



Implementing a “Package” of Evidence-based Programs in Partnership with the Community: Strategies, Tools and Lessons Learned from Steps to Success

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Workshop Overview

1. Explain the **key components of a coordinated, comprehensive, public health approach** and the infrastructure needed to support this approach.
2. Describe **how this approach was implemented** to create a sustainable prevention infrastructure at the community level.
3. Show how **implementation science strategies were applied** to selecting, implementing and sustaining a package of evidence-based programs matched to need.
4. Share key **lessons learned**.





Our Team



Project Team

Beverly Kingston, Ph.D.
Delbert Elliott, Ph.D.
Eric Sigel, M.D.
David Huizinga, Ph.D.
Jennifer Grotmeter, Ph.D.
Sabrina Arredondo Mattson, Ph.D.
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Laurie Keith, M.A.
Rachel Kennedy
Amanda Ladika
Linda Cunningham, M.A.

Montbello Community Board

Dave Bechhoefer, Co-Chair
Sharikia Towers, Co-Chair
 Positive Recognition Committee
Sharikia Towers, Chair
 Sustainability Committee
Dave Bechhoefer, Co-Chair
Webster Hendricks, Co-Chair
 Coordinating Committee
Dave Bechhoefer, Co-Chair
Sharikia Towers, Co-Chair
 Risk & Protective Factor Committee
Chanel Freeman

Montbello Key Leader Advisory Board

Church of the Ascension
Crime Prevention & Control Commission
Denver Broncos Boys & Girls Club
Denver City Council District 11
Denver District Attorney
Denver Police Department District 5
Denver Public Safety Youth Programs
Denver Public Schools
Families Forward Resource Center
Foundation for Educational Excellence
Invest in Kids
Nurse Family Partnership
Office of U.S. Congresswoman Diana DeGette
True Light Baptist Church





Objectives

Purpose

To promote positive youth development and reduce youth violence (and other problem behaviors) in Montbello through a coordinated community-wide effort.

Outcome Goal

Reduce community levels of youth violence and other problem behaviors among youth ages 10-17 by at least 10% in 2016.

Significance and Impact

Illustrates a comprehensive, integrated, evidence-based approach that other communities can replicate.

Funded by the Centers for Disease Control and Prevention (2011-2016) and is 1 of 6 nationally recognized Youth Violence Prevention Centers of Excellence





Steps to Success Impact

“Steps to Success is like a magnet that brings community efforts together around an evidence-based approach” – Sharikia Towers,

Denver Public Safety Youth Programs; Co-Chair, Steps to Success Community Board

“Incredible opportunities for alignment and partnership across agencies emerge when they connect to the vision and purpose of Steps to Success” – Fulton Jackson, Director, Far Northeast

Denver Regional Athletics and Activities Program

“I like the intersection between evidence-based work – combines cutting edge knowledge about the community with cutting edge violence prevention research” –

Dave Bechhoefer, Executive Director, Lowry Family Center; Co-Chair, Steps to Success Community Board





Steps to Success Impact

- Formed **strong partnerships** and **leveraged significant resources**
- **Sustainable** – Steps to Success is forming a **501c3** to continue work
- Community is finally being **recognized for what is good!**
www.stepstosuccessmontbello.com (NBC 9 News Sept 2015)
- Illustrates a **comprehensive, evidence-based, co-creative approach** that other communities can replicate.





Activity

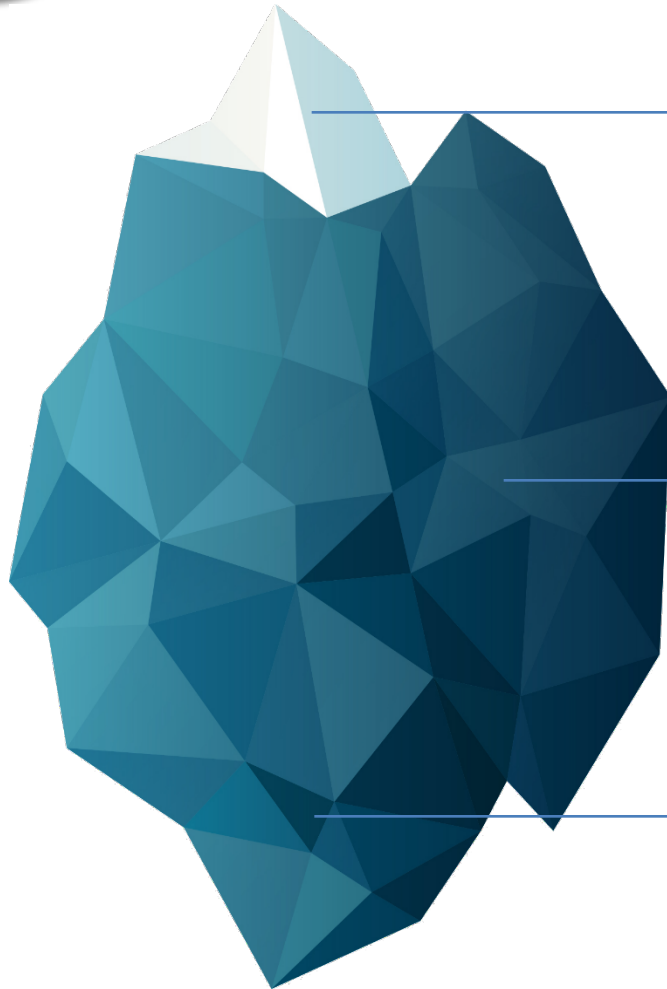
Round 1:

- What about your work do you most love? What is most exciting to you?
- What keeps you up at night?





Address Root Causes



Mass shootings in the U.S. have risen in the past 10 years

In schools and communities across the nation, **many young people are hurting**

If we want to truly make a difference, we must address the **root causes** of youth violence and problem behaviors





Public Health Approach

How do you address the **root causes** of youth violence and other problem behaviors?

**Prevention science consistently recommends:
a coordinated, comprehensive public health
approach (IOM Report, 2009)**

But what does that mean?

And what does that look like in practice?

<http://www.nap.edu/catalog/12480/preventing-mental-emotional-and-behavioral-disorders-among-young-people-progress>





Public Health Approach

Key Finding:
The same risk and protective factors impact multiple problem behaviors.

	Substance Use	Antisocial Behavior	Risky Sexual behavior	Depression	Eating Disorders
Substance use		5.52	8.54	3.66	2.29
Antisocial Behavior	5.42		7.80	3.74	2.62
Risky Sexual Behavior	6.86	7.11		4.46	3.08
Depression	3.93	3.85	5.79		3.64
Eating disorder	2.45	2.89	3.59	4.00	

Boles, S., Biglan, A., Smolkowski, K. (2006) Relationships among negative and positive behaviors in adolescence. *Journal of Adolescence*, 29, 33-52.





Addressing Root Causes

- Rather than addressing each psychological, behavioral, or health problem as though it is unrelated to every other problem, we need to get all of the organizations working on these issues to **band together and address the root causes.**
- We have **evidence-based** (scientifically proven) **programs, practices, and policies** to help our families, schools and communities to address these underlying root causes.





Yet...

- **Less than 10%** of kids have access to an evidence-based program
- Community-based prevention work is **rarely strategic**
- Evidence-based or proven effective programs, when implemented, are **rarely implemented with fidelity**

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





Formula for Success

**Effective Programs x Effective
Implementation x Enabling Context =
*Positive Outcomes***

National Implementation Research Network (NIRN):

<http://implementation.fpg.unc.edu/module-2/implementation-drivers>





Building a Prevention Infrastructure

in·fra·struc·ture

noun:

the basic physical and organizational structures and facilities (e.g., buildings, roads, and power supplies) needed for the operation of a society or enterprise.





Prevention Infrastructure - Defined

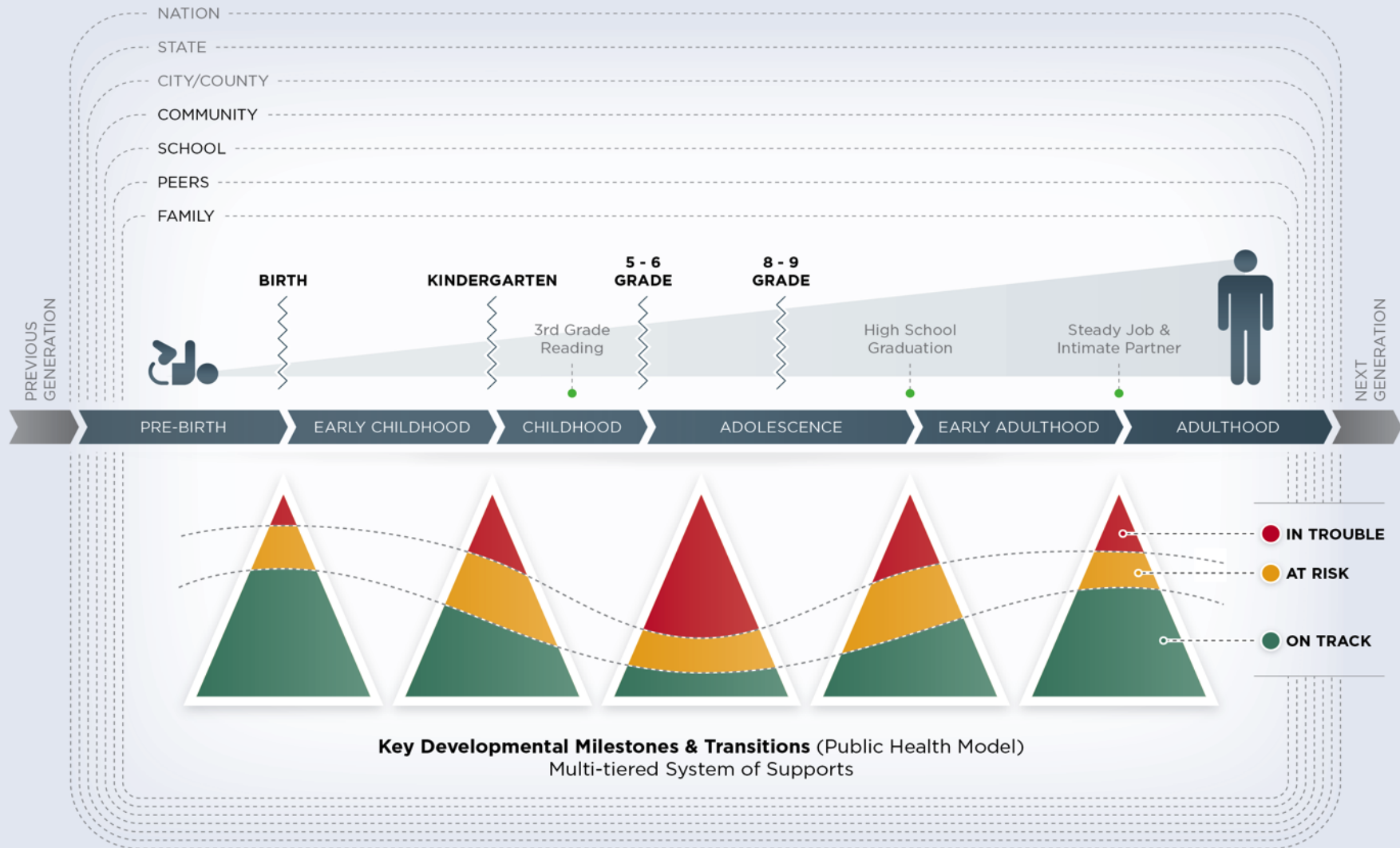
Prevention
in·fra·struc·ture

noun:

a network of supportive
dependable relationships
and focused resources to
prevent problem behavior
and promote healthy
development



Prevention Infrastructure Framework





Prevention Infrastructure

Prevention Infrastructure Key Components:

1. Use **data** to understand and prioritize needs at the community level and to monitor impact.
2. Select **evidence-based** programs, practices and policies matched to the prioritized needs.
3. **Match youth to services** - universal supports for all young people and an early identification and referral system is in place to match high-risk youth to the right supports and the right time.
4. Supports **effective implementation** of evidence-based programs, practices and policies.



Building an evidence-based multitiered system of supports for high-risk youth and communities.
Kingston, Beverly E.; Mihalic, Sharon F.; Sigel, Eric J. American Journal of Orthopsychiatry, Vol 86(2),
Mar 2016, 132-143. <http://dx.doi.org/10.1037/ort0000110>





Steps to Success

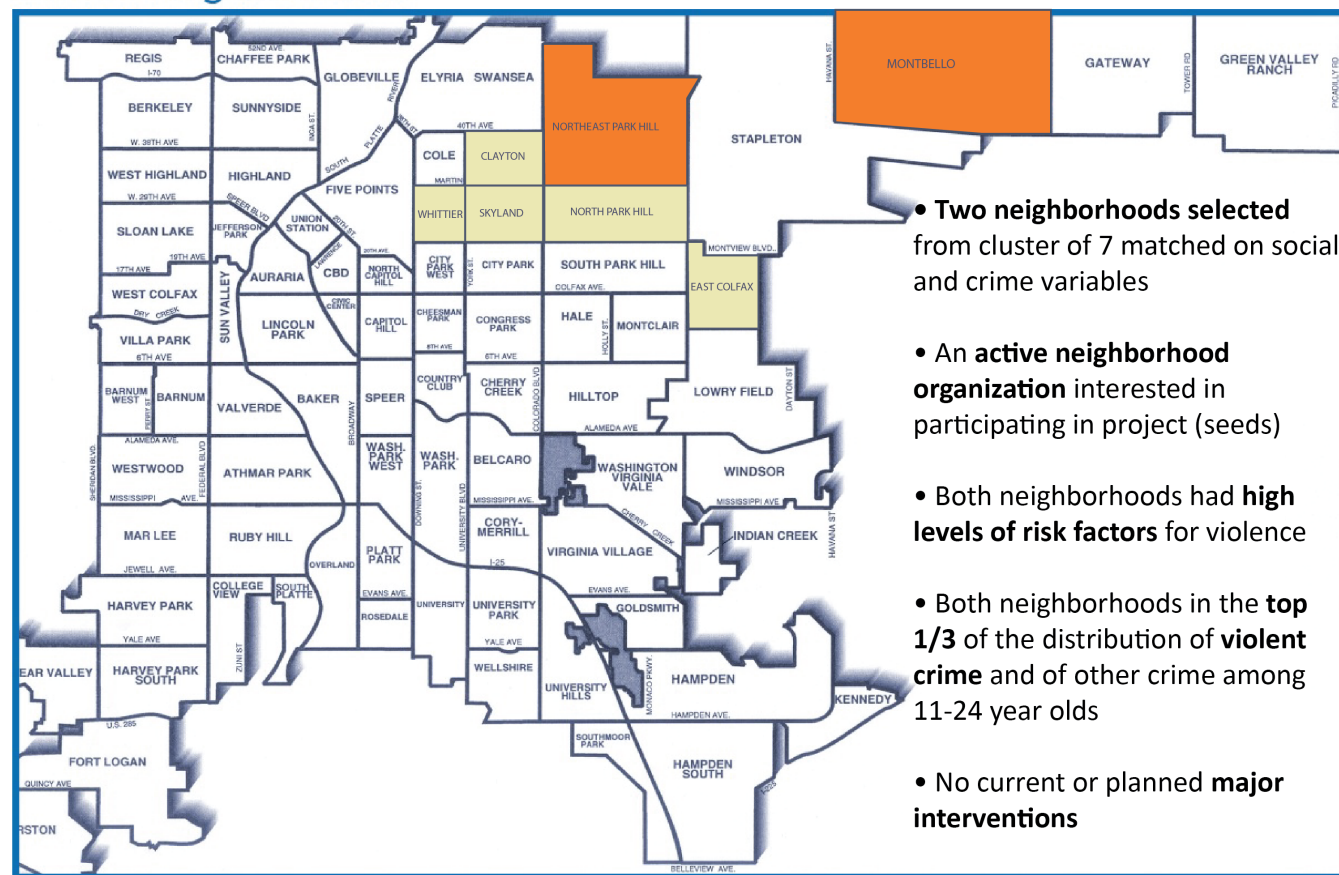




About Montbello

- **4.5 square miles** in Far Northeast Denver (n=30,000)
- **87% minority** (African American / Hispanic)
- **90% free and reduced lunch**

Denver Neighborhoods



- **Two neighborhoods selected** from cluster of 7 matched on social and crime variables
- An **active neighborhood organization** interested in participating in project (seeds)
- Both neighborhoods had **high levels of risk factors** for violence
- Both neighborhoods in the **top 1/3** of the distribution of **violent crime** and of other crime among 11-24 year olds
- No current or planned **major interventions**





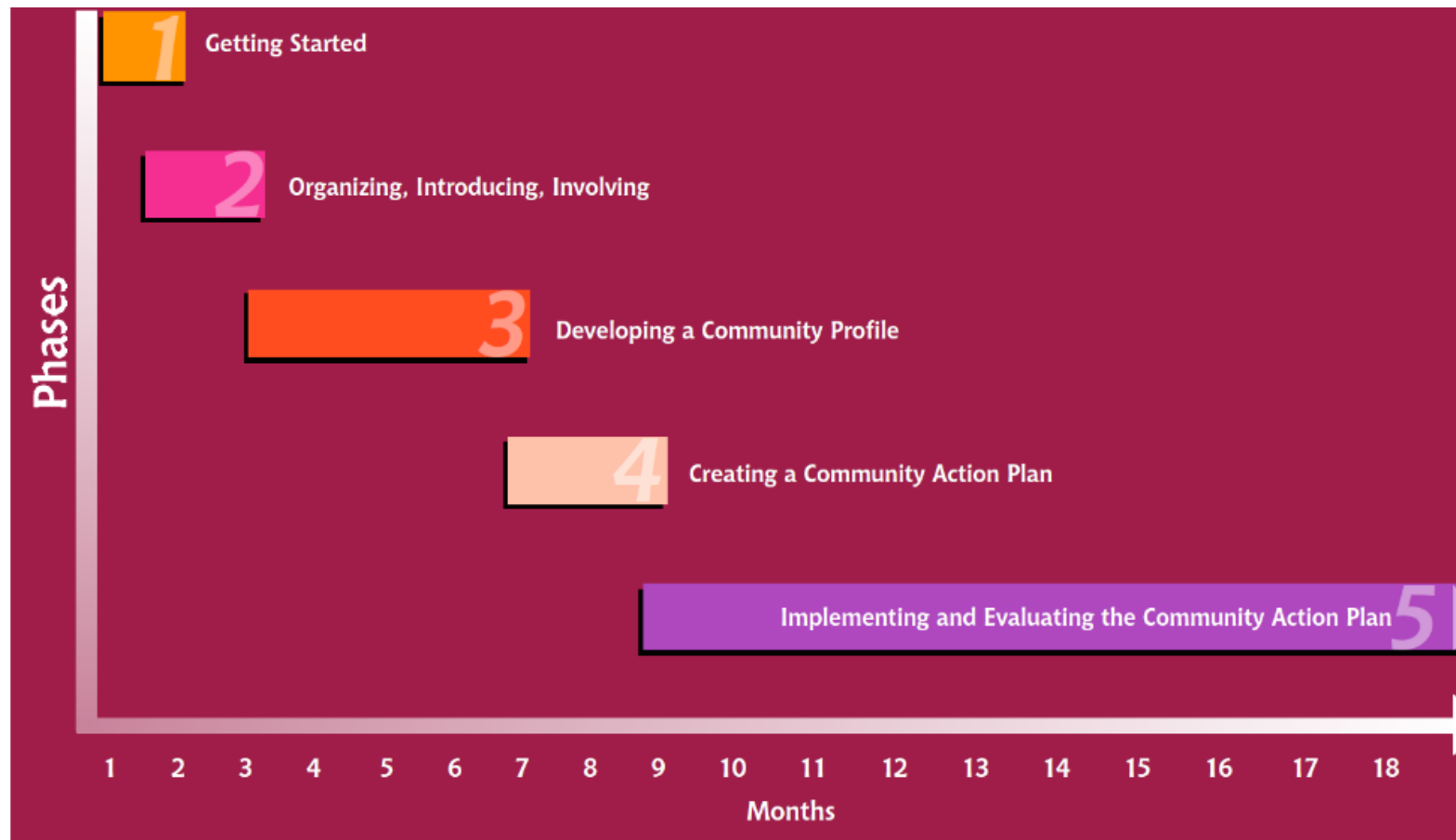
Communities That Care

- Proven strategy for building a prevention infrastructure
- Designed to reduce levels of adolescent delinquency and substance use
- Focused on community engagement
- Tailored to the community's specific profile
- Rated as “promising” on the Blueprints for Health Youth Development list: <http://www.blueprintsprograms.com/>





Communities That Care – 5 Phases





Comprehensive Approach

Build Local Prevention Infrastructure (5 Components)

1. Community **capacity building** (using Communities That Care)
2. Community **identifies priority risk and protective factors**
(*diagnosis/data-driven approach*)
3. Community selects and supports **implementation of evidence-based programs**
4. Implement **youth violence risk screening** and training in 3 Montbello health care settings
5. **Sustainability** (activities embedded into existing community infrastructure)





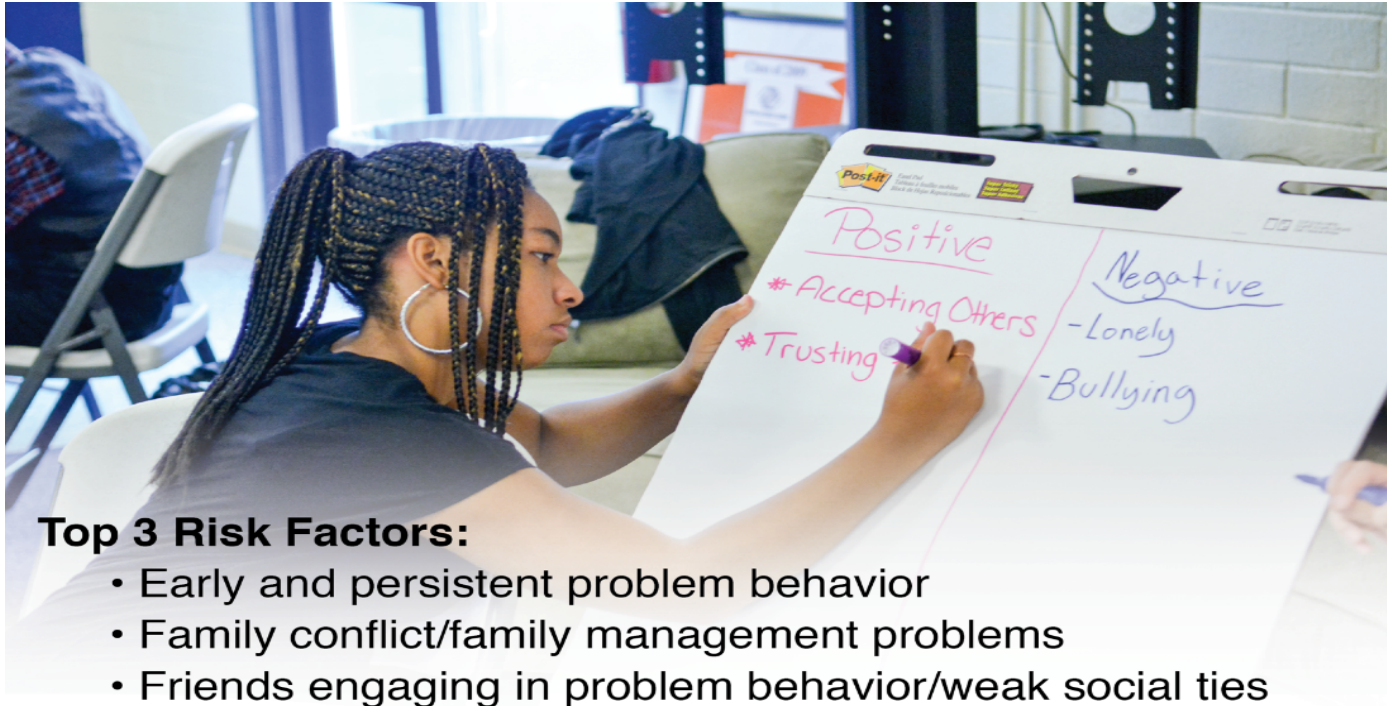
Diagnosis

Identify Needs at the Community Level





Montbello's Prioritized Risk Factors



Top 3 Risk Factors:

- Early and persistent problem behavior
- Family conflict/family management problems
- Friends engaging in problem behavior/weak social ties

Top Protective Factors:

- Religiosity
- Family, community and school recognition of prosocial behavior





How to intervene? Building an integrated system of evidence-based supports matched to need





Evidence-Based Program Package

Selection Process: Matching Montbello's Priority Risk and Protective Factors to Evidence-Based Programs at Community Level

Steps to Success Program Selection Criteria:

- Address the *top risk factors*.
- Use *evidence-based programs* - Blueprints Program list.
- Cover *universal* level programming from age 3 to 18 years – continuum of social emotional programming.
- Cover *selective* and *indicated* programs for ages (0-18).
- Include programs in *school* and *community* settings.
- Include both *youth* and *families*.
- Meet criteria for *cultural competency*.
- Offer opportunities for *local ownership* and capacity building.





Assessing Fit and Capacity (Selection)

Considerations for Selection:

1. **Funding:** Program Cost; Funding Strategies; Cost/Benefit
2. **Outcomes:** achieved by this program in the past?
3. **Program Reach:** # Served per year?
4. **Expected Start-Up Time?**
5. **Where could the program be housed locally?**
6. **What social/political issues in the community would affect program implementation and how? (enabling context)**
7. **What support/opposition to the program should we anticipate? (enabling context)**
8. **What community resources could help with anticipated barriers/opposition? (enabling context)**
9. **How can the community take advantage of anticipated support? (enabling context)**





Steps to Success Program Package

	Program	Universal	High-Risk	0-5	6-11	11-17	School	Community	Family
CDC Funded Programs	Promoting Alternative Thinking Strategies (PATHS)	X			X		X		
	Positive Family Support	X	X			X	X		X
	Strengthening Families (10-14)		X			X		X	X
	Violence Risk Screening	X				X	X	X	X
Leveraged Programs	Multi-Systemic Therapy / Functional Family Therapy		X			X		X	X
	Nurse Family Partnership		X	X				X	X
	Incredible Years	X	X	X			X		X
Environmental Strategies	Safe2Tell	X	X		X	X	X	X	X
	Positive Recognition Campaign	X	X	X	X	X	X	X	X





Activity

Round 2:

- What are you trying to implement?
- What is going well? What are the challenges you are facing?





Implementation Science

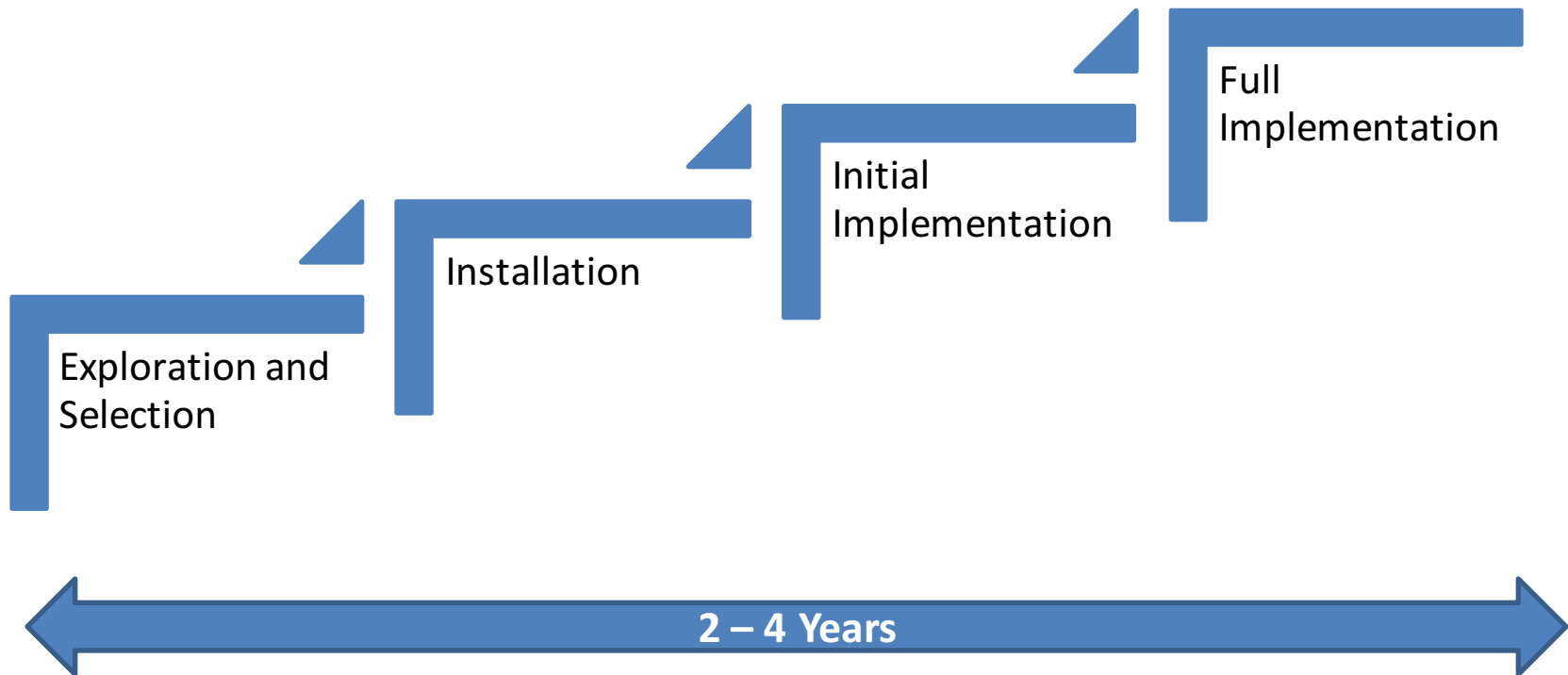
**Using implementation science to
install evidence-based programs in
the community**





Implementation Stages

It doesn't happen overnight



<http://nirn.fpg.unc.edu/learn-implementation/implementation-stages>





Implementation Science - Readiness

Introducing Evidence-Based Programming in Communities

- Is the community ready?
- Are the implementation sites ready?

$$R=MC^2$$



$$\text{Readiness} = \text{Motivation} \times \text{General Organizational Capacity} \times \text{Innovation-Specific Capacity}$$

Scaccia et al., 2015





Implementation

What are the Critical Factors for Implementation Success?

- **Organizational capacity and administrative support**
- **Staff support**
- **A program champion**
- **Training and technical assistance (including coaching)**
- **Monitoring the quality of implementation**

Mihalic et al., 2002





STS Implementation

Evidence-Based Program Package

PATHS

**4 Elementary
Schools*; 50
teachers; 2,000
students**

PFS

**2 Middle
Schools**

SFP 10-14

**2 churches; 4
middle
schools; 14
rotations; 80
families**

Reached thousands of youth and hundreds of families!





Fidelity Monitoring


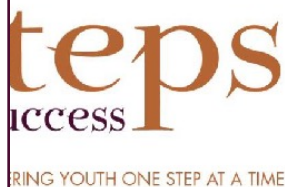

Process Evaluation Structure

- Implementation Work Plans (Meyers and Wandersman)
- Observations (PATHS, SFP 10-14)
- Interviews
- Feedback Surveys
- Reports





Fidelity Monitoring

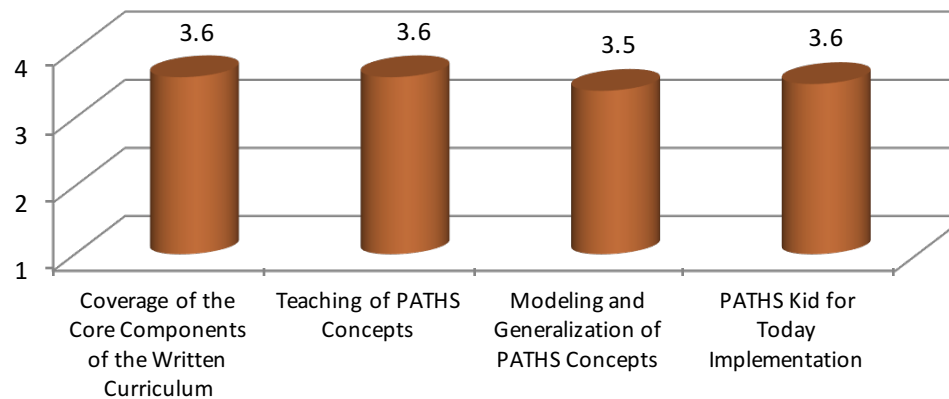
<p>Steps to Success Strengthening Families 10-14 Program Year End Site Report 2014-2015</p>  <p>Prepared by: Susanne Argamaso Maher</p> <p>Participating Sites: Church of the Ascension True Light Baptist Church McGlone Elementary Greenwood Academy KIPP Montbello College Prep STRIVE Prep - Montbello</p> <p>July, 2015</p> <p>Center for the Study and Prevention of Violence Institute of Behavioral Science University of Colorado at Boulder</p>	<p>Steps to Success Family Support Year End Site Report 2014-2015</p>  <p>Prepared by: Susanne Argamaso Maher</p> <p>Participating School: Academy Middle School</p> <p>Violence</p>	<p>Steps to Success Alternative Thinking Strategies Program Year End Aggregate Site Report 2014-2015</p>  <p>Prepared by: Susanne Argamaso Maher</p> <p>Participating Schools: John H. Amesse Elementary School Marie L. Greenwood Academy Jessie Whaley Maxwell Elementary School</p> <p>Prevention of Violence Institute of Behavioral Science University of Colorado at Boulder</p>
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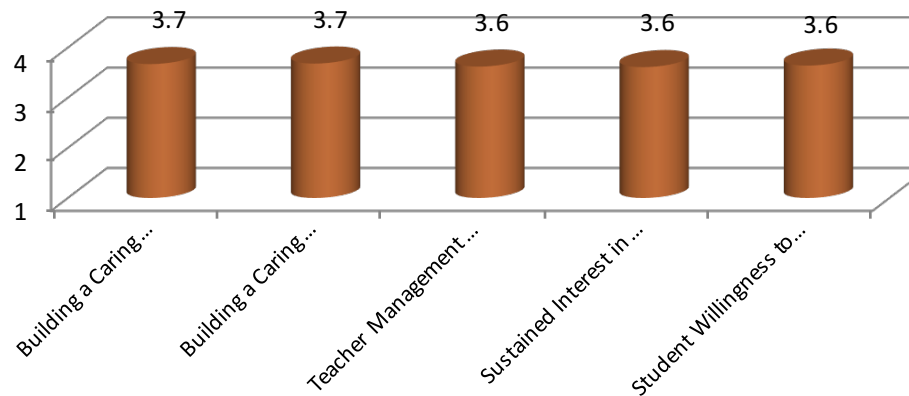


Implementation Results

PATHS-Specific Program Components

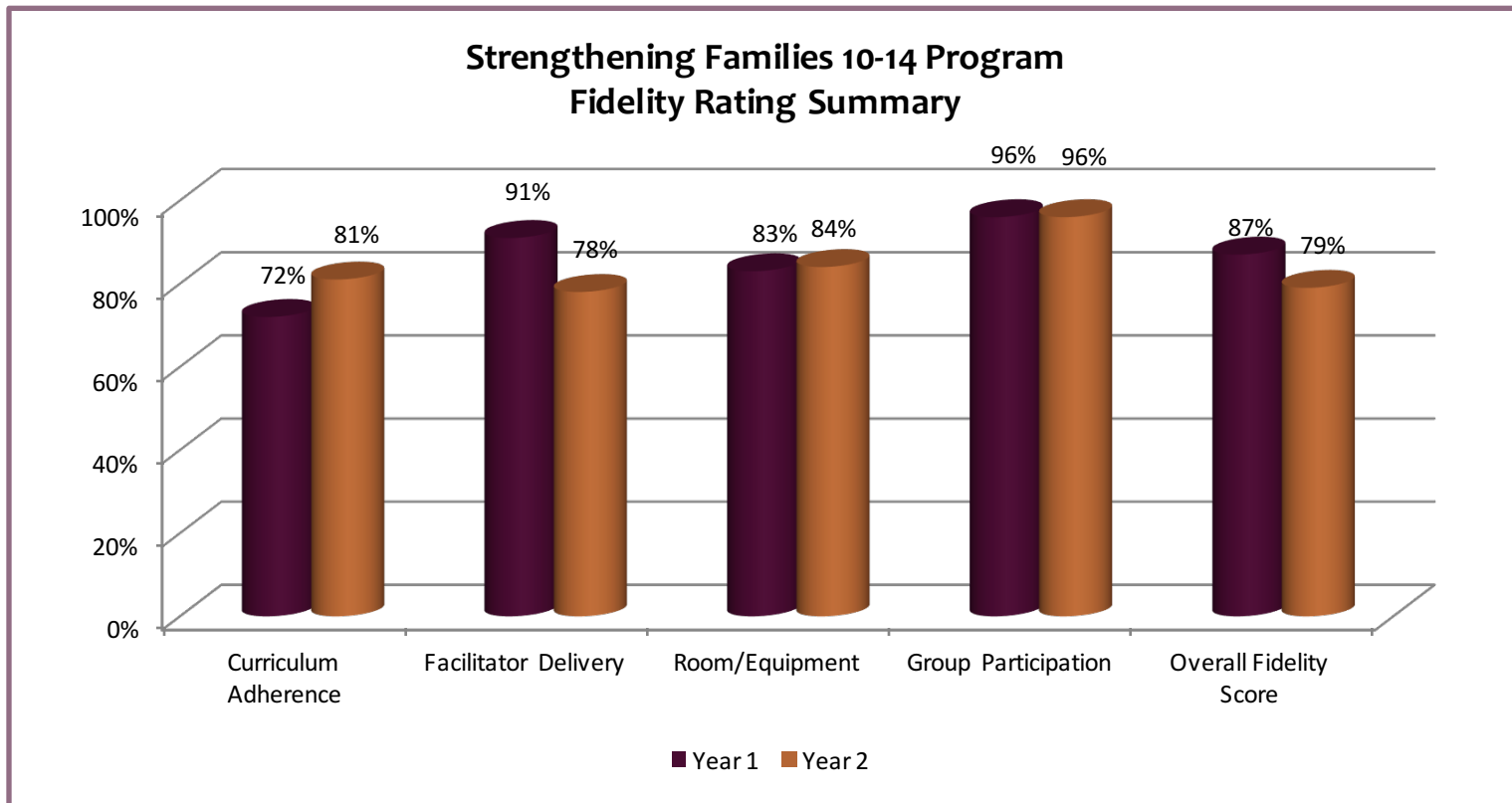


Generalization of PATHS Concepts





Implementation Results





Implementation

Feedback Survey Data

Participant Feedback Data

	Parent		Youth	
	Y1	Y2	Y1	Y2
Usefulness of videos	4.9	4.2	3.5	4.1
Usefulness of discussion	4.7	4.8	4.0	4.2
Group leader(s) rating	5.0	4.9	4.4	4.6

Scores are on a 5-point scale, ranging from 1(low) to 5 (high)

Teacher Feedback Data

	Year 1	Year 2
Number of teacher responses	9	24
PATHS Kid for Today participation	3.9	3.5
PATHS Kid for Today effectiveness	3.7	3.5
Understanding of feeling words	3.8	3.3
Increase in empathy and compassion	3.1	3.0
Improvement in resolving conflicts	3.0	3.0
Improvement in solving problems	3.0	3.0
Improved classroom behavior	3.2	2.8
PATHS integration	3.6	2.8
PATHS effectiveness	3.7	3.1
Generalization of PATHS concepts	3.8	3.3
Parent interest	2.3	2.3
Plans to continue teaching PATHS	3.7	3.3

Scores are on a 4-point scale, ranging from 1(low) to 4(high)

Strengthening Families

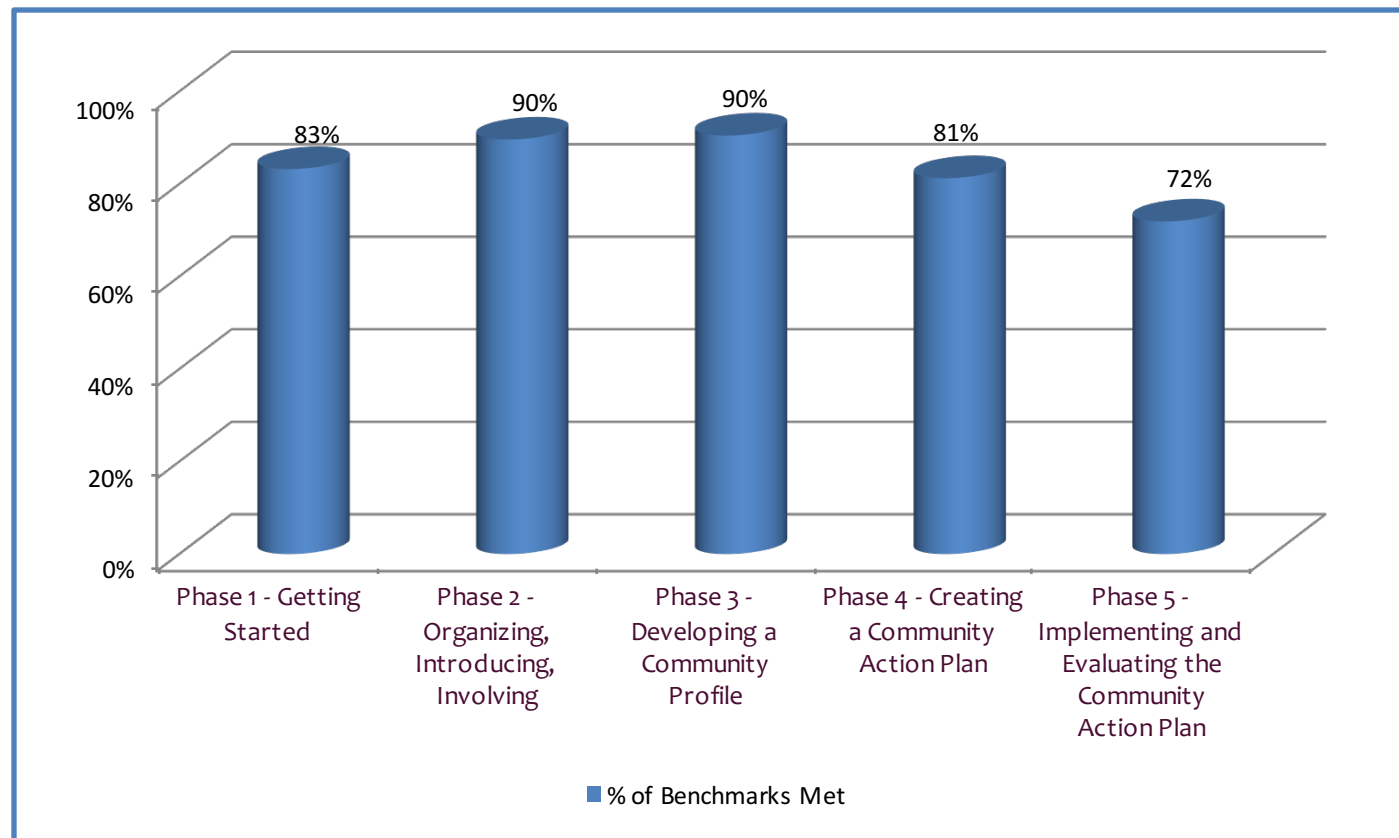
PATHS





Implementation Results

Communities That Care Milestones and Benchmarks





Steps to Success Implementation

What went right and what were our challenges in implementing the evidence-based program package?

- PATHS
- Positive Family Support
- Strengthening Families (10-14)





Lessons Learned

- **Frame initiative goals positively.**
- **Assess Readiness** – R=MC2 (Scaccia et al, 2015).
 - Programs must have a champion
 - Staff must be fully trained
- **Front end work critical** – careful selection sets up an infrastructure for implementation with fidelity and sustainability (Cooper et al., 2013).





Lessons Learned

- **Ownership of the project must lie in the community.**
 - Align research/implementation team's experience and initiative goals to the community's experience and investment.
 - Embrace the community board as a driver.
 - Cultivate community leadership and capacity.
- There is **no quick fix** – capacity building for prevention is a long-term process based on building trust with the community.





Sustainability

1) Infrastructure

- Steps to Success Sustainability Committee
- Strong individual, organization, and agency partnerships
- 501c3 status
- Additional grant proposals/ funding streams
- Communities That Care continuation (including Community Site Manager)

2) Prioritized Programs for Sustainability

- Strengthening Families Program 10-14
- Promoting Alternative Thinking Strategies (PATHS)
- Violence Injury Risk and Protection Screening Tool
- Positive Recognition Campaign





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Websites:

www.stepstosuccessmontbello.com

<http://www.colorado.edu/cspv/>

<http://www.communitiesthatcare.net/>

[See CDC YVPC Special Issue The Journal of Primary Prevention](#)

April 2016, Volume 37, Issue 2, pp 141-163; <http://link.springer.com/article/10.1007/s10935-016-0423-x/fulltext.html>

Constructing “Packages” of Evidence-Based Programs to Prevent Youth Violence: Processes and Illustrative Examples
From the CDC’s Youth Violence Prevention Centers

