



Using the Communities That Care prevention framework to ensure high quality implementation of evidence-based prevention programs

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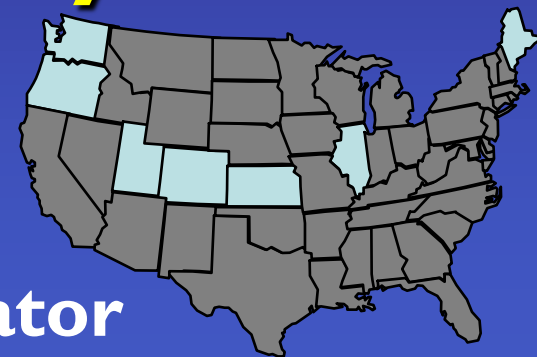


Implementation Monitoring System Used by Coalitions in the Community Youth Development Study

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Community Youth Development Study



J. David Hawkins, Principal Investigator

Funded by:

**National Institute on Drug Abuse
Center for Substance Abuse Prevention**

National Cancer Institute

**National Institute on Child Health and
Development**

National Institute on Mental Health

What is implementation fidelity?

- The degree to which a program is implemented with the same components, intensity, and methods as specified by the program designer

Fidelity Components

- Adherence: implementing the core content and components of the program
- Delivery of Sessions: implementing the specified number, length, and frequency of sessions
- Quality of Delivery: ensuring that implementers are prepared, enthusiastic, and skilled
- Participant Responsiveness: ensuring that participants are engaged, involved, and attending sessions

Why is Fidelity **Monitoring** Important?

- High fidelity implementation is not ‘naturally occurring’
 - Challenges are inevitable
- Monitoring will:
 - Enable documentation of program successes and challenges
 - Allow for feedback and improvements
 - Provide quality assurance

The Challenge

How can communities:

- Feasibly and consistently monitor implementation fidelity across diverse programs?
- Ensure the sustainability of well implemented and carefully monitored programs?

Programs Implemented in Our Research Project



**CTC Community Boards in 12 sites
selected universal and selective
prevention programs from a menu
of programs* that:**

- ~ Showed significant effects on risk/ protective factors, drug use, delinquency, or violence
- ~ Involved at least one high-quality research study
- ~ Targeted children or families in grades 5-9
- ~ Provided materials and training

**As described in the CTC Prevention Strategies Guide*

Programs Selected in 2004-2008

<u>PROGRAM</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
All Stars Core	1	1	1	1
Life Skills Training (LST)	2	4*	5*	5*
Lion's-Quest Skills for Adolescence	2	3	3	3
Project Alert	-	1	1	1
Olweus Bullying Prevention Program	-	2*	2*	2*
Program Development Evaluation (PDE)	1	1	-	-
Project Towards No Drug Abuse (TNDA)	-	-	-	2
Project Northland Class Action	-	-	-	1*
Participate and Learn Skills (PALS)	1	1	1	2
Big Brothers/Big Sisters (BBBS)	2	2	2	1
Stay SMART	3	3	1	1
Tutoring	4	6	6	7
Valued Youth Tutoring Program	1	1	1	0
Strengthening Families Program (SFP) 10-14	2	3	3	2
Guiding Good Choices (GGC)	6	7*	8*	7
Parents Who Care (PWC)	1	1	-	-
Family Matters	1	1	2	2
Parenting Wisely	-	1	1	2
TOTAL	27	38	37	37

*Program funded through local resources in one or two communities

Implementation Monitoring System

- A comprehensive system for monitoring programs is part of the CTC framework and materials
- The system was implemented by 12 CTC coalitions with technical assistance provided by the U. of WA

Staff Training

- Training in the **program content/theory**
 - ~ Available from program developers or certified trainers for 13 of 18 programs
- Training on **implementation fidelity**
 - ~ The CTC Community Plan Implementation Training workshop describes why fidelity is important, trains staff on how to monitor fidelity, and facilitates staff discussion of potential challenges that may be faced during implementation

Fidelity Assessment Checklists

- Checklists are completed by program staff and observers to assess:
 - Program content (adherence)
 - Dosage
 - Participant responsiveness

Fidelity Assessment Checklist



Life Skills Training Level 1 Curriculum Self-Image and Self-Improvement

School ID: _____

Instructor ID(s): _____

Date: ____/____/____ Class Period: _____ Start time ____:____ End Time ____:____

Total number of participants: _____

IMPLEMENTATION CHECKLIST

Did this lesson begin in a prior session?

☐ Yes ☐ No *If yes, draw a line above the first point made during today's lesson.*

For each major objective and corresponding points to make listed below, please check "yes" or "no" to indicate if it was covered when you taught the session (please do not mark in between boxes).

	Yes	No
Define self-image	<input type="checkbox"/>	<input type="checkbox"/>
<i>Self-image is the beliefs and attitudes we have of ourselves</i>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss how self-image is formed	<input type="checkbox"/>	<input type="checkbox"/>
<i>Self-image is formed through what others think of us and past experiences</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>We tend to act like the person we believe ourselves to be</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Identify that individuals have many self-images</i>	<input type="checkbox"/>	<input type="checkbox"/>
Identify ways to increase self-image	<input type="checkbox"/>	<input type="checkbox"/>
<i>We can develop a more positive self-image by doing better in situations</i>	<input type="checkbox"/>	<input type="checkbox"/>
Identify something that makes you proud	<input type="checkbox"/>	<input type="checkbox"/>
<i>Become aware of past successes or accomplishments</i>	<input type="checkbox"/>	<input type="checkbox"/>

For of the topics and activities listed below, please check "yes" or "no" to indicate if it was covered when you taught the session (please do not mark in between boxes).

<i>How I See Myself</i> (Worksheet 1)	<input type="checkbox"/>	<input type="checkbox"/>
<i>Taking Stock</i> (Worksheet 2)	<input type="checkbox"/>	<input type="checkbox"/>
Setting and Achieving Personal Goals	<input type="checkbox"/>	<input type="checkbox"/>
Self-Improvement Project	<input type="checkbox"/>	<input type="checkbox"/>
<i>Recording My Progress</i> (Worksheet 3)	<input type="checkbox"/>	<input type="checkbox"/>
Session Summary	<input type="checkbox"/>	<input type="checkbox"/>

Program Observations

- **CTC coalitions and local volunteers observed 10-15% of sessions**
- **Observers:**
 1. **Completed fidelity checklists**
 2. **Rated the quality of delivery**

Using Data to Make Changes

- Information collected from staff and observers was used to:
 - Celebrate successes
 - Identify problems
 - Encourage changes to implementation when necessary

GGC Results in Community X



Fidelity Component	Goal	Results	Achieved Goal
<i>Adherence</i>			
Content covered	70-100% of objectives covered	100%	<input checked="" type="checkbox"/>
Modifications	No/few major modifications	1 major modification	<input checked="" type="checkbox"/>
<i>Dosage</i>			
Sessions held	5, 2-hour weekly sessions	5, 2-hour weekly sessions each cycle	<input checked="" type="checkbox"/>
<i>Participant involvement</i>			
Overall participation	Strong participation (4.0 or higher on 5-pt scale)	4.7 in discussions 4.7 in role plays	<input checked="" type="checkbox"/>
Recruitment	135 families	59 families	<input type="checkbox"/>
<i>Quality of Delivery</i>			
Overall quality	High quality (4.0 or higher on 5-pt scale)	3.2 in effectiveness of delivery	<input type="checkbox"/>

In Summary

- **CTC communities in this study achieved high rates of fidelity across diverse programs**
- **CTC Community Boards oversaw program monitoring**
 - **CTC Coordinators and program coordinators were invaluable**
- **It was not always easy for communities to complete, collect, interpret, and use the data**
- **It is uncertain if communities will sustain all components of the monitoring system in the absence of proactive technical assistance**



For More Information on CTC:

Social Development Research Group

<http://depts.washington.edu/sdrg/>

CTC materials and manuals:

<http://preventionplatform.samhsa.gov/>