

Blueprints
FOR HEALTHY YOUTH DEVELOPMENT

THE NEW YORK FOUNDLING

BUILDING AN IMPLEMENTATION INFRASTRUCTURE FOR NEW YORK CITY EBM TRANSITION

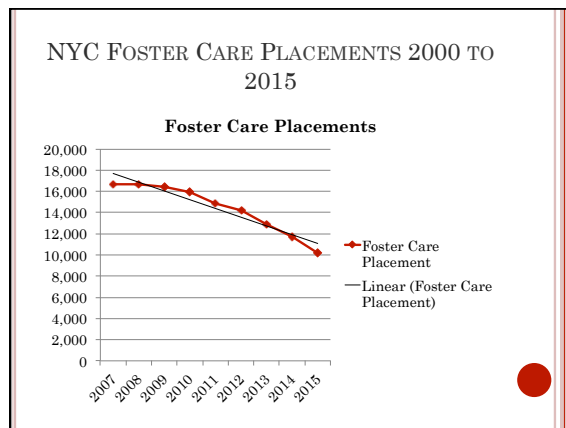
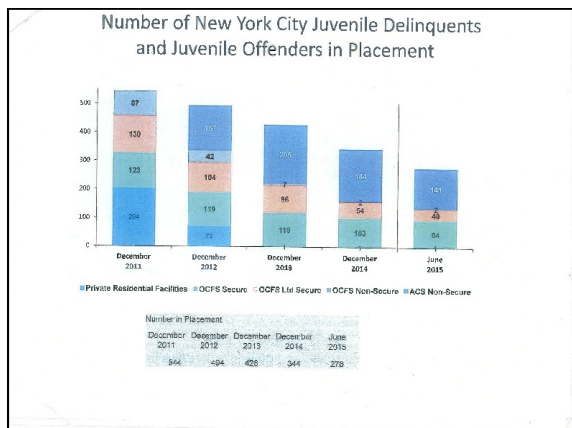
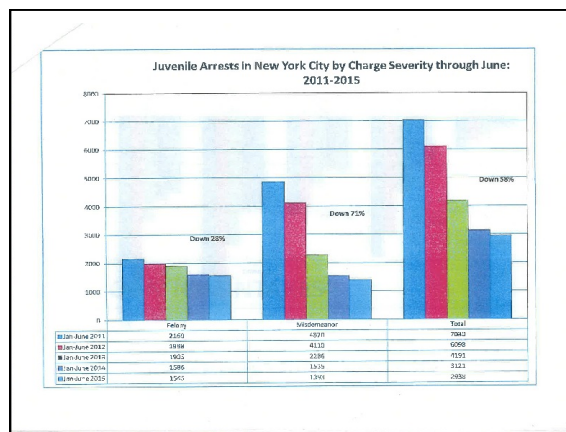
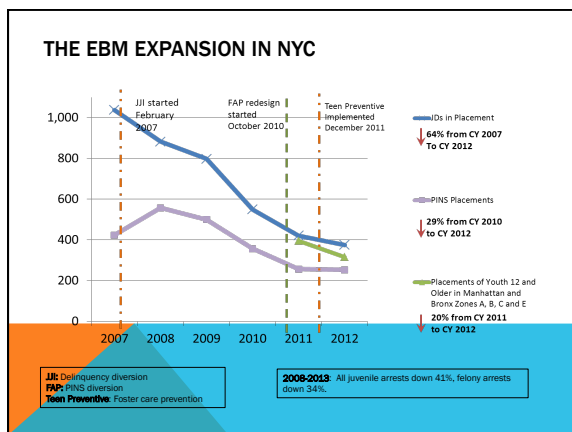
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Building on prior experience with EBMs/PPMs, improve outcomes in juvenile justice, preventive services, foster care and parts of protective services.

Where EBMs and PPMs were being used prior to 2012:

- **Juvenile Justice** – Diversion and in-facility models
- **Preventive** – Preventing foster care placements

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CHOOSING MODELS

Pre-Intention:

- Determine population and mission and contract match
- Conducted search to determine best fit
 - Models rooted in the mental health system
 - Models rooted in the juvenile justice system
 - Model developer capacity
- Bring stakeholders together to learn about what fits best

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Levels of Evidence: ACS Definitions

**Not
Evaluated**

Accepted as effective
by the local
community, but lack
supporting research

**Promising
Practice**

Shows some research
to indicate that they
produce positive
primary outcomes
(i.e., reduce repeat
maltreatment)

**Evidence
Informed**

Evidence of effect
with a strong*
research design

**Evidence
Based**

Evidence of effect
with a strong*
research design,
sustained effect at
least one year
beyond treatment
and at least one site
replication

* Strong research design is defined as an experimental or quasi experimental design. Experimental designs use random assignment and quasi experimental designs use matched control groups.

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SYSTEM READINESS

System Readiness Assessment:

- Assess knowledge base;
- Misalignment between policies and the practice;
- Misalignment in model fidelity measurement and measurement practices;
- Redundancy of documentation; and
- Limited internal training/technical assistance capacity

System Readiness Activities with providers and ACS

- Capacity Building
- Policy and Practice Alignment
- Evaluation and Monitoring

System Readiness Training Activities

- Implementation Institute for staff
- One day overviews of all models
- Targeted training for various stakeholders: Family Court attorneys, Evaluation and Case Review staff, Program Development staff, Preventive Technical Assistance, Office of Placement, Child Protection staff
- Written Communication widely disseminated
 - One pager
 - Desk Guides
 - Pamphlets, brochures

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SYSTEM READINESS

Administrative Activity Changes

- Preventive Standards Addenda for each evidence-based and promising practice model
- Monitoring tools and logic models developed for each model

Lessons Learned from Model Developers

- Models in various stages of development
- Manuals and training plans in various stages of development
- Focus on fidelity and fidelity instruments widely vary
- Different opinions on the length of time developers will be involved vs. self-sustainability
 - Hard look at ability of government system to take on developer/consultant role

Importance of "Feedback Loops"

- Internal
- With providers all together, usually by model
- With individual providers
- With developers

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SYSTEM READINESS

Changes to QA Monitoring Systems

- Counting on the developers/consultants
- Model Fidelity Desk Guide for stakeholders
- Patience in measuring model fidelity
- Organizing monitoring is not so simple

Lessons Learned 4-7 Months into Implementation

- Don't underestimate important role of very top leadership
- Staff need support to understand fidelity
- Role of developer in monitoring/improvement plans
- Don't oversell
- Intervention are not substitutions for relationships
- Avoid, almost at all costs, any modification to a model. When necessary, only to be done in consultation with the developers.
- Strategically engaging stakeholders
- Create welcoming environments

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ACS SCI PREVENTIVE CONTINUUM

										SCIT-CA
Low Family Risk and Need				Moderate Family Risk and Need		High Family Risk and Need				
Specialized Intervention	General Preventive	Selected Preventive	Preventive Intervention	Family Connections	Child Threats	Child Threats	Child Threats	Child Threats	Child Threats	Child Threats
Individual Threats Developmental Disorders, Anxiety, Depression, etc.	General Preventive	Selected Preventive	Preventive Intervention	Family Connections	Child Threats	Child Threats	Child Threats	Child Threats	Child Threats	Child Threats
Agg. Risk/Behaviors Indicators with Agg. Risk/Behaviors Indicators	Agg. Risk/Behaviors Indicators with Agg. Risk/Behaviors Indicators	Agg. Risk/Behaviors Indicators with Agg. Risk/Behaviors Indicators	Agg. Risk/Behaviors Indicators with Agg. Risk/Behaviors Indicators	Agg. Risk/Behaviors Indicators with Agg. Risk/Behaviors Indicators	Agg. Risk/Behaviors Indicators with Agg. Risk/Behaviors Indicators	Agg. Risk/Behaviors Indicators with Agg. Risk/Behaviors Indicators	Agg. Risk/Behaviors Indicators with Agg. Risk/Behaviors Indicators	Agg. Risk/Behaviors Indicators with Agg. Risk/Behaviors Indicators	Agg. Risk/Behaviors Indicators with Agg. Risk/Behaviors Indicators	Agg. Risk/Behaviors Indicators with Agg. Risk/Behaviors Indicators

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IF WE HAD TO DO IT ALL OVER AGAIN?

Would we?

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