

Effective Strategies for Implementing Prevention Programs

October 2007

Cherry Hill

South Orange

Piscataway

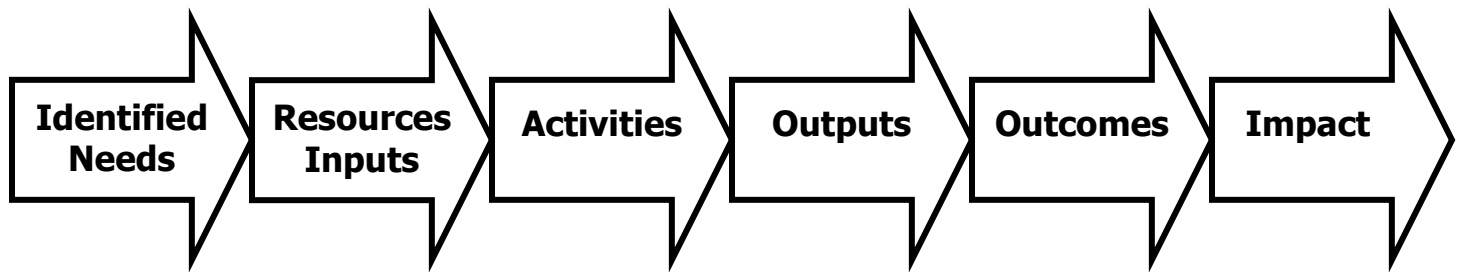
<http://sdfsc.rutgers.edu>

732-445-6173

Elements of Effective Evaluation of Prevention Programs

1. Based on a Logic Model

- Outcome focused program design
- Measurable



Logic Model based on the work of the W.K. Kellogg Foundation January 2004

2. Related to Evidence and Research

3. Scope and Breadth Analysis

- Do you have the skills and resources to implement your evaluation?
- Are your evaluation activities closely aligned with identified needs?
- Are they practical and feasible

4. Alignment of Methods and Tools

Effective Elements of PRE-IMPLEMENTATION ASSESSMENT

- **Based on a logic model**
- **Related to Evidence and Research**
- **Administrative Support**
- **Faculty/Staff Support**
- **Adequate Time**
- **Clearly Defined Roles and Responsibilities**
- **Skill Sufficiency**
- **Model Integrity**
- **Overlap Analysis**

Activities In Place

Flower Analysis

<p>Blossoming (Programs that are in the initial stages, are promising, are building momentum, etc.)</p>	<p>In Full Blossom (Programs that are running efficiently, are fully supported, yield desired results)</p>
<p>Wilting (Programs that are beginning to fade, produce questionable results, show inconsistent efforts, etc.)</p>	<p>Dead Heads (“Remind me again, why are we doing this?”)</p>

PERFECT HIGH SCHOOL

There are rumors about significant drinking at Perfect High School taking place during the school day and at school events. Although it is reputed to be one of the best high schools in the county, evidence of drinking on school grounds has surfaced and three students were involved in a drunk driving accident after a school event. The superintendent and principal call you in for an emergency meeting. You are surprised to see the mayor present. They all instruct you to come up with something to make the problem go away quickly. They want to report significant change by the June Board meeting in three months. It is clear that they both are extremely concerned about image. The health teacher and guidance counselor are offended that they were not asked to participate in the meeting because they have been working on the under age drinking problem for several months. Most of the rest of the faculty don't believe it's their problem. They feel that as long as scores and the school's ranking remain high they are doing their jobs. You are aware that there has been a decrease in both of these areas but it has been covered up by the superintendent. After consultation with the Rutgers Safe and Drug Free Schools and Communities Project and careful consideration of research based programs you have decided to implement an initiative that involves increased awareness about the dangers of drinking, staff development on the signs of teen drinking, and a re-vamping of school rules and procedures for dealing with students who are suspected of being intoxicated. As Perfect High has never had security officers, you would also like to increase faculty time monitoring unsupervised areas.

1. Is there evidence of a logic model?
2. Is the initiative based on research or evidence?
3. Will there be administrative support?
4. Will there be faculty and staff support?
5. Is there adequate time to implement?
6. Are the roles clearly defined?
7. Do people have the necessary skills to implement?
8. Will it roll out as designed?
9. Is there any overlap with existing initiatives?

MEAN MIDDLE SCHOOL

Mean Middle School is known for its excellent athletic programs. Its students go on to high school and become star athletes and magnets for athletic scholarships to college. Most of the schools resources are geared towards the teams and cheerleading. Through the volunteer efforts of a small group of faculty a drama club has emerged and manages to put on one performance a year. Although not attended as well as the games, these performances have a dedicated following and win statewide competitions. Recently the principal has been repeatedly annoyed by complaints from drama club parents that their kids are receiving degrading email from the football team and their cheerleaders. Complaints from his non athletic students about harassment from team members has also increased. He even got a call from the school psychologist that one 7th grader has become school phobic and needs a full Child Study Team work up. Although he usually ignores rumors, he also has heard rumblings that there is discontent growing among his faculty about the preferential treatment given to athletes and the difficulty teachers are having achieving academic mandates while competing for attention with sports. With retirement 18 months away he doesn't need any trouble so he calls you in. After careful consultation with staff from the Rutgers Safe and Drug Free Schools and Communities Project, you have selected an evidence based anti-bullying curriculum, a school wide character education initiative that involves rewarding positive behavior and revamping the school's code of conduct and handbook to include cyber bullying.

1. Is there evidence of a logic model?
2. Is the initiative based on research or evidence?
3. Will there be administrative support?
4. Will there be faculty and staff support?
5. Is there adequate time to implement?
6. Are the roles clearly defined?
7. Do people have the necessary skills to implement?
8. Will it role out as designed?
9. Is there any overlap with existing initiatives?

SCHOOL PRE-IMPLEMENTATION CRITIQUE

1. Is there evidence of a logic model?

Yes No Somewhat

2. Is it research or evidence based?

Yes No Somewhat

3. Are there any similar initiatives occurring?

Yes No Somewhat

4. Is the administrative support?

Yes No Somewhat

5. Is there staff and faculty support?

Yes No Somewhat

6. Is there adequate time?

Yes No Somewhat

7. Are the roles clearly defined?

Yes No Somewhat

8. Do the people involved have the necessary skills?

Yes No Somewhat

9. Can it be implemented as designed?

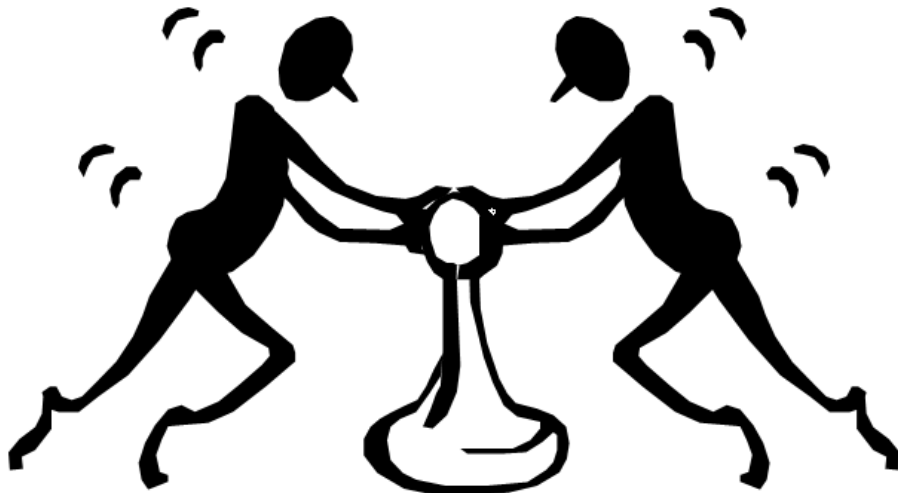
Yes No Somewhat

CHALLENGE IDENTIFICATION

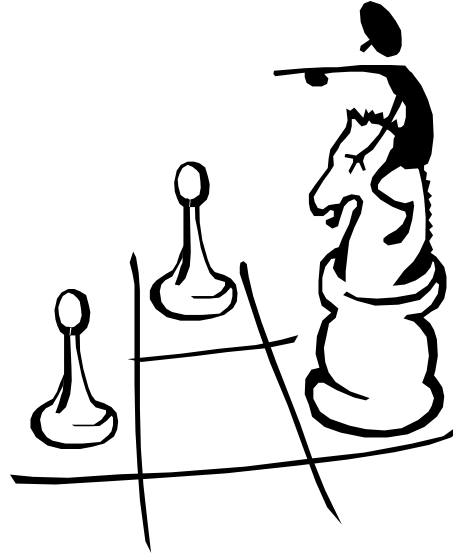
PEOPLE

PLACES

PATTERNS



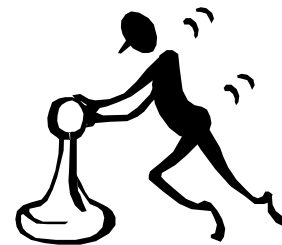
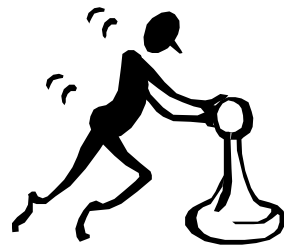
STRATEGIES FOR CHALLENGES



PEOPLE	<ul style="list-style-type: none">• Include all stakeholders on development and evaluation of program• Emphasize benefits to each stakeholder• Equitable distribution of labor• Equitable distribution of praise• Provide Incentives
PLACES	<ul style="list-style-type: none">• Develop positive relationships with gatekeepers of space needed• Develop schedule in consideration of ongoing events and activities• Time all encounters for optimal outcome• Schedule events and activities in a way that increases positive attention and decreases likelihood of negative attention
PATTERNS	<ul style="list-style-type: none">• Align activities with established patterns of school as much as possible• Identify when patterns have to be broken and secure support through incentives

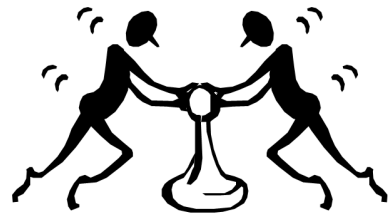
VIGNETTE CHALLENGE IDENTIFICATION

	OBSTACLE	STRATEGY
PEOPLE		
PLACES		
PATTERNS		



VIDEO CHALLENGE IDENTIFICATION

	OBSTACLE	STRATEGY
PEOPLE		
PLACES		
PATTERNS		



IMPLEMENTATION PLANNING

- 1. Pre Implementation Assessment**
- 2. Identification of Challenges and Strategies to Address Them**
- 3. Implementation Plan**
 - 1. Action Items**
 - 2. Monitoring Tasks**
 - 3. Timeframes**
 - 4. Lead**

- **Action Items MUST Include Evaluation**

