



# Moving from Research to Application: Practical Tools, Resources, and Strategies for Quality Implementation

Blueprints Conference 2018

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# Introductions

- Your Name
- Where are you from? (Physical Location and Organization)
- What do you do?
- What are you looking to hear or understand from the presentation today?
- And just because... What is your favorite dessert?



# Who are we?

## Clearinghouse Vision

- To ensure military families are always supported by practices and programs known to be effective

## Clearinghouse Mission

- To engage in:
  - Applied research and evaluation
  - Implementation science
  - Education and outreach



# Video- Clearinghouse for Military Family Readiness

PennState

A Penn State Applied Research Center

**CLEARINGHOUSE**  
FOR MILITARY FAMILY READINESS

[Home](#) [About Us](#) [Services We Offer](#) [Programs](#) [Current Projects](#) [News and Updates](#) [Support](#)

## Sound Science, Strong Families, Stronger Service

You work with families every day — we are here to partner with you. The Clearinghouse is an applied research center created to help you identify, implement, evaluate, and improve programs that strengthen military service members and their families.

[What We Do](#)

**Questions?**  
Chat with us live

We are online - chat with us



Continuum of Evidence <sup>1 2</sup>				
Placement	<p><b>Effective<sup>3</sup></b></p>	<p><b>Promising</b></p>	<p><b>Unclear<sup>4</sup></b></p>	<p><b>Ineffective</b></p>
Criteria				
<b>Significant Effect</b>	Rigorous statistical evidence of a change in a highly desired outcome that was considered significant, with no negative effects found.	Rigorous statistical evidence of a change in a highly desired outcome that was considered significant, with no negative effects found.	Effects are unclear due to mixed results or no evidence.	An appropriate evaluation has failed to demonstrate a significant effect, or has negative effects.
<b>Sustained Effect</b>	Effect(s) lasting $\geq$ two years from the beginning of the program, or $\geq$ one year from program completion.	Effect(s) lasting $\geq$ one year from the beginning of the program, or $\geq$ 6 months from program completion. <i>Noted considerations may be given for programs that have not had sufficient time to demonstrate long-term effects.</i>	Sustainability not assessed or established.	Program effects not sustained.
<b>Successful External Replication</b>	Program was found effective in at least one other study that matches the original evaluation study design, and conducted by an implementation team that was *independent of the program developer.	No evidence of external replication, or limited replication criteria (i.e., lacking significant/ sustained effect, inadequate study design, etc.).	No evidence of external replication.	No evidence of successful external replication.
<b>Study Design</b>	Randomized controlled design	At least a quasi-experimental design	May use a quasi-experimental, pre-post-test design, or purely descriptive	Experimental or quasi-experimental design
	Well-matched quasi-experimental design			
<b>Additional Criteria Regarding Study Execution</b>	Meets all 4 additional criteria (see pages 2-3).	Meets 2 or 3 of the additional criteria (see pages 2-3).	Meets 0 or 1 additional criteria (see pages 2-3).	Meets all 4 additional criteria (see pages 2-3).


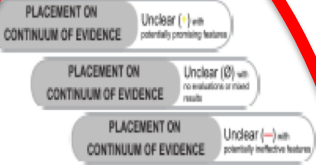

<sup>1</sup>Adapted from two sources: (1) Blueprints for Violence Prevention (<http://www.colorado.edu/cspv/blueprints/>) and (2) OJP What Works Repository (<http://www.ncjrs.gov/pdffiles1/nij/220889.pdf>).

<sup>2</sup>This material is based upon work supported by the National Institute of Food and Agriculture, U.S. Department of Agriculture, under Agreement No. 2010-488869-20781 as part of the USDA National Institute of Food and Agriculture - Department of Defense Military Community and Family Policy Partnership.

<sup>3</sup>The Effective category has two subcategories: (1) Effective – RCT, and (2) Effective – Quasi-experimental

<sup>4</sup>The Unclear category has three subcategories: (1) Unclear (Ø) with no evaluations or mixed results, (2) Unclear (+) with potentially promising features, and (3) Unclear (-) with potentially ineffective features.

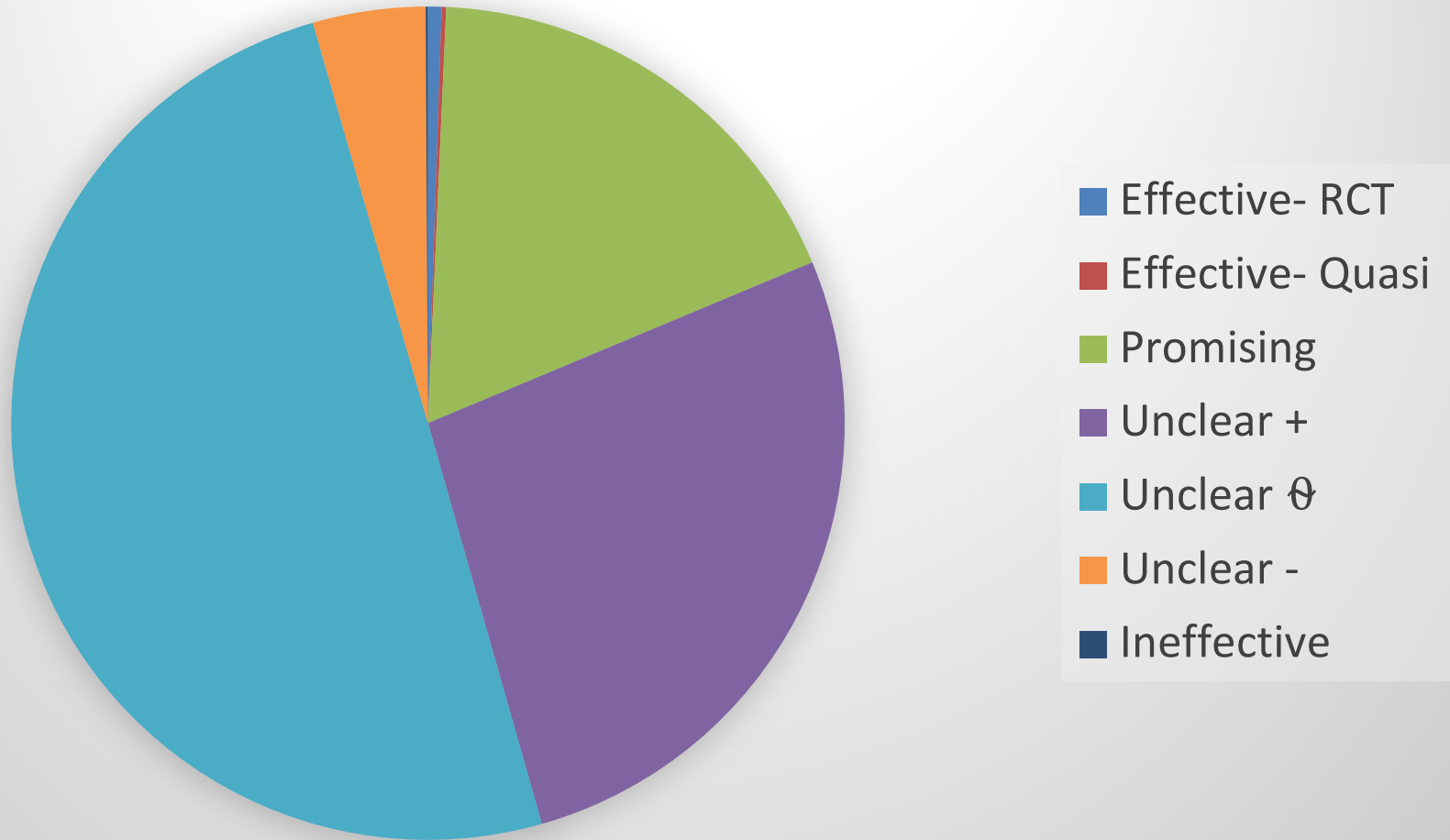
# Continuum of Evidence<sup>1,2</sup>

Placement	Effective <sup>3</sup>	Quasi-Effective <sup>3</sup>	Unclear <sup>4</sup>	Ineffective
				
Criteria				
Significant Effect	Rigorous statistical evidence of a change in a highly desired outcome that was considered significant, with no negative effects found.	Rigorous statistical evidence of a change in a highly desired outcome that was considered significant, with no negative effects found.	Effects are unclear due to mixed results or no evidence.	An appropriate evaluation has failed to demonstrate a significant effect, or has negative effects.
Sustained Effect	Effect(s) lasting ≥ two years from the beginning of the program, or ≥ one year from program completion.	Effect(s) lasting ≥ one year from the beginning of the program, or ≥ 6 months from program completion. <i>Noted considerations may be given for programs that have not had sufficient time to demonstrate long-term effects.</i>	Sustainability not assessed or established.	Program effects not sustained.
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**EVIDENCE!**




# Continuum Placements




# Program Topics Areas

- Academic Performance
- Alcohol/Drugs/Tobacco
- Anger
- Antisocial Behavior
- Anxiety
- Behavioral Problems
- Bullying
- Case Management
- Child Abuse
- Communication
- Deployment
- Depression
- Divorce
- Early Intervention
- Emotional Competency
- Employment Financial
- Literacy
- Fitness
- Grief & Loss
- Inclusion
- Injury
- Intimate Partner Violence
- Life Stress
- Media Literacy
- Mentorship
- Nutrition/Diet
- Obesity
- Organizational Culture
- Parenting
- Physical Activity
- PTSD
- Recreation
- Relationships
- Reproductive Health
- Resilience
- Safety
- School Culture
- School Readiness
- Sedentary Behavior
- Sexual Assault
- Sleep
- Social Competency
- STI
- Stigma
- Suicide
- Transitioning

# Continuum of Evidence

 PennState

CLEARINGHOUSE  
FOR MILITARY FAMILY READINESS  
SOUND SCIENCE • STRONGER SERVICE  
A PENN STATE APPLIED RESEARCH CENTER

FACEBOOK TWITTER YOUTUBE

Program Search

Placement Topic Target Population Sector Military Use: ☐ Yes ☐ No

Search Programs Reset

## Find Programs

To find a program, type descriptive keywords in the search box, and press the Enter key or click the Search button. You can narrow your search by Topic, Target Population, and Sector by clicking the dropdown links. For further instructions, please contact Technical Assistance by calling 1-877-382-9185, emailing [clearinghouse@psu.edu](mailto:clearinghouse@psu.edu), or initiating a live chat.

Alternatively, you can [view all programs](#).

1149 Results

Title	Placement	Topic	Target Population	Sector	Military Use	Summary
<a href="#">PATHS (Promoting Alternative THinking Strategies)</a>	Effective-RCT	Antisocial Behavior, Behavioral Problems, Depression, Emotional Competency, Social Competency	Children	School-based	No	PATHS® (Promoting Alternative THinking Strategies), a comprehensive school-based program, is designed to encourage social and emotional competencies and prevent violence, aggression, and behavior problems among children. PATHS also strives to strengthen children's critical thinking skills and improve the classroom climate.

<https://militaryfamilies.psu.edu/>

# Objectives

- Understand factors that assist in sustainable, quality implementation based on evidence-informed implementation frameworks and science.
- Receive selected tools and resources appropriate to the setting and context of various implementation challenges.
- Discuss planning strategies and solutions for the successful implementation and sustainability of evidence-based practice.



# Evidence-Based Programs

1. Demonstrates an impact on outcomes (e.g, program influences outcomes such as reduced substance abuse, increased parenting skill, etc.)
2. Through application of rigorous scientific research methods (i.e. experimental and quasi-experimental research design)
3. Outcomes are sustained over-time

See Handout- *Making Sense of the Science:  
Understanding Evidence Based Programs*

# Evidence-Based Programs

The utilization of an evidence-based program alone does not ensure that a program will be implemented with quality and reach it's intended outcomes.



(Wandersman, Alia, Cook, Hsu, & Ramaswamy, 2016; Meyers, Durlak, & Wandersman, 2012; Durlak 2013).

# Implementation Quality



# Discussion Activity

1. What factors do you believe most impact the quality of an implementation effort?
2. Share your own experiences with program implementation and what has worked well and what hasn't worked well in your setting.
3. Present questions/problems/observations from your setting around program implementation, evaluation, or outcomes to your group for feedback and suggestions.

# Quality Implementation

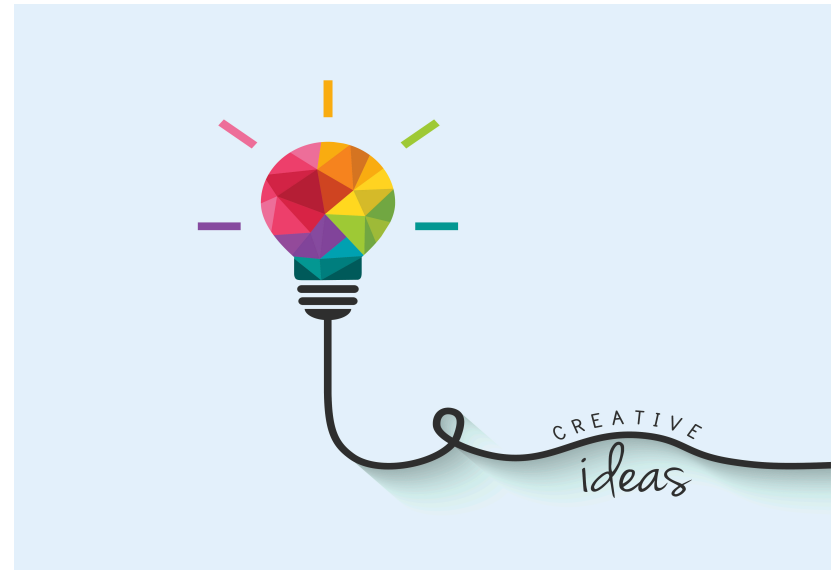
Quality implementation is defined as a systematic process of coordinated steps and careful planning that should be completed primarily before program implementation begins (Durlak, 2013).



# Our Focus

What promotes quality implementation:

- Use of Technical Assistance
- Evidence-informed tools and resources



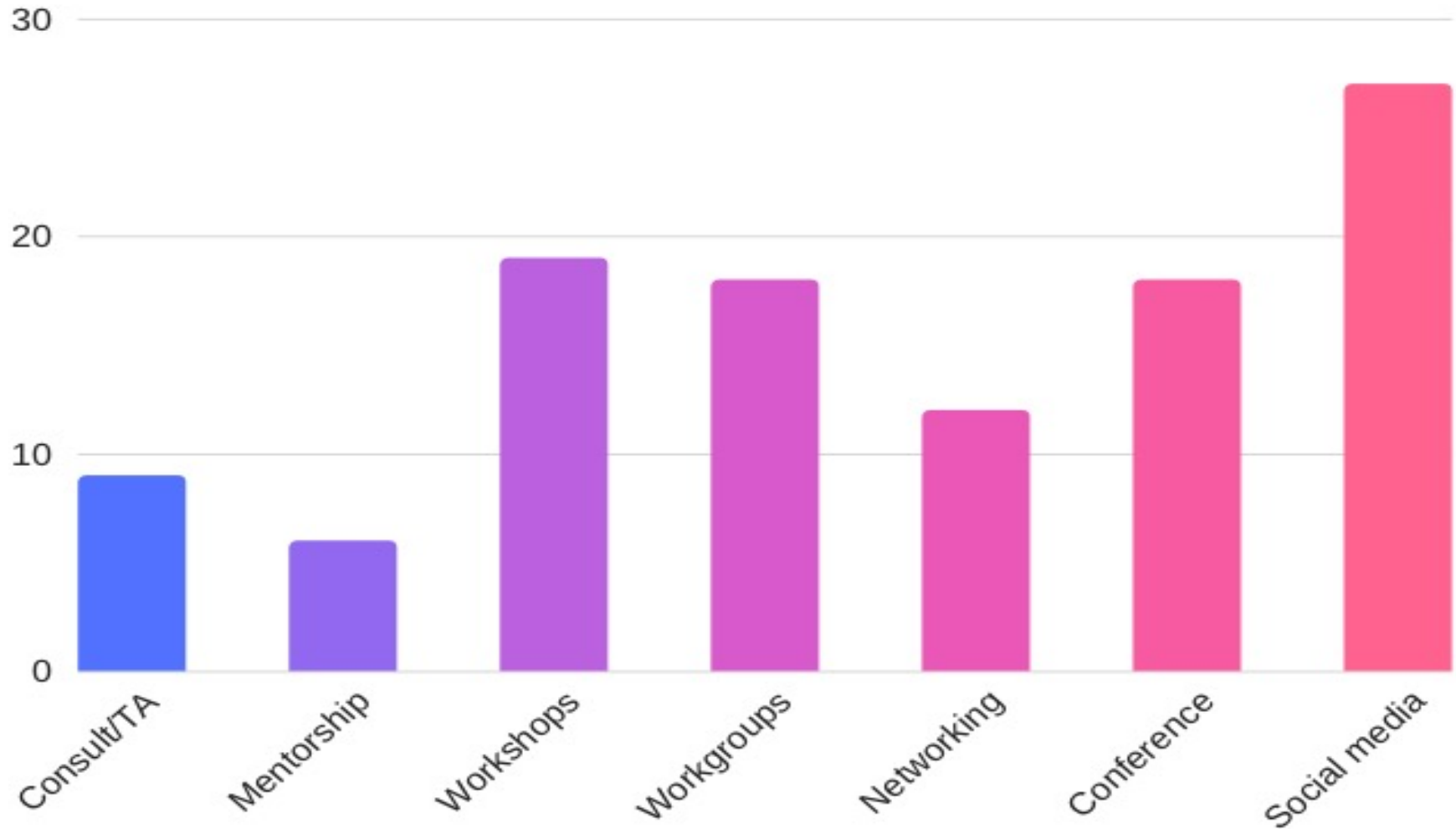
(Wandersman & Florin, 2003; Mihalic and Irwin, 2003).

# D&I Resource Initiatives

- 2017 research study performed a content analysis between October 2015 and March 2016 of 42 D&I implementation science resource initiatives
- Criteria for the resource initiatives
  - engaged in multiple efforts to advance D & I science (beyond conference participation)
  - Offered D & I science resources
  - Presented content in English

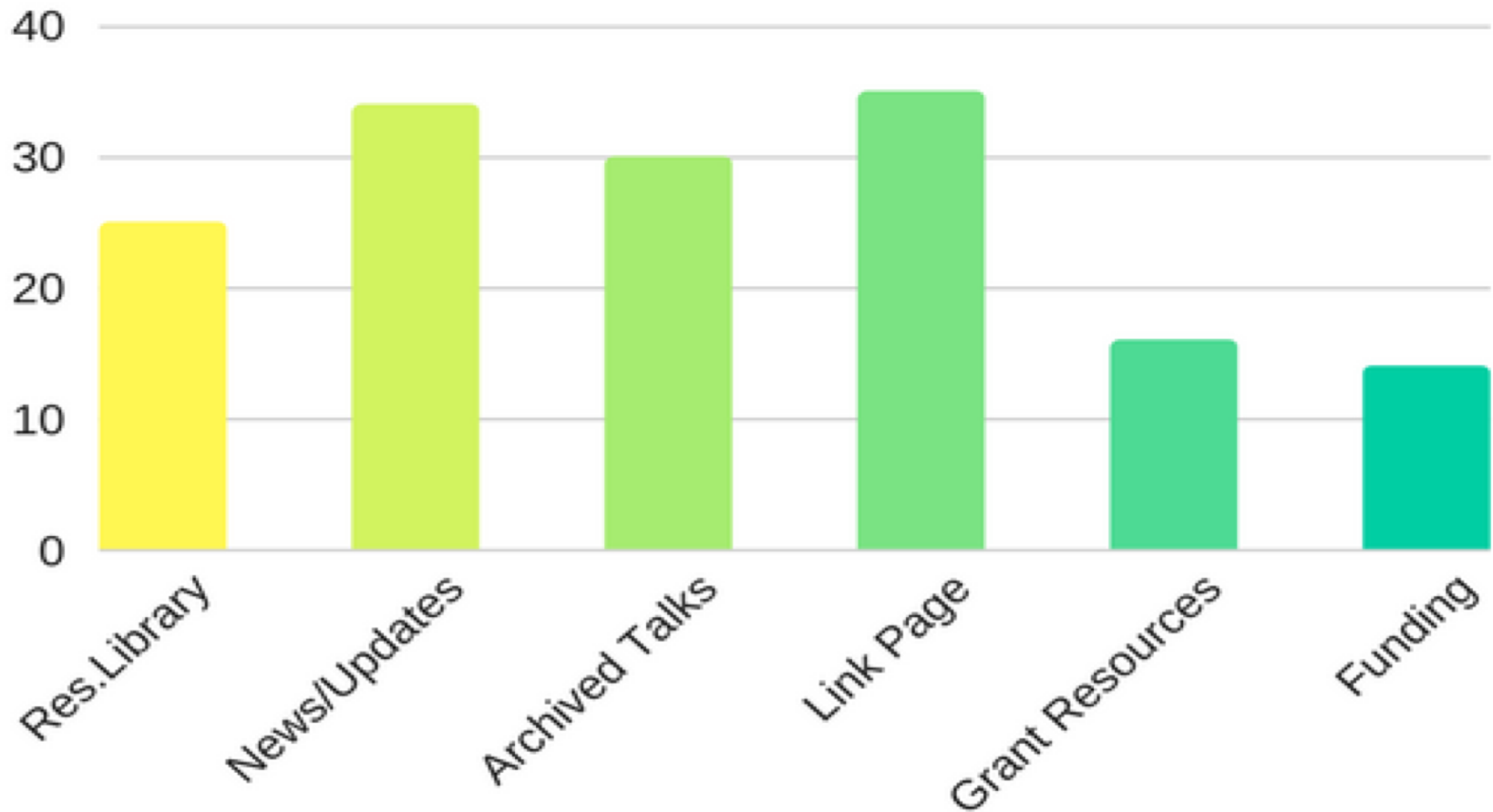
(Darnell, Dorsey, Melvin, Chi, Lyon, & Lewis, 2017)

# Interactive Resources





# Non-Interactive Resources



# Interactive and Non-Interactive Resources

- 83% of resource initiatives offered both interactive and non-interactive resources ( $n = 35$ ).



# Resource Library

- Common Types of Resources
  - Tools/toolkits
  - Guides/guidelines
  - Articles
  - Reports
  - Systematic reviews

# D&I Resources

- Non-interactive Resources were more common
  - Less costly
  - Easier to maintain
  - Availability (on-demand)
  - Ease of Accessibility
  - Scalability
- Non-interactive resources have the potential for greater reach to those in the D&I field
- Some content such as research findings are more appropriate to non-interactive resources

# Clearinghouse Resources & Tools

- **Continuum of Evidence- (Interactive Database of Programs)**
- **Program Implementation Toolkit- Resources Library (Non-Interactive)**
  - Informational Sheet
  - Worksheet
  - Resource List
  - Tool
- **Social Media (News/Updates Page, Facebook @ClearinghouseForMilitaryFamilyReadiness)**
- **Technical Assistance (Interactive)**

# Clearinghouse Program Implementation Toolkit

- Reviewed the latest research around evidence-based programs, implementation science, and military families to create evidence-informed, easy-to-use resources and tools for professionals.
- The tools and resources are designed to assist professionals through the program selection, implementation, and evaluation processes.

# Quality Implementation Framework (QIF)

How do we implement programs and interventions with quality?

- Synthesized information from 25 Implementation Frameworks
- Developed Four Implementation Phases with a total of 14 steps (10 of the 14 should occur before implementation begins)



(Meyers, Durlak, and Wandersman, 2012)

# Phase 1: Initial Considerations Regarding the Host



## Assessment Strategies

- Conducting a needs and resources assessment
- Conducting a fit assessment
- Conducting a capacity/readiness assessment



## Decisions about Adaptation

- Considering the possibility for adaptation



## Capacity-building strategies

- Obtaining buy-in from stakeholders and fostering a supportive community/organizational climate
- Building general/organizational capacity
- Staff recruitment/maintenance
- Pre-innovation staff training



# Adaptation

- **Adaptation** *encompasses all of the adjustments made to a program that may be either intentional or unintentional. Examples of adaptations include:*
  - removing or adding program components;
  - altering the delivery of program components discussed in the program manual or curriculum;
  - or adjusting program components for cultural reasons or reasons related to local circumstances (U.S. Department of Health and Human Services, 2002).

# Why Adapt?

- Rigid adherence to fidelity (i.e. refusing to make any adaptations in program delivery regardless of the needs of different groups of people) can lead to “culturally blind” interventions that may fail to engage participants and produce desired outcomes (Kumpfer et al., 2002; Castro et al., 2004; & McHugh et al., 2009).
- Adapt to match the needs of unique groups and local circumstances.

# Why does Fidelity Matter?

- Research has clearly linked fidelity with positive outcomes
  - Higher fidelity is associated with better outcomes across a wide range of programs and practices (PATHS, MST, FFT, TND, LST and others)
- Fidelity enables us to attribute outcomes to the intervention, and provides information about program feasibility

# The reality...

- While possible, fidelity is not a naturally occurring phenomenon - adaptation (more accurately program drift) is the default
- Most adaptation:
  - is reactive rather than proactive
  - weakens rather than strengthens the likelihood of positive outcomes

# Adaptations

- The following adaptations may be appropriate:
  - Culturally appropriate metaphors and language
  - Images that reflect the program's participants
  - Activities that do not fit or are offensive to the culture or need to be adjusted for persons with disabilities
  - Updating statistical information

# Adaptations that Require Consultation

- Reducing the dosage, such as reducing the number of lessons or the length of sessions;
- Adding or removing core curriculum elements, such as lessons, activities, or topics;
- Decreasing opportunities for participant engagement, such as removing discussions or skill practice activities;
- Changing the theoretical approach or program goals; and
- Eliminating the delivery of key concepts or messages.

# Adaptation Recommendations

- Examine the program core components, theory of change, and logic model carefully.
- Involve input from local stakeholders.
- Include collaboration between local communities and researchers with expertise in program development and evaluation.
- Consult or work with the program developer (Backer, 2001, Skaff et al., 2002; Castro et al., 2004).

# Capacity Building Strategies





# Phase 1: Clearinghouse Community & Organizational Assessment Resources

- Assessment strategies
  - Community Needs Assessment Planning Worksheet
  - Assessing Community Readiness Tool
- Decisions about adaptation
  - Assessing Program Fit & Feasibility Tool
  - Program Selection and Implementation Info Sheet
- Capacity-building strategies
  - Exploring Community Strengths and Needs Tool
  - Assessing Community Needs and Readiness Resource List

# Phase 1: Additional Community & Organizational Assessment Resources

- Child Welfare Information Gateway
  - Information and resources on understanding Community Needs Assessments
  - <https://www.childwelfare.gov/topics/systemwide/assessment/community/?hasBeenRedirected=1>
- Community Tool Box: Assessing Community Readiness
  - Resources and Tools for community building skills
  - <https://ctb.ku.edu/en/using-tool-box>
- Communities that Care
  - 5 step community change process for reducing youth violence, alcohol & tobacco use, and delinquency
  - <https://www.communitiesthatcare.net/how-ctc-works/>
- Community Readiness Model
  - 9 stage model designed to assist communities in determining their stage of readiness and building strategies to increase community readiness.
  - [http://www.triethniccenter.colostate.edu/communityReadiness\\_home.htm](http://www.triethniccenter.colostate.edu/communityReadiness_home.htm)

# Phase 2: Creating a Structure for Implementation



## Structural Features for Implementation

- Creating implementation teams
- Developing an Implementation Plan



# Phase 2: Clearinghouse Implementation Resources

## Developing an Implementation Plan:

- Implementation Framework and Models
  - Information Sheet
- Recruitment Strategies for Evidence-based Programs
  - Information Sheet

# Phase 2: Additional Implementation Resources

- National Implementation Research Network (NIRN)
  - <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/AlHub-Handout11-ImplementationTeams.pdf>
  - Building Implementation Teams
    - Activity 3.4 Implementation Teams
    - Activity 3.3 Create a Mock Team

# Phase 3: Ongoing Structure Once Implementation Begins



## Ongoing implementation support strategies

- Technical Assistance/coaching/supervision
- Process Evaluation
- Supportive feedback mechanism

# What is Technical Assistance (TA)?

- Continued training and support before, during, and after program delivery.
- Can be proactive or reactive
  - **Proactive**- anticipating or identifying concerns before they become larger obstacles
  - **Reactive**- response to an issue or barrier

# Phase 3: Clearinghouse Technical Assistance

- We provide Technical Assistance to professionals working with Military Families
- Assist during the program selection, implementation, and evaluation process
- Assisted with 1,500 TA requests since April 2011





# Why Offer TA?

- Assist professionals working with military families in choosing and applying the right evidenced-based programs and practices.
- Simply providing tools and resources for implementers are not enough.
- A technical assistance provider can offer support and guidance on how best to use these tools and resources.



# How to reach us?

**We are online - chat with us**

**ONLINE Start Chat**  
Welcome to our Online Support! To help us serve you better, please provide some information before initiating the chat with a representative.

**Your Name:**

**Email:**

**Your Question:**

**How did you hear about the Clearinghouse?**

**Are you affiliated with a military branch? If so, which branch?**

**What is your professional title?**

**Department:**

## Clearinghouse Technical Assistance

### Website:

[www.militaryfamilies.psu.edu](http://www.militaryfamilies.psu.edu)

**Live Chat:** 9:00 am – 5:00 pm EST

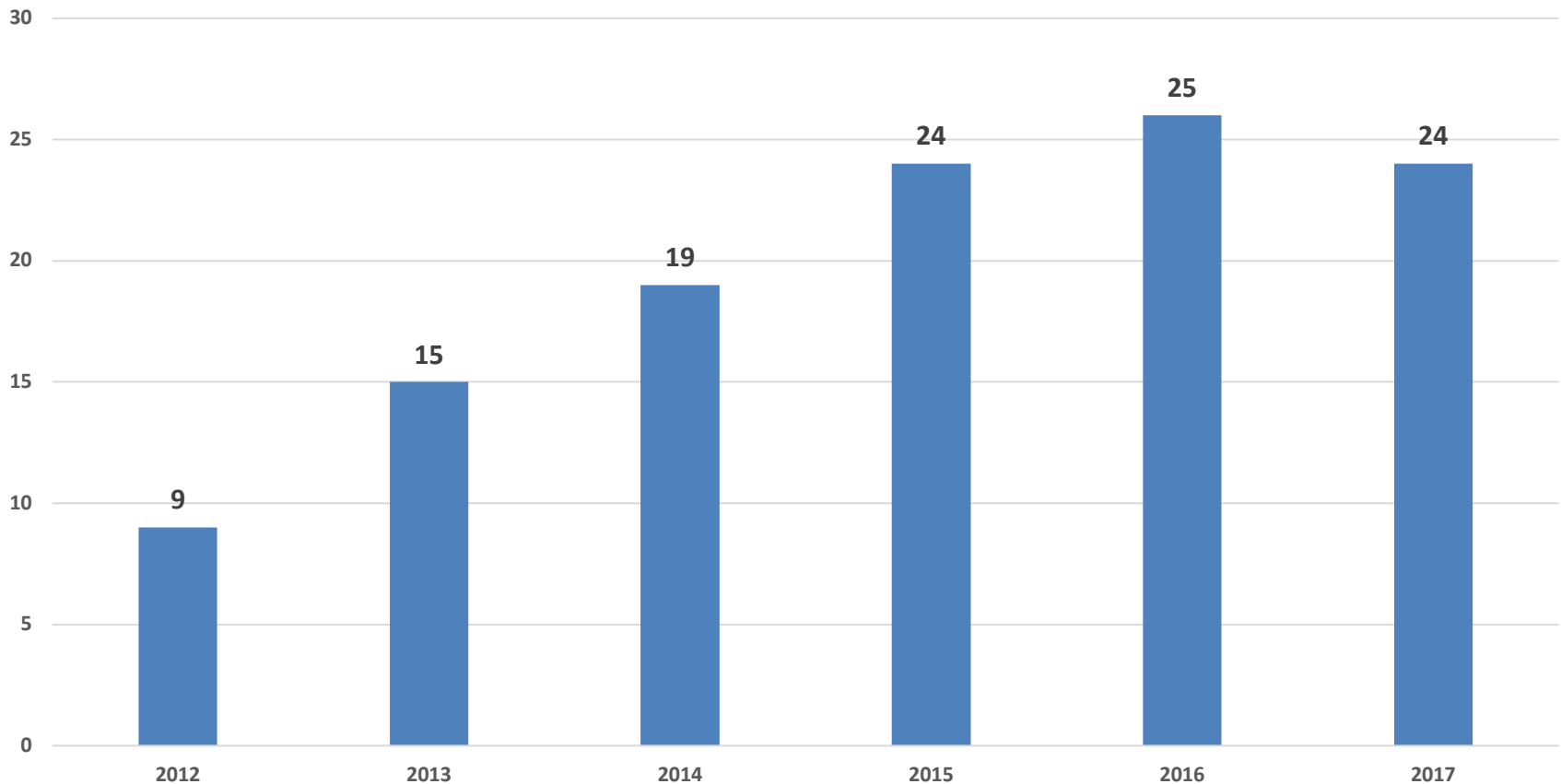
### Email:

[clearinghouse@psu.edu](mailto:clearinghouse@psu.edu)

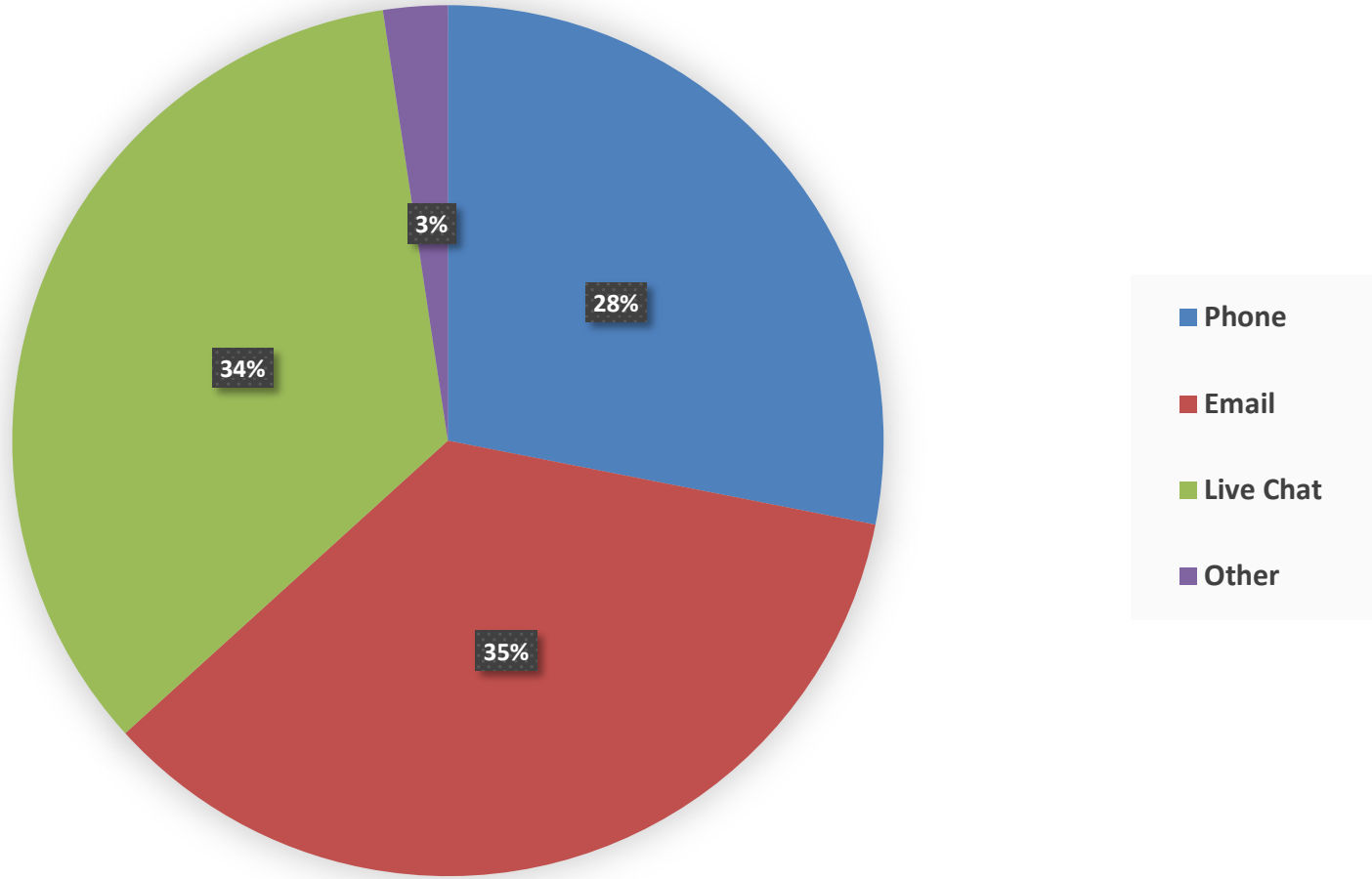
**Phone:** (Toll Free)  
1-(877)-382-9185

# Average Number of TA Requests

Average of Monthly TA Requests per Year



# Mode of Connection



# Types of Requests

- Evidence-Based Programs
  - Selecting the right evidence-based program
  - Data and Research findings for evidence-based prevention
- Implementation Assistance
  - Questions on recruiting program participants
- Continuum of Evidence
  - Information on the placement process
  - Developers questioning program placement

# Types of Requests Cont...

- Evaluation Planning Assistance
  - Help with developing an evaluation plan
  - Identifying measures
- Information on Clearinghouse Services/Projects
  - School Resources for Military Families website
  - 5210 Healthy Children and Healthy Military Children
  - Incident Severity Scales (Child Maltreatment and Intimate Partner Violence Scale)
  - New Parent Support Program (NPSP) Quality Control Improvement Pilot Implementation (CQI)
  - Schools Empowering At-Risk Students (SEAS)
  - THRIVE: Lifespan Parenting Program
- Resource Assistance
  - Assistance with obtaining resources
- Other
  - Additional requests that do not fit with in the remit of Clearinghouse services

# Phase 3: Clearinghouse Ongoing Implementation Resources

- Supportive Feedback Mechanism:
  - Participant Retention Strategies
  - Understanding Fidelity
  - Maintaining Fidelity Checklist Tool

# Phase 3: Additional Ongoing Implementation Resources

- Identifying and Implementing Educational Practices supported by Rigorous Evidence: A User Friendly Guide
  - <https://www2.ed.gov/rschstat/research/pubs/rigorousetid/rigorousetid.pdf>
- RE-AIM (Reach Effectiveness-Adoption Implementation Maintenance)
  - <http://www.re-aim.org/>
- Selecting, Planning, and Implementing Evidence-Based Interventions for the Prevention of Substance Use Disorders
  - [http://www.michigan.gov/documents/mdch/Mich\\_Guidance\\_Evidence-Based\\_Prvn\\_SUD\\_376550\\_7.pdf](http://www.michigan.gov/documents/mdch/Mich_Guidance_Evidence-Based_Prvn_SUD_376550_7.pdf)
- State Implementation & Scaling-Up of Evidence-based Practices Center (SISEP)
  - <http://sisep.fpg.unc.edu/>
- Using What Works: Adapting Evidence Based Programs to Fit Your needs
  - [https://cancercontrol.cancer.gov/use\\_what\\_works/start.htm](https://cancercontrol.cancer.gov/use_what_works/start.htm)



# Phase 4: Improving future applications



## Improving Future Applications

- Learning from experience

## Phase 4: Clearinghouse Improvement/Evaluation Resources

- Learning from experience:
  - Evaluability Checklist
  - Preparing for a Program Evaluation
  - Evaluation Planning
  - Program Evaluation Resources List
- Next step:
  - Develop Sustainability Tools

# Phase 4: Additional Improvement/Evaluation Resources

- Defense Centers of Excellence Program Evaluation Guide (<https://www.cdc.gov/eval/resources/index.htm>)
- Military REACH Toolkit (<https://reachmilitaryfamilies.umn.edu/prodev/track/program-evaluation-toolkit>)
- Program Manager's Guide to Evaluation (<https://www.acf.hhs.gov/opre/research/project/the-program-managers-guide-to-evaluation>)
- SAMSHA Evaluation Tools and Resources (<https://www.samhsa.gov/capt/tools-learning-resources/evaluation-tools-resources>)
- W.K Kellogg Handbooks (<https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook>)
- Excerpted from Program Evaluation: Resources and Tools found at [https://militaryfamilies.psu.edu/wp-content/uploads/2017/11/Program-Evaluation\\_Resources-and-Tools-9-9-17.pdf](https://militaryfamilies.psu.edu/wp-content/uploads/2017/11/Program-Evaluation_Resources-and-Tools-9-9-17.pdf)

# Group Activity

You are a school counselor at a public high school comprised of 700 students located in the city of Philadelphia. The principal of the school, John, recently approached you to let you know that the district administration has decided all Philadelphia public high schools will be starting a program to address the issue of school bullying. The district is expecting to receive some state funding for an initiative to reduce bullying and so is required to implement a program that is evidence-based and ready to be implemented by the upcoming school year (2018/2019). The Point Break Program was suggested as a potential program that could be implemented.

As a team,

- Discuss recommendations you would make to the district about this program and how to go about implementing a program with quality.
- Complete the *Fit and Feasibility Tool* as a starting point for discussion.

# Strategies for Quality Implementation

- Use self-assessment strategies such as conducting a needs assessment,
- Use capacity building strategies such as obtaining explicit buy-in from critical stakeholders,
- Develop structural features to support implementation such as creating implementation teams, and
- Use ongoing implementation support strategies such as Technical assistance supports.

# Questions





# References

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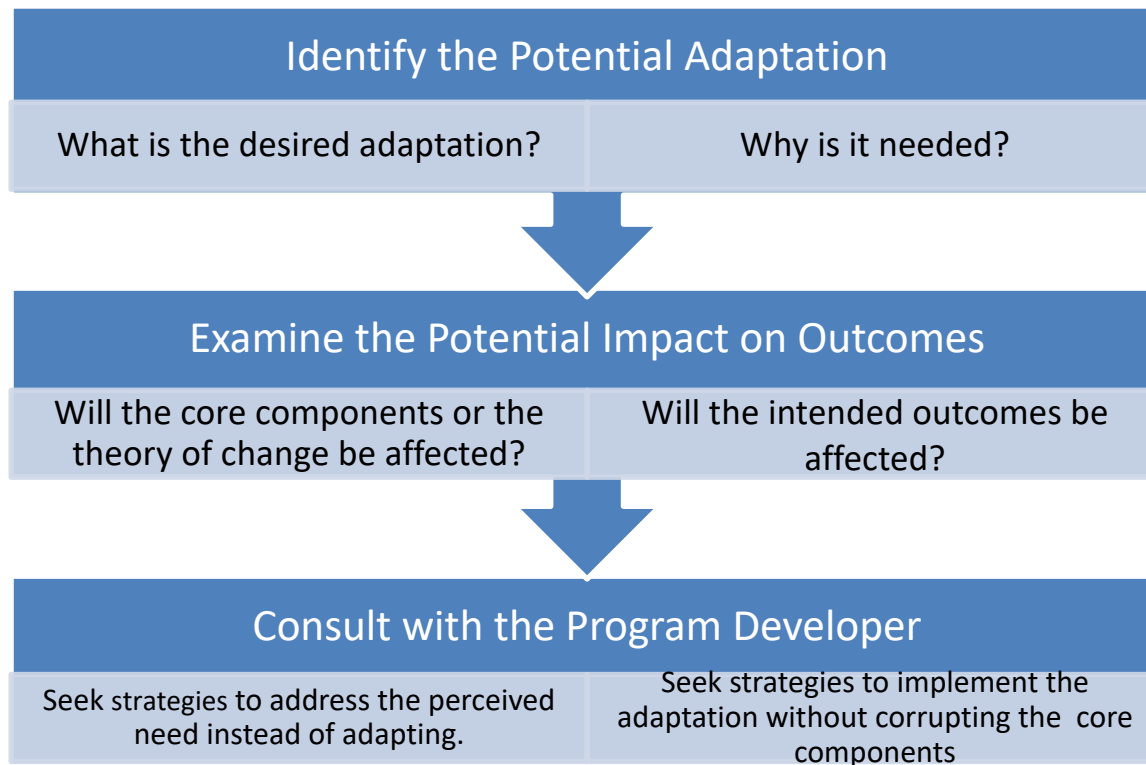
# THANK YOU!

- Jill Schulte [jas1070@psu.edu](mailto:jas1070@psu.edu)
- Jennifer Smith [jls1119@psu.edu](mailto:jls1119@psu.edu)
- Clearinghouse Technical Assistance
  - Website: [www.militaryfamilies.psu.edu](http://www.militaryfamilies.psu.edu)
    - Live Chat: 9:00 am - 5:00 pm EST
  - Email: [clearinghouse@psu.edu](mailto:clearinghouse@psu.edu)
  - Toll Free: 1-(877)-382-9185
  - Program Implementation Toolkit
    - <https://militaryfamilies.psu.edu/program-implementation-toolkit/>



# Decisions about Adaptation

- Before making adaptations follow these steps:



# Decisions about Adaptation

