of a model for sustainable, community-based EBI delivery...

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## 2. PROSPER Support System Background and Evaluation

(Promoting School-community-university Partnerships  
to Enhance Resilience)



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## Third Generation Partnership Trial Design (Sustainability Design)



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## What do the local PROSPER teams do?

- Meet regularly to plan activities/review progress
- Recruit participants for family-focused evidence-based intervention (EBI)
- Hire and supervise intervention implementers
- Handle all logistics involved with EBI intervention implementation
- Market PROSPER in their communities
- Locate resources for sustaining interventions after PROSPER grant funding ends



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### How are local PROSPER teams linked to university-based prevention researchers?

- Teams receive technical assistance from Prevention Coordinators (PCs)
- PCs are university staff with backgrounds in prevention or Extension programming
- PCs provide the interface between the field teams and the research teams



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### What are the EBIs on PROSPER menu?

- Family-focused
  - Adolescent Transitions Program
  - Preparing for the Drug Free Years
  - Strengthening Families Program: For Parents and Youth 10-14
- School-based
  - Life Skills Training
  - Project Alert
  - All Stars
- Family intervention implemented first

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### What are the phases of PROSPER implementation?

- Phase 1: Organization—team formation/planning (6-8 months)
- Phase 2: Initial operations—EBI implementation (6-8 months forward), following EBI selection from menu
  - 6<sup>th</sup> grade family-focused EBI
  - 7<sup>th</sup> grade school-based EBI
- Phase 3: Early sustainability planning (Year 3 forward)
- Phase 4: Ongoing operations/sustainability—institutionalization within Extension (current)

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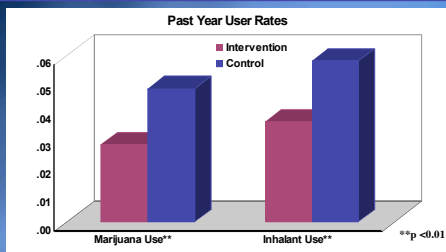
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## PROSPER Study Overview\*

- Aims
  - Evaluate the effectiveness of partnership implementation of EBIs on youth and family outcomes
  - Learn what factors are most important in partnership effectiveness, particularly sustained, quality implementation
- Design
  - RCT of 28 school districts (14 IA, 14 PA) assigned to full partnership and “delayed intervention” (comparison) conditions
- Participants
  - Two cohorts of 6th grade children (approximately 6,000 students per cohort)

\*Funded by NIDA and conducted in collaboration with Pennsylvania State University (Mark Greenberg, Mark Feinberg, Co-PIs)

## Illustrative Substance-related Outcomes at 1½ Years Past Baseline



Source: Spoth, Redmond, Shin, Greenberg, Clair, & Feinberg (2006). Substance use outcomes at 1½ years past baseline from the PROSPER community-university partnership trial. (Manuscript under review.)

## 3. Implementation Findings and Strategies



## Factors Influencing Team Functioning

### Four Respondent Types

- Team Members
- Agency Directors
- Middle School Principals
- Prevention Coordinators

### Average of 15 total respondents per community

- Age: Range 24 – 62 ( $M = 45$ )
- Gender: 40% Male / 60% Female
- Race: 97% White
- Education: 90% College Degree

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## Selected Team Functioning Findings

### Example of Integration of New Members

- Degree to which new members are effectively integrated
- Higher scores indicate the team effectively integrates



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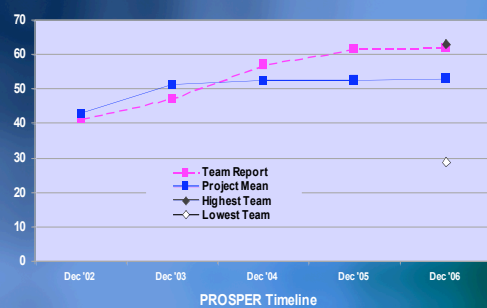
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## Integration of New Members



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## Strategies for Successful Community Teams



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## Effective Community Teams— Small & Strategic

### Core Components

- Selection
- Utilization
- Training
- Support



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## Effective Community Teams—Selection

Small & Strategic (7 to 9 members selected from community resources and agencies)

- ✓ Team Leader: Extension youth/family educators
- ✓ Co-Leader: Local public school representatives (MS)
- ✓ Local and mental health agency
- ✓ Local substance abuse agency
- ✓ 1 to 2 middle or high school-aged representatives
- ✓ Parent representative
- ✓ *As the team grows and matures, additional representatives may be added (e.g., business, government, YMCA, YWCA, faith-based groups, juvenile justice officers, children & youth services, health care organizations)*

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## Effective Community Teams

### Organizational Structure

- What kind of team structure do we need to organize the work of the action plan?
- How important is it for all members of the Team to make decisions?
- Can some decisions be made by subgroups?
- How much will we need to communicate with one another?
- What other details of work should be addressed? (e.g., establish meeting times, prepare agendas, take minutes, send out information)

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## Effective Community Teams

### Training

- Learning Communities
- Statewide meetings
- Cross-site networking opportunities
- Professional growth opportunities



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## Effective Community Teams

### TA Support:

- Prevention Coordinator
- State Research Team



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### Success in Family EBI Recruitment

- Comparison study rates range from 1%-6%
- 17 % attended at least one session  
(N = 1,064; est. 2,650 family members)
- High end of researcher –based recruitment
- Intent-to-treat analysis

Source: Spoth, Clair, Shin, & Redmond (2007). Toward dissemination of evidence-based family interventions: Maintenance of community-based partnership recruitment results and associated factors. *Journal of Family Psychology*, 21, 137-146.

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### Keys to successful recruitment



- TA on Recruitment
- Structure of the Team
- Multiple Approaches
- Planned Recognition of Supporters

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### Recruitment— Structure of Team

- Members are identified leaders in the community
- Members have individual ownership in the team and its efforts
- Members are encouraged to use their skills



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## Recruitment— Multiple Contacts

- Local team members represent the diversity of the community
- Local teams were provided with multiple media resources
- Team leaders were provided education on the area of media relations



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Printed  
Symbols of  
Recognition

Newspaper  
Articles & Paid  
Advertisements

Planned  
Recognition

Handwritten  
Thank You  
Notes

Celebration  
Events!

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## Implementation Quality Findings



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### Implementation Study Background

- Poor implementation threatens validity
- Implementation data from two cohorts
- Feasibility: Can community teams deliver high quality interventions?
- Sustainability: Can community teams sustain high implementation quality over time?

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### Implementation Quality Questions

University-trained observers

- 25% of family-focused sessions
- 15% of school-based sessions
- Reliability observations by prevention coordinators

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### Implementation Quality Findings

- Average over 90% adherence with family EBIs
- Average over 90% adherence with school EBIs
- High ratings on other quality indicators
- Quality maintained across first two cohorts
- Recent confirmation of sustained quality over three more cohorts

Source: Spoth, Gyll, Lillehoj, Redmond, Greenberg (In press). PROSPER study of evidence-based intervention implementation quality by community-university partnerships. *Journal of Community Psychology*.

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## Monitoring Quality Implementation of EBIs

### Objectives

- Facilitate understanding that quality inputs result in quality outcomes
- Encourage positive attitudes about quality implementation
- Support continuous monitoring



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## Monitoring Quality Implementation of EBIs

Educate PROSPER participants about the importance of quality monitoring at:

- Statewide meetings
- Learning communities
- During facilitator and observer trainings
- “Feedback sessions” after program (e.g. SFP) session is completed
- Facilitator supervision

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## 4. Sustainability Findings and Strategies



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## Initial Financial Sustainability

- 100% of PROSPER teams obtained external funding within a year
- Funds obtained from a variety of sources – state, city, business, religious and service organizations, and private individuals
- Collectively, over \$500,000 for sustained family EBI, over last two years

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## Fort Dodge Example

Based on program costs of \$300 per family:

- 2006- 2007—raised enough money to cover attendance for 134 families or 38% of eligible participants
- 2005-2006—135 Families (39%)
- 2004-2005—101 Families (27%)



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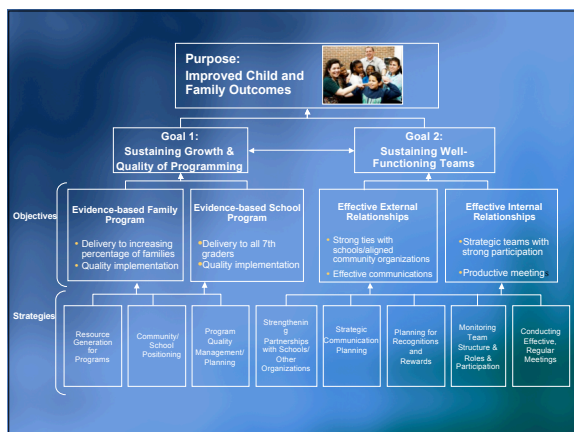
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## 5. PROSPER Future Directions



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### Summary—Factors That May Be Contributing to Positive Early Findings

- Use of existing delivery systems infrastructure, combined with strong administrative support and stable staffing
- Local champions and local buy-in
- Proactive, ongoing technical assistance
- Highly focused goals and partnership activities regarding specific evidence-based interventions
- Partners' commitment to collaboration and effective problem solving
- Well-coordinated university-community collaboration on evaluation

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### Key Challenges Confronted in Achieving Positive Findings

- Ongoing support from all levels of the organizations involved
- Addressing barriers re administrative, budgetary, other organizational changes
- Competing demands on key personnel and on resources required
- Leadership and other team member turnover (maintaining team investment and continuity)
- The high level of sustained effort required for EBI implementation

\*Sources: Hallfors et al., 2002; Mihalle et al., 2002; Spoth & Molgaard, 1999

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### Challenges Factored into Future Plans

- Multi-state research network applying PROSPER Model
- Adaptation of Partnership Model and interventions to health behaviors and other health problem prevention

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### Challenges Factored into Future Plans

- Reflective practice and planned research re strategies
  - To accommodate complex, dynamic systems/organizations
  - To enhance systems supports
- Manuals and training protocols under development
- Certification process addressing readiness
- Benchmarking to monitor and guide progress
- Development of PROSPER Central infrastructure and capacity-building

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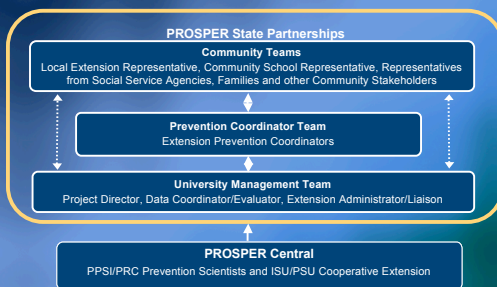
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### Fourth Generation Partnership Design—PROSPER Network



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Please visit our websites at...

***[www.prosper.ppsi.iastate.edu](http://www.prosper.ppsi.iastate.edu)***

***[www.ppsi.iastate.edu](http://www.ppsi.iastate.edu)***

***[www.prevention.psu.edu](http://www.prevention.psu.edu)***

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