

From Making Lists to Moving Needles: The New Frontier for Evidence-based Programs

2014 Blueprints Conference
Denver, CO

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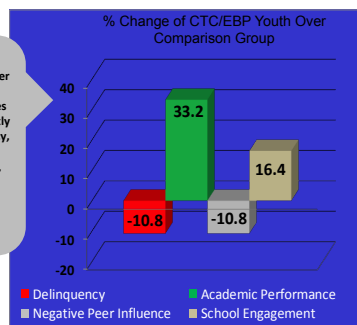


pennsylvania
COMMISSION ON CRIME
AND DELINQUENCY

2

5 year Longitudinal Study of PA Youth

419 age-grade cohorts over a 5-year period: youth in CTC communities using EBP had significantly lower rates of delinquency, greater resistance to negative peer influence, stronger school engagement and better academic achievement



Feinberg, M.E., Greenberg, M.T., Osgood, W.O., Sartorius, J., Bontempo, D.E. (2010). Can Community Coalitions Have a Population Level Impact on Adolescent Behavior Problems? CTC in Pennsylvania. *Prevention Science*

We know a great deal about how youth problems develop, and how to effectively prevent them (& reduce prevalence)

- Known risk & protective factors
- Multiple domains of influence (community, family, school, peer, individual)
- Multifinality and equifinality
- Different trajectories (early vs. late starters)
- Potential for iatrogenic impact of intervention

Progress in Prevention Science

- Advances in our knowledge of epidemiology, etiology, methodology, and prevention practice
- Development and efficacy testing of a wide variety of preventive interventions
- Growing and widely-accepted "lists" of effective programs
- Significant body of cost-effectiveness/cost-benefit studies

ACHIEVING SUSTAINABLE
& EFFECTIVE
Violence
Prevention

Blueprints
FOR VIOLENCE PREVENTION

PREVENTING MENTAL DISORDERS IN
SCHOOL-AGE CHILDREN:
A Review of the Effectiveness of Prevention Programs
EXECUTIVE SUMMARY

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Craig J. Anderson Ph.D.
Steven M. Swanson Ph.D.
Prevention Research Center for the Promotion of Human Development
College of Health and Human Development
Pennsylvania State University
Submitted to:
Center for Mental Health Services (CMHS)
U.S. Department of Health and Human Services
July, 1999

Getting from “lists” to population-level outcomes

The challenge:

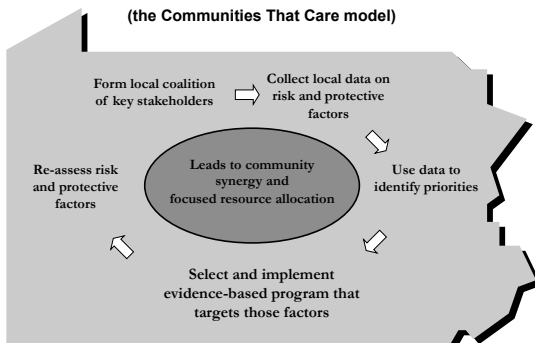
- Having community-based prevention work be more focused and strategic
- Increase (carefully planned) adoption of EBPs by more communities
- Ensure high quality implementation
- Sustain programs long-term

To improve outcomes, we must bridge the gap between science and practice

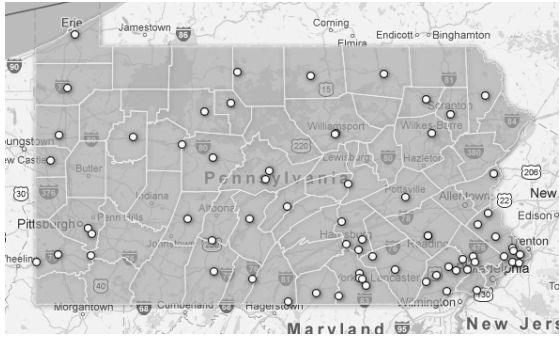
Pennsylvania’s Approach: Create sustained, community-wide public health impact through effective community coalitions using proven-effective programs targeted at strategically identified risk and protective factors

- ✓ Community Mobilization +
- ✓ Systems Coordination +
- ✓ Data-driven Surveillance and Diagnosis +
- ✓ Evidence-based strategies
- ✓ applied with fidelity & sustained

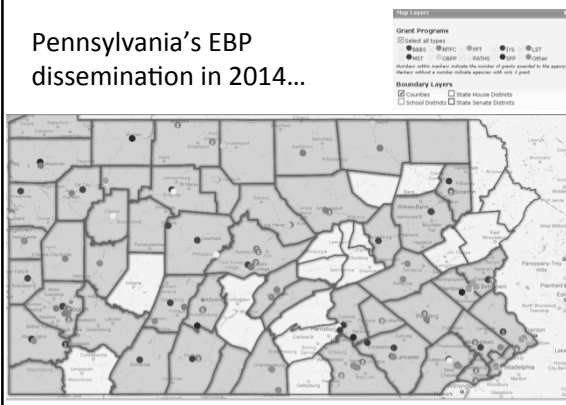
Creating Fertile Ground for EBPs
Risk-focused Prevention Planning
(the Communities That Care model)



Pennsylvania's CTC coalitions 2014



Pennsylvania's EBP dissemination in 2014...



The Menu of EBPs in PA's Initiative*

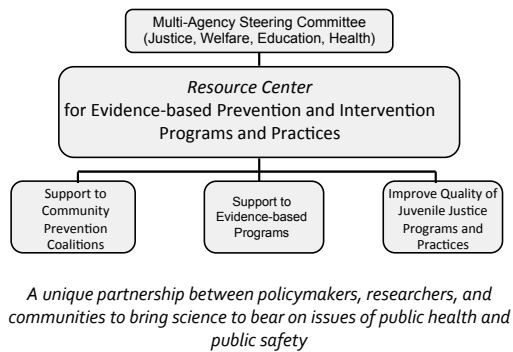
- Olweus Bullying Prevention Program (OBPP)
- Promoting Alternative Thinking Strategies (PATHS)
- Big Brothers Big Sisters of America (BBBS)
- Multidimensional Treatment Foster Care (MTFC)
- Strengthening Families Program 10-14 (SFP)
- Project Towards No Drug Abuse (Project TND)
- Life Skills Training (LST)
- Incredible Years (IYS)
- Functional Family Therapy (FFT)
- Multisystemic Therapy (MST)
- Aggression Replacement Training (ART)



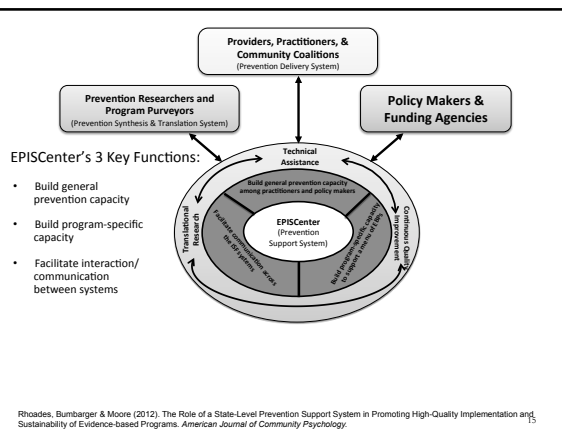
Pennsylvania Youth Survey

PAYS

- A voluntary survey conducted in schools every other year for youth in 6th, 8th, 10th, and 12th grades.
- Adapted from the *Communities That Care Youth Survey*, with additional questions added to gather data on areas such as gambling, prescription drug abuse and other anti-social behaviors.
- Administered Every Two Years to ~ 20,000 students in PA.
- All CTC Sites (in addition) are essentially required to use it, and many additional schools volunteer to participate.



The EPISCenter is a project of the Prevention Research Center, College of Health and Human Development, Penn State University, and is funded by the Pennsylvania Commission on Crime and Delinquency and the Pennsylvania Department of Public Welfare as a component of the Resource Center for Evidence-Based Prevention and Intervention Programs and Practices.






[Evidence-Based Programs \(EBP\)](#)
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[Communities That Care \(CTC\)](#)

Evidence-Based Programs (EBP)

LifeSkills Training Program (LST)

[LST Readiness Tool](#)

[Frequently Asked LST Implementation Questions](#)

Training for LST

[LST Implementation Manual](#)

[LST Logic Model](#)

[LST Data Collection Process](#)

Updated

[LST Alignment with PA Academic Standards](#)

Evaluation Tools for LST



[LST Quality Assurance Review Process](#)

[LST Outcomes Report Guidance and Template](#)

[Presentations, Resources and Articles Related to LifeSkills Training](#)

EBP

- Assessment, Readiness, Training
- Big Brothers Big Sisters
- Functional Family Therapy
- LifeSkills Training Program
- Multisystemic Treatment (MST)
- Multisystemic Therapy
- Olweus Bullying Prevention Program
- Project Towards No Drug Abuse
- Transference Alternative, Children's Services
- Comprehensive Family Program (CFC)
- The Incredible Years

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Evidence-Based Programs (EBP)

Project Towards No Drug Abuse

[Project TND Readiness Checklist](#)

The Project Towards No Drug Abuse (TND) curriculum is a high-quality, evidence-based, and research-based program that addresses drug, alcohol, and tobacco use, and other risk factors. It is designed for use in middle and high schools. The curriculum is based on the Social Skills Training (SST) model, which is a research-based approach to teaching social skills. The curriculum is designed to be implemented by teachers and other school staff. The curriculum is designed to be implemented in a classroom setting. The curriculum is designed to be implemented in a classroom setting.

Are You Ready to Implement Project TND?

Find out if you are ready to implement Project TND with this checklist.

[Project TND Logic Model](#)

[Project TND Frequently Asked Questions](#)

Tools for Maintaining Model Fidelity

In order to make sure that we get the desired outcome from the Project TND curriculum it is important to teach each lesson as written in the developers' manual with the correct style and additional activities. The tool below will help you to stick to the Project TND model by providing a structure for assessing each other and/or completing a self-assessment. Fidelity sites are required to conduct two peer observations and one self-report observation for every implementation of the curriculum.

[Project TND Fidelity Observation Checklist](#)

Complete 3 Fidelity observation checklists for every 12 TND lessons taught.

[More Than Just Check The Box: 7 Ways to Bring Meaning to Your Use of Fidelity Observation Tools](#)

Click here for a list of strategies for enhancing your fidelity observation process.

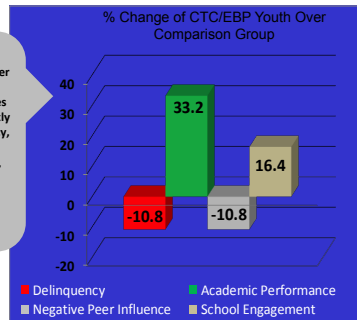
Project TND Game Tips: This deceptively simple part of the TND curriculum is actually an excellent tool for engaging students, reviewing material and controlling classroom behavior. Click here for tips on how to maximize your use of this game while teaching TND lessons.

Measuring Population-level Impact

- Cross-sectional quasi-experimental study of 98,000 students in 147 communities
- Used propensity score matching to minimize potential selection bias
- Found youth in CTC communities reported lower rates of risk factors, substance use, and delinquency than youth in similar non-CTC communities (7x as many as by chance)
- Communities using EBPs showed better outcomes on twice as many R/P factors and behaviors (14x as many as by chance)

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Justice Reinvestment Realized

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Youth Development Center vacated, will close Feb. 15

YDC facts

- New Castle Youth Development Center
- *A license 100 beds for the delinquent youth.
- *Referrals to the center have drastically decreased over the last several years, with only 21 juveniles housed there as of Jan. 1.
- *The facility costs taxpayers more than \$10 a million annually, at a cost of \$200 per bed per night. Closing the center and converting the residents to supported housing is expected to result in \$7.5 million in taxpayer savings over the years.

Police Thursday, January 10, 2013 12:00 pm (updated 12:08 pm, Thu, Jan 10, 2013)

By MARK S. CHIEFFI, *CHIEF POLICE WRITER* (1 / 1 comment)

SHENANDO TWP. — With the closing of the New Castle Youth Development Center just a formality.

PA pennsylvania
OFFICE OF THE GOVERNOR

News for Immediate Release

Jan. 15, 2013

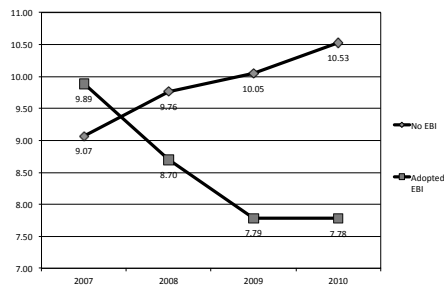
Governor Corbett Invests \$10 Million for At-Risk Youth and Juvenile Offenders

Harrisburg—Governor Tom Corbett unveiled a new plan today that will invest \$10 million into proven prevention and intervention strategies for at-risk youth and juvenile offenders.

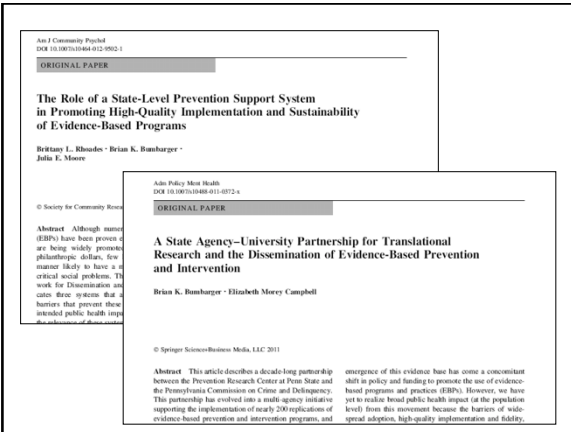
This \$100,000 study of the Justice Reinvestment Initiative, established 1 year ago to evaluate ways to enhance public safety through the most efficient and effective use of limited state resources. It focuses on the Department of Public Welfare's Youth Development Centers.

Impact on Juvenile Court Placement Rates:

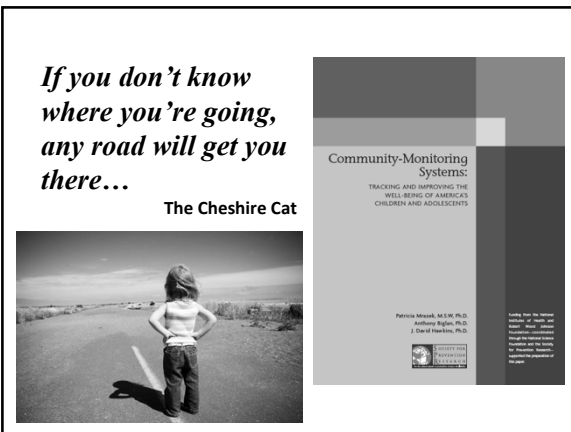
Comparison of Placement Rates for Counties* With and Without an EBI



Bumbarger, B. K., Moore, J., & Rhoades, B. (2010). Impact of evidence-based interventions on delinquency placement rates. Presentation at 2011 Society for Prevention Research annual meeting, Washington, DC.







Stanford SOCIAL INNOVATION REVIEW

UNDERSTANDING THE VALUE OF BACKBONE ORGANIZATIONS IN COLLECTIVE IMPACT

Achieving Large-Scale Change Through Collective Impact Involves Five Key Conditions For Shared Success

Common Agenda: All participants have a **shared vision for change**, including a common understanding of the problem and a joint approach to solving it through agreed-upon actions

Shared Measurement: Collecting data and measuring results **consistently** across all participants ensures efforts remain aligned and participants hold each other accountable

Mutually Reinforcing Activities: Participant activities must be **differentiated while still being coordinated** through a mutually reinforcing plan of action

Continuous Communication: **Consistent and open communication** is needed across the many players to build trust, align mutual objectives, and appreciate common motivation

Backbone Support: Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to **serve as the backbone for the entire initiative and coordinate participating organizations and agencies**

Condition	Definition	Key Elements	Key Challenges	Key Success Factors
Common Agenda	The shared vision and joint approach to solving the problem	• Shared vision and joint approach to solving the problem	• Lack of shared vision and joint approach to solving the problem	• Shared vision and joint approach to solving the problem
Shared Measurement	Collecting data and measuring results consistently across all participants	• Shared vision and joint approach to solving the problem	• Lack of shared vision and joint approach to solving the problem	• Shared vision and joint approach to solving the problem
Mutually Reinforcing Activities	Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action	• Shared vision and joint approach to solving the problem	• Lack of shared vision and joint approach to solving the problem	• Shared vision and joint approach to solving the problem
Continuous Communication	Consistent and open communication is needed across the many players to build trust, align mutual objectives, and appreciate common motivation	• Shared vision and joint approach to solving the problem	• Lack of shared vision and joint approach to solving the problem	• Shared vision and joint approach to solving the problem
Backbone Support	Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies	• Shared vision and joint approach to solving the problem	• Lack of shared vision and joint approach to solving the problem	• Shared vision and joint approach to solving the problem

A Few Recommendations...

- Better and more sophisticated data systems infrastructure – both for problem identification and impact assessment/CQI
- Greater focus on capacity building (at scale) – less what, more how
- Prioritize a small number of things that work, and do them very well
- Build infrastructure for continuous quality improvement at every level (practitioner, provider, government)
