Prevention Research Center
FOR THE PROMOTION OF HUMAN DEVELOPMENT

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Its Not a Sprint, Its a Marathon: Sustaining Quality Prevention Programming in Communities

Where We Have Been…

- The number of empirically validated (EV) preventive interventions for children and families has grown substantially
- Most still require independent replication
- Reviews of these programs are now widely available
- Guidelines and Laws encourage or require implementation of only these "proven-programs"

Research and Practice Challenges

1. Implementing Programs with High Quality and Fidelity
2. Program Integration with Ongoing Programs & Activities
3. Building Sustainability of Programs, Policies, and Practices

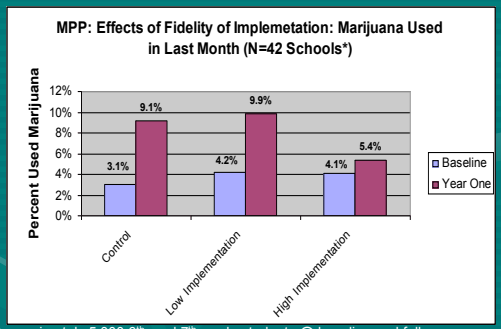
A Focus on Type 2 Translational Research

Type Two Translation is research on factors associated with the adoption and utilization of scientifically validated interventions by service systems.

In the real world, *translation of science-based practices* often stumble, largely unguided, toward uneven, incomplete and socially disappointing outcomes.

Implementation Of SEL Programs

- Why focus on implementation?
  - Programs will likely show no effect when implemented poorly
  - It is so important to build the right context to effectively implement programs
  - High quality implementation should support sustainability

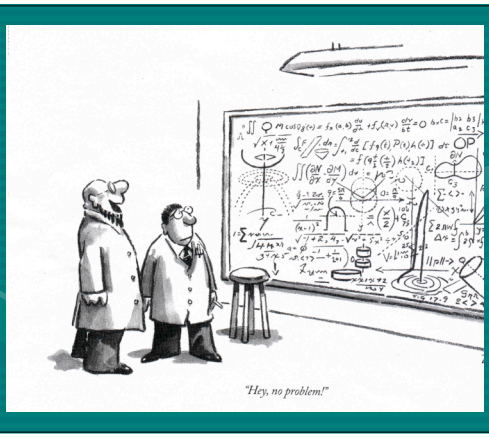


*Approximately 5,000 6th and 7th grade students @ baseline and follow-up

Data from Pentz, Trebow, Hansen, MacKinnon, Dwyer, Johnson, Flay, Daniels, & Cormack

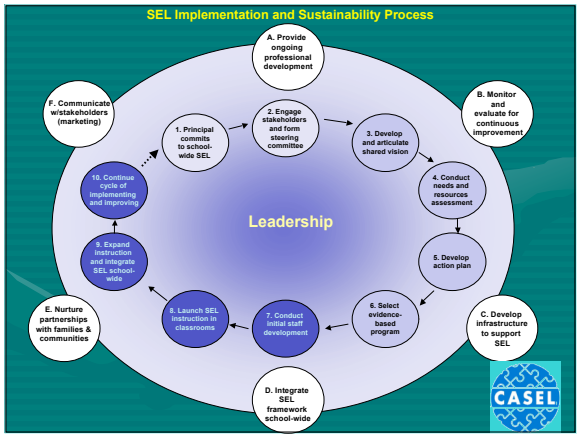
Questions About Sustainability

- ✓ What factors can improve the sustainability or "staying power of prevention programming"
- ✓ How can communities institutionalize prevention programming as they do treatment?
- ✓ What types of technical assistance do schools, agencies and community leaders need to create systemic change?
- ✓ What conceptual models are necessary to both define and study the processes of sustainability?



Creating Models to Insure Quality Implementation and Sustainability

1. CASEL's Model
2. Pennsylvania's Model
3. PROSPER



PLANNING PHASE

Transform hopes and goals into a concrete plan of action…

- Reflect on wishes for students' development
- Evaluate existing strengths, resources, needs
- Identify specific, measurable goals
- Create detailed action plan and timeline
- Select an evidence-based program

IMPLEMENTATION PHASE

Lights, Camera … Action!

- Train on chosen SEL program
- Pilot the program
- Adjust based on experiences
- Expand and integrate
- Focus on monitoring and improving

SUSTAINABILITY FACTORS

Ongoing processes. Relevant throughout implementation, and beyond…

- Professional development
- Monitoring, evaluating, improving
- Developing infrastructure
- Expanding and integrating
- Nurturing partnerships
- Reflecting on and sharing progress

6 Factors That Influence Quality Implementation and Sustainability

6 Factors

1. Change Requires Sufficient Pre-Planning
2. Administrators Play a Key Role in Implementation
3. Start Small and Implement with High Quality
4. Meet Needs of Practitioners
5. Sustainability is a Process
6. Involve Parents, Community, and Others

Change Requires Sufficient Pre-planning

- New Program Adoption is difficult because it creates change.
- Pre-planning which builds
  - awareness
  - buy-in
  - Create incentive to change
  - Understand and deal with past history of program implementation

Implementation Support System

- Provide sufficient pre-planning
- Provide adequate training
- Provide sufficient ongoing support/TA for implementers
- Effective and ongoing communication between training system and implementers

Implementation Environment

- Adequate admin. leadership
- Integrate Program with "systems"
- Ensure program receives adequate attention and resources
- Planning for Sustainability

Key Role of Administrative Support

- As there will always be at least some resistance to change, support from building and district leaders is critical.
- Principals play a key role in program implementation and effectiveness.

Start Small with Quality Implementation

- It is often effective to start small with a pilot year that provides ample and ongoing support to teachers and demonstrates feasibility in a particular context.
- Ongoing implementation support from experienced staff (teachers) is an important element in implementation quality.

Sustainability is a Process

- Sustainability is a process. It requires buy-in from both teachers and administrators who have had sufficient experience to see the program work effectively in their context.
- This requires 4-5 years of implementation. Thus, a long-term plan for training and support is essential to more toward sustainability.

Sustainability: Definitions

- Continuation of a program or policy following adoption; the last stage of implementation.
- The incorporation of a change into everyday behaviors and beliefs.
- "Making the change stick."

Building Community Coalitions

In 1992, PA Commission on Crime and Delinquency (PCCD) chose to use the *Communities That Care* (CTC) model

- Developed by David Hawkins and Richard Catalano
- Mobilizes local communities by involving "key leaders"
- Establishes a prevention board to oversee local prevention assessment, planning and implementation process.
- Board develops a long-term prevention plan based on an assessment of risks in the community.

Communities That Care

Prevention Board members undergo a "six-phase training" on the CTC model:

- Key Leader Orientation
- Community Board Orientation
- Community Assessment Training
- Community Resource Assessment Training
- Community Planning Training
- Community Plan Implementation Training

Why CTC?

Why PCCD chose the CTC model:

- **Community readiness** – prepares "fertile ground" to support a comprehensive community prevention effort before selecting specific programs.
  - Programming often selected based on the availability of grant funds – we have money so let's do a program!
  - CTC turns this approach on its head – identify a need *before* choosing a program designed to meet that need.
  - Make sure that chosen program(s) fits with the risks and strengths of each individual community.
- Provides a **roadmap** to ensure that programming leads to specific, measurable positive outcomes in the community.

PA Communities That Care

First CTC Funding Announcement Released in 1994

- Eight CTC Sites were Funded!

Created State-Wide Technical Assistance Structure

- Divided state into five regions, each with a dedicated Regional Strategic Consultant (RSC) to work proactively with sites

From 1995 - 2002 PCCD funded the start-up of 127 CTC Sites throughout Pennsylvania.

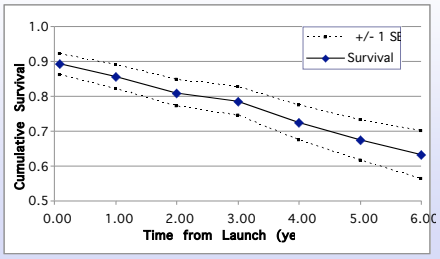
Communities that Care

Over 2/3 of CTC sites that received PCCD start-up funding remain active and functioning.

- PCCD has created an infrastructure to build and support local coalitions and to ensure they continue to be effective.
- Created structure and uniformity in function for all sites assuring that all sites follow the same logic model.

PA Communities That Care

CTC Sustainability: Survival Post State Funding – N=110 Sites



PA Communities That Care

Four factors predicted sustainability

- **Quality of Board Functioning (Culture and Leadership)**
- **Fidelity of CTC Implementation**
- **Management of Changing Board Membership**
- **Effective Sustainability Planning**

Build it and They Will Come! Research-Based Prevention Initiative (1998 – Present)

After CTC was established PCCD created stable funding to support implementation of evidence-based programs

- 4-years of funding – must have support of local collaborative board
- Big Brothers, Life Skills, Strengthening Families, PATHS, Multisystemic Therapy, Olweus Bullying Program, etc.
- Strong (evolving) emphasis on implementation quality, impact assessment, and sustainability planning

The Pennsylvania State University
Prevention Research Center
For the Promotion of Human Development

Studying Implementation and Sustainability in PA's "Blueprints" Initiative

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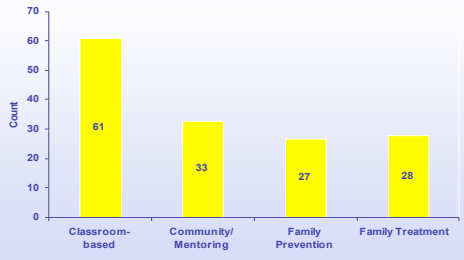
Collaborative Policy Innovators:
Mike Pennington
Geoff Kolchin
Clay Yaeger

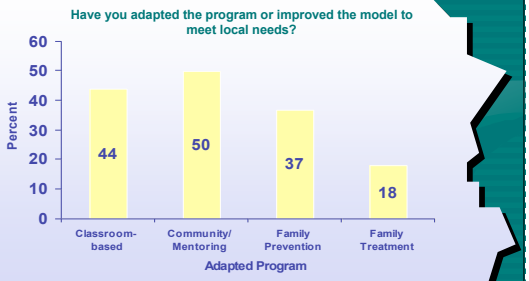
Program Selection by Type



Program Classification

Classroom-based	Community/ Mentoring	Family Prevention	Family Treatment
Across Ages	BBBS	Book Lending Library	BSFT
Incredible Years	Buddy System	Brookline Early Int. Ed.	FFT
Know Your Body	CASASTART	CLFC	MST
Lions Quest	CMCA	FAST	MTFC
LST	Community Policing	FDRP	TB-CBT
MPP	Core Youth After-school	GGC	
OBPP	Mentoring	Parents As Teachers	
PATHS	PALS	Parenting Wisely	
Positive Action	Parenting Wisely	PDFY	
Project Alert	QO	PFSS	
Project Northland	Safe Dates	PWC	
RHC	TND	SFP	
RY			
Second Step			
STARS			

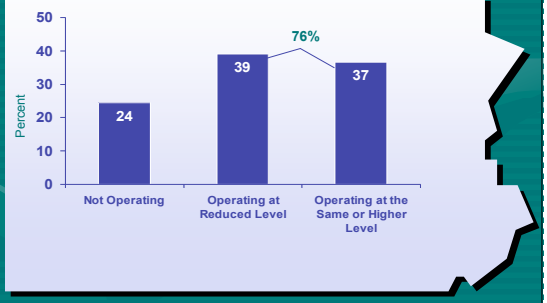
Adaptation by Type of Program



Reasons for Adaptations by Type of Program

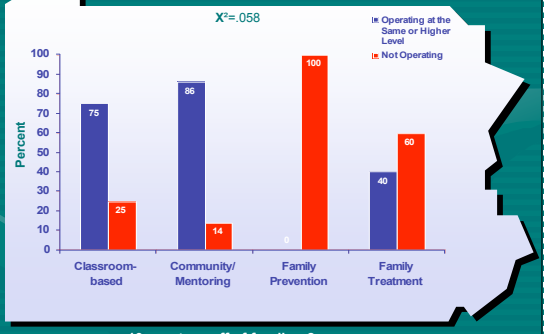
	Classroom-based	Community/ Mentoring	Family Prevention	Family Treatment
Difficulty finding adequate staff		4	3	
Difficulty recruiting participants		1	1	1
Difficulty retaining or engaging participants	3	2	2	2
Lack of time or competing demands on time	1	3		
Need for a more culturally appropriate program	2			
Resistance or lack of support from Principal/Administrator	4			

Program Sustainability



n=41 grantees off of funding 2 or more years

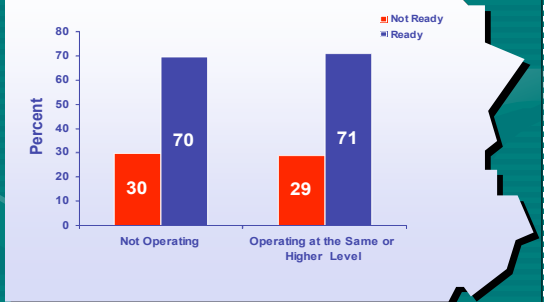
Sustainability by Type of Program*



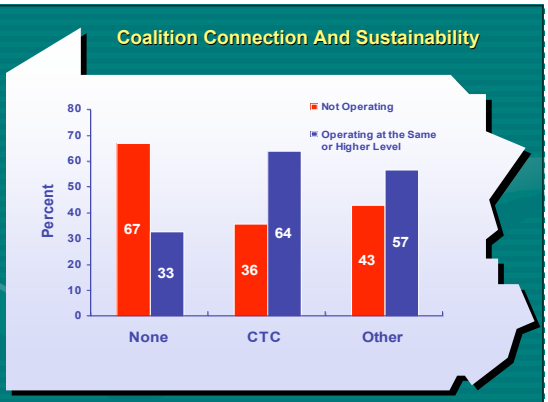
n=19 grantees off of funding 2 or more years

* only programs with 3 or more replications

Readiness and Sustainability



Coalition Connection And Sustainability



Grantees off of funding 2 or more years

Summary: Sustainability 2-years Post-funding

- Significant differences by program type*
- Connection to a local prevention coalition, community and school leader support **were** associated with sustainability
- Readiness at startup, implementation quality, assessment of program impact **were not**

Promoting and Studying Sustainability: PROSPER

PROmoting School-community-university Partnerships to Enhance Resilience

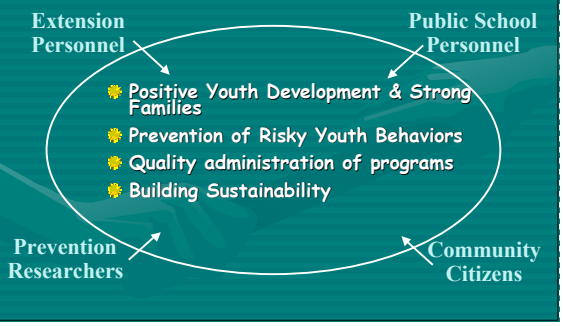
Iowa State University — Pennsylvania State University

PROSPER RCT

- 28 communities, randomly assigned to intervention or delayed wait-list control (14 each – 7 per state)
- Approximately 11,000 youth across two cohorts
- Each community selected 1 family-focused and 1 school-based EBI from a menu
- Provided two years of funding for each program, match for year three, then only team support

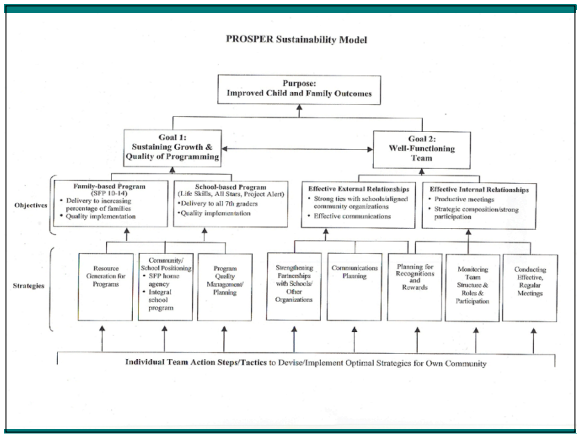
PROSPER Model

PROSPER Partnership Goals



Important features of PROSPER

- Strong emphasis on sustainability planning and local capacity building from the beginning
- Professional development for CES team leader – "Learning Communities"
- Engaged whole team in sustainability planning
- Presented a comprehensive definition of sustainability – lots of TA



Sustainability Status

- All teams and family programs sustained; 12 of 14 school programs sustained
- Combination of short-term and stable funding sources
- Teams have institutionalized monitoring of implementation quality/fidelity
- Teams continue to use Sustainability Planning Model to guide action plans
- Several teams have expanded into neighboring communities

At Year 5, Teams Sustainability Planning related to

- Quality of Board Functioning (Culture and Leadership)
- Orientation of New Team Members
- Members see more Benefits than Costs in Participation

Programs are embedded in systems:

These systems heavily influence implementation and sustainability

Moving Toward Sustainability

- Moving from the "special" to "normal business"
- No longer relies on local "champions"
- This means having:
  - Infrastructure of support
  - Clear strategies for training and coaching
  - Data systems for accountability
  - Use of data for ongoing improvement

Bottom Line: The Challenge

- We will continue to see broad dissemination of a growing number of EV prevention programs thru discretionary grant programs
- The programs face the challenge of sustainability
- We have at best a fledgling "science of change" and systems organization in prevention research
- Understanding and helping communities build sustainable prevention is a central challenge for Prevention Science