

Improving Youth & Family Programs: Drawing on Principles of Effectiveness

2011 DoD/USDA Family Resilience Conference Chicago, IL

Introductions

Mary Huser & Stephen Small University of Wisconsin

UW-Extension

Cooperative Extension

Family Living Programs

UW-Madison

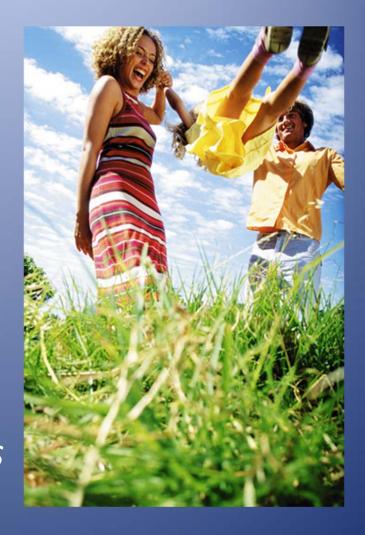
School of Human Ecology

Dept of Human Development &

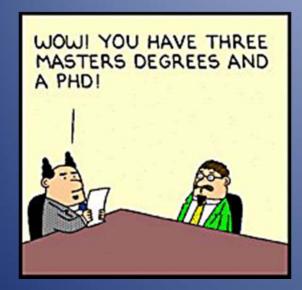
Family Studies

Think about one of the more established and effective youth or family programs in your organization.

What is it about how the program works that leads to positive impacts on youth and families?











A common sense approach: Evidence-Informed Program Improvement

Ineffective & unproven programs

Evidence-based programs

Improve existing programs & develop new ones with evidence-based principles

Key principles of effective youth and family programs

Four Categories of Principles for Effective Programs

Design & content

Relevance

Delivery

Assessment & quality assurance

Program design and content

- Theory driven & research-based
 - Sufficient dosage and intensity
 - Comprehensive
 - Limit use of fear and punishment
 - Active learning techniques

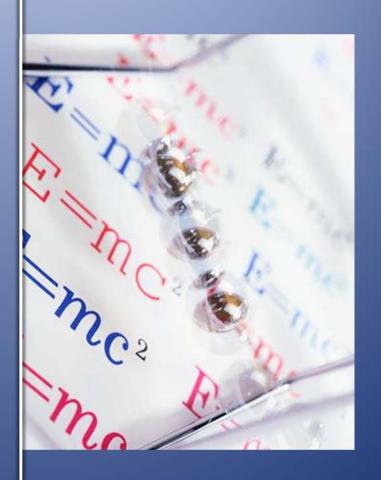
Target relevant risk and protective factors and assets

Address dynamic risk & protective factors



Theory-driven

A good road map is essential



Sample logic model

Adolescent Mothers Breastfeeding Program

Program Theory:

- Ecological Systems
- · TTM & Stages of Change

Influential Factors:

- · Knowledge of risks/benefits
- Social Support
- · Intention to breastfeed
- · Confidence in ability/skill
- Access to breastfeeding space, materials, and help





Program Activities:

- 1. School-Based Breastfeeding Education and Support
- 2. Community-Based Role Models for Adolescent Mothers
- 3. Hospital-Based Breastfeeding Education and Support



Inputs/Resources:

- Collaboration between schools, county, and hospital
- · Trained Staff & Volunteers
- · Adolescent Participants
- · Targeted Curriculum
- · Equipment
- · Funding

Program Goals and Outcomes:

Short

- Increase knowledge of short and long term benefits and consequences of breastfeeding to mother and child
- Increase exposure to breastfeeding positive female role models
- Strengthen intention to breastfeed before the child's birth

Medium

- Increase mother's confidence in ability (self-efficacy) to begin & maintain breastfeeding
- Provide opportunities (space, time, materials) for mothers to breastfeed
- Increase skills related to breastfeeding

Long

- Increase communication and collaboration between high schools, county public health and hospital concerning breastfeeding among adolescent mothers
- Decrease risk factors associated with decision not to breastfeed among adolescent mothers
- Increase breastfeeding initiation and maintenance among adolescent mothers in Blank County, WI

Problem or Issue: Increase breastfeeding among adolescent mothers

- 1. Is there a logic to your program and the activities that comprise it?
- 2. Can you explain the program theory guiding the program and its activities?
- 3. What research is there to support the theory's validity?
- 4. Which risk and protective factors and/or assets does your program target?
- 5. Which should it target?

Sufficient dosage and intensity

Enduring change takes effort



- 1. How does your program dosage compare to that of similar evidence-based programs?
- 2. Are the number of hours and sessions sufficient for the outcomes you aim to achieve?
- 3. Does your program include any booster sessions or other ongoing contact with participants to help them maintain changes in their behavior after the program has ended?

Comprehensive

Simple solutions rarely work



- 1. Does your program address a sufficient variety and number of processes, people and/or settings that research identifies as important for bringing about desired changes?
- 2. What additional processes, people or settings could be targeted to strengthen the program?

Limit use of fear and punishment

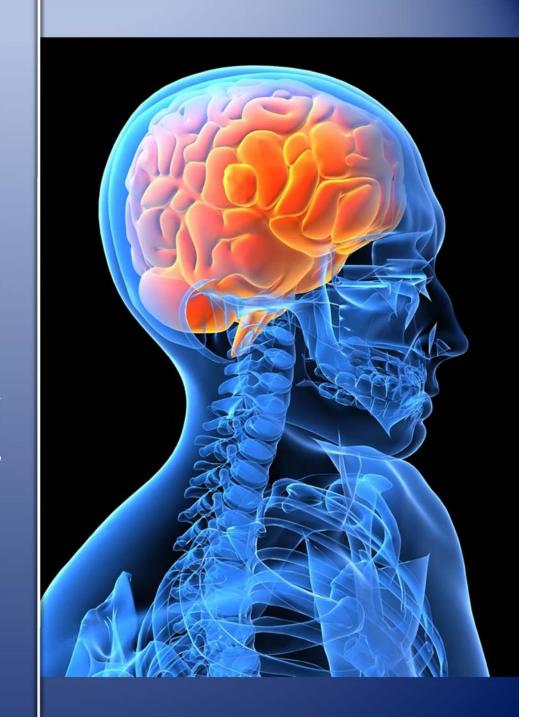
Scare tactics rarely work



- 1. Are fear and punishment a part of your program's design?
- 2. What strategies other than fear or punishment does research suggest for reducing negative attitudes or behaviors?
- 3. What positive competencies and skills does your program promote that research identifies as important?

Use active learning techniques

"Tell me and I forget. Show me and I remember. Involve me and I understand." Chinese Proverb



- 1.Does your program provide opportunities for active participation?
- 2. Does the program provide multiple ways for participants to learn?
- 3. What opportunities are there for participants to practice new skills and behaviors and apply them to their own situations?
- 4. Are there opportunities for 'trouble-shooting' problems that arise?

Program design and content

Effective programs...













Target relevant risk and protective factors and assets

Are theorydriven Are of sufficient dosage and intensity

Are comprehensive

Limit use of fear and punishment

Use active learning approaches

Talk amongst yourselves



- 1. Is there a logic to your program and the activities that comprise it?
- 2. Can you explain the program theory guiding the program and its activities?
- 3. What research is there to support the theory's validity?
- 4. Which risk and protective factors and/or assets does your program target?
- 5. Which should it target?

Program Relevance

Developmentally appropriate

Appropriately timed

Socio-culturally relevant

Developmentally appropriate

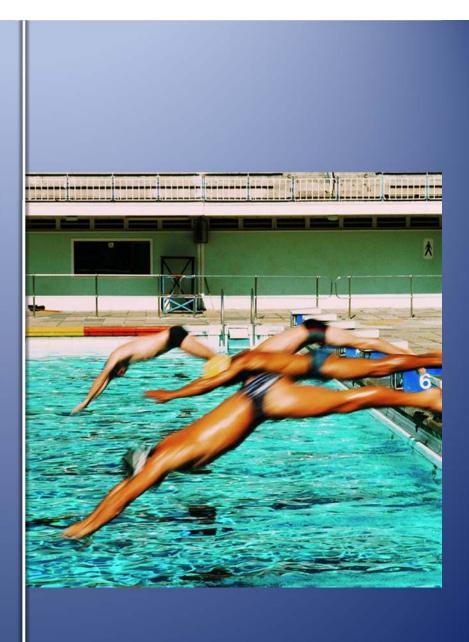
One size does not fit all



- 1. Does your program target risk and protective factors or assets that are relevant for the participants' ages and developmental stages?
- 2. Is the age range of your audience so broad that the program's content is not relevant for all participants?
- 3. Does participant recruitment focus on those individuals for whom the program is most appropriate?
- 4. How can you make your program more developmentally appropriate?

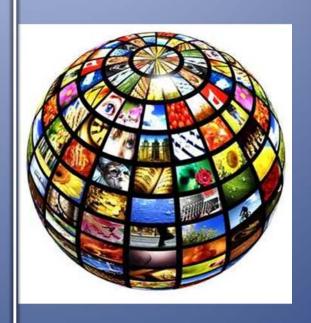
Appropriately timed

Participants must be ready



- 1. Do you have a method for assessing whether an individual or family is ready for your program?
- 2. What events or transitions can you identify that might motivate youth or families to participate in your program?
- 3. Do you connect participants with other local services that can help them meet immediate needs or overcome obstacles to learning?

Socio-culturally relevant



- 1. Are the staff and volunteers of your program comfortable working with the targeted population and familiar with their culture(s)?
- 2. How are your program activities and materials consistent with the traditions of participants?
- 3. Have representatives from the targeted cultural group reviewed the program materials and approaches for appropriateness?

Program Relevance

Effective programs...



Developmentally appropriate Appropriate -ly timed

Socioculturally relevant

Talk amongst yourselves



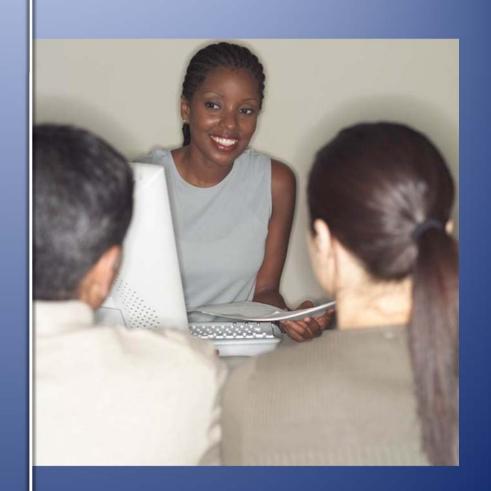
- 1. Do you have a method for assessing whether an individual or family is ready for your program?
- 2. What events or transitions can you identify that might motivate youth or families to participate in your program?
- 3. Do you connect participants with other local services that can help them meet immediate needs or overcome obstacles to learning?

Program Delivery

Good relationships are critical

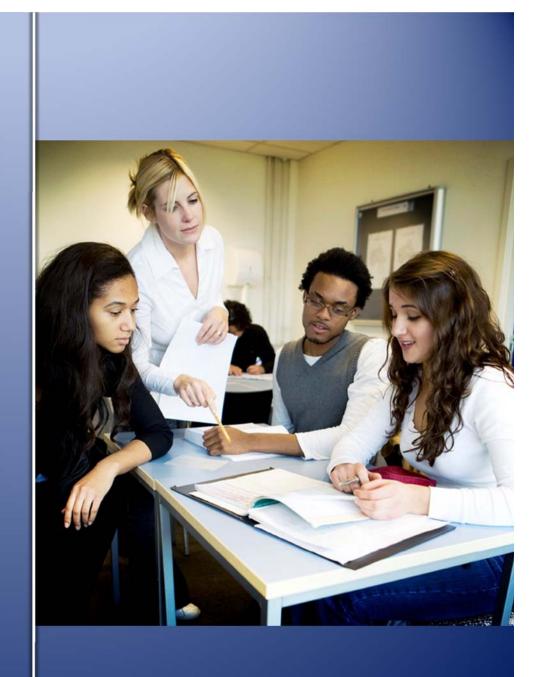
Well-trained and committed staff

Good relationships are critical



- 1. How supportive, safe and comfortable do program participants feel while participating in your program?
- 2. Are staff and volunteers respectful of participants and each other?
- 3. How can positive relationships among participants, volunteers and staff be fostered?

Well-trained and committed staff



- 1. To what extent are staff members and volunteers given adequate training before implementing or becoming involved in your program?
- 2. How regularly do staff members and/or volunteers meet to discuss and reflect on the program?
- 3. What is the rate of turnover among staff or volunteers?
- 4. How often do staff and volunteers receive guidance and feedback from supervisors?

Program Delivery

Effective programs...



Good relationships are critical Welltrained and committed staff

Talk amongst yourselves



- 1. To what extent are staff members and volunteers given adequate training before implementing or becoming involved in your program?
- 2. How regularly do staff members and/or volunteers meet to discuss and reflect on the program?
- 3. What is the rate of turnover among staff or volunteers?
- 4. How often do staff and volunteers receive guidance and feedback from supervisors?

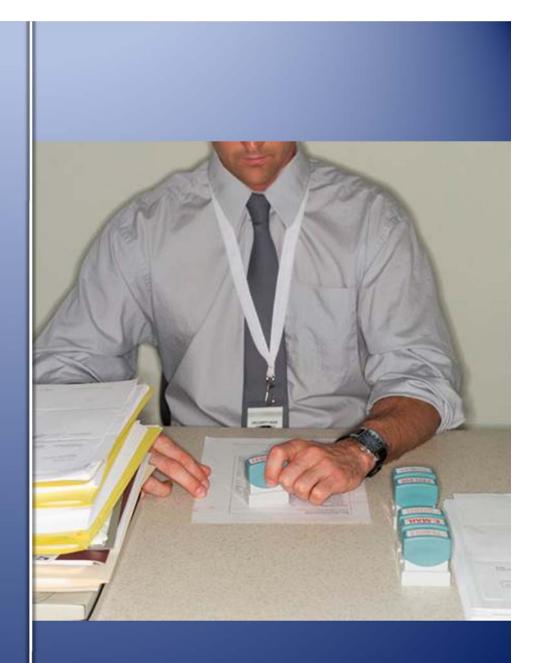
Program assessment and quality assurance

Make sure the program is well documented

Focus on evaluation and refinement

Make sure the program is well-documented

"The palest ink is better than the best memory." Chinese Proverb



- 1. Is your program adequately documented so that others could implement or replicate it?
- 2. Do program staff and volunteers know what the program is supposed to accomplish and what each session or component involves?
- 3. How well do they understand the rationale underlying the program and its activities?

Focus on evaluation & refinement

Evaluation takes many forms

EVAluation

YOUR LOGO HERE

EMPLOYEE INFORMATION					
Name			Employee	10	
Job Title			Date		
Department			Manager		
Review Period to					
RATINGS		211			2 -
1202 F-000 F	1 = Poor	2 - Fair	3 - Satisfactor	y 4 = Good	5 - Excellent
Job Knowledge		П		П	
Comments					
Work Quality		П			101
Comments					
Attendance/Punct uality				- 11	
Comments					
Initiative	ш			П	
Comments					
Communication/Listening Skills					
Comments	,		_		-
Dependability		П			
Comments	,				
Overall Rating (average the rating numb	ters above)				
EVALUATION					
ADDITIONAL COMMENTS					
GOALS (as agreed upon by employee and manager)					
VERIFICATION OF REVIEW					
By signing this form, you confirm that you indicate that you agree with this evaluation		review in detail wil	in your supenisor.	Signing this form do	es not necessarily
Employee Signature			Date		

- 1. What processes are in place to monitor how well your program is being implemented?
- 2. What evidence do you have that your program actually achieves its intended outcomes?
- 3. What is the quality of this evidence?
- 4. Are you collecting the information that key stakeholders want to know?
- 5. What type of evaluation would be most appropriate for the current stage of your program?

Program assessment and quality assurance

Effective programs...



Are well document -ed

Focus on evaluation and refinement

- 1. What processes are in place to monitor how well your program is being implemented?
- 2. What evidence do you have that your program actually achieves its intended outcomes?
- 3. What is the quality of this evidence?
- 4. Are you collecting the information that key stakeholders want to know?
- 5. What type of evaluation would be most appropriate for the current stage of your program?

The EIPI Process:

Making EIPI work for you

- ☐ Assemble a group of stakeholders
 - Program staff and volunteers
 - Past or current participants
 - Board members
 - Funders
 - Colleagues with expertise
 - External consultants



- Schedule adequate time to prepare for and implement the process
 - Gather information about the program
 - Create a program logic model if one does not exist



- ☐ Apply the EIPI Program Assessment tool
 - Discuss each principle and how well your program meets it
 - Gather additional information as needed
 - Identify weaknesses and strengths

Evidence-informed program improvement

WHAT WORKS, WISCONSIN PROGRAM IMPROVEMENT MANUAL

BY STEPHEN A. SMALL, CAILIN O'CONNOR, AND SIOBHAN M. COONEY
University of Wisconsin-Madison/Extension
January 2008

 An introduction to the process
 2

 Learning from evidence-based programs
 2

 The evidence-informed program improvement process
 3

 Gathering information for program improvement
 4

 Using the Program Assessment Tool
 4

 After completing the Program Assessment Tool
 5

- ☐ Gather information for program improvement
 - Find research on which risk and protective factors and assets to target
 - Learn about evidence-based programs that are similar to your program
 - Review principles of effective programs for your specific program type
 - Seek out What Works, Wisconsin Fact Sheets and other sources
 - Re-examine how well your program meets the EIPI principles

- Identify areas where program changes are needed
 - Set reasonable program improvement goals
 - Develop a plan of action
 - Assign responsibilities for actions
 - Regularly check back with your action plan; adjust as necessary

Repeat the process as part of your program's quality assessment cycle





Effective Prevention an...

Navigation • 🔛 Text Equivalents • 📗 Scripting • 🍇 Style • 🥒 Validators • 🧬 Tools • 🚞 Keyboard • 😥 Options •

Cooperative Extension - Family Living Programs

Effective Prevention Programs for Children, Youth and Families



Families and Communities Steve Small Website

What Works Wisconsin Home

Research to Practice Briefs

EIPI Process & Materials

Effective Strategies Fact

Evidence-Based Programs

What Works Report on **Delinquency Prevention**

Articles/Chapters

Presentations

Contact Us

What Works Wisconsin Home

What Works, Wisconsin is a project of the University of Wisconsin-Madison's School of Human Ecology and the University of Wisconsin-Extension's Family Living Program. Initiated in 2004, the What Works project focuses on distilling the latest scientific knowledge on effective policies, practices, and programs, including "evidence-based programs," for youth and their families, schools, and communities. In addition to disseminating this information to practitioners and policymakers, the What Works staff provide technical assistance on program design, improvement and evaluation. Through publications. presentations, workshops and individualized technical assistance, the What Works team provides practitioners and policymakers with the tools to develop effective programs and evaluate and improve existing programming based on state-of-the-art knowledge of what makes programs effective.

For more information contact:

Professor Stephen Small What Works Project Director Department of Human Development & Family Studies School of Human Ecology 308 Middleton Bldg 1305 Linden Drive University of Wisconsin-Madison Madison, WI 53706-1575 E-Mail: sasmall@wisc.edu Phone: (608) 263-5688

Mary Huser Director of Training and Outreach 432 N Lake St., Rm 301 Madison, WI 53706 E-mail: mary.huser@ces.uwex.edu

Phone: (608) 265-3589

New Report New Chapter on Family-Based Prevention Programs



New form: Delinquency Prevention Programs Rating

New article published in FAMILY RELATIONS: Evidence-Informed Program **Improvement**





School of Human Ecology

Important Note:

To view, download or print Adobe Portable Document Format (PDF) files, you will need the Adobe Reader. If you do not have Adobe Reader installed on



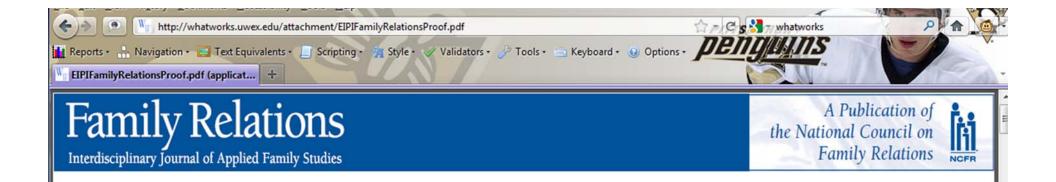
Evidence-informed program improvement

WHAT WORKS, WISCONSIN PROGRAM IMPROVEMENT MANUAL

BY STEPHEN A. SMALL, CAILIN O'CONNOR, AND SIOBHAN M. COONEY
University of Wisconsin-Madison/Extension

January 2008

An i	An introduction to the process	
	Learning from evidence-based programs	2
	The evidence-informed program improvement process	3
	Gathering information for program improvement	4
	Using the Program Assessment Tool	4
	After completing the Program Assessment Tool	5



STEPHEN A. SMALL, SIOBHAN M. COONEY, AND CAILIN O'CONNOR University of Wisconsin—Madison

Evidence-Informed Program Improvement: Using Principles of Effectiveness to Enhance the Quality and Impact of Family-Based Prevention Programs

In recent years, federal, state, and local governments and other funding organizations have increased pressure for greater effectiveness and through rigorous, peer-reviewed evaluations and have been endorsed by government agencies and well-respected research organizations. EBPs are



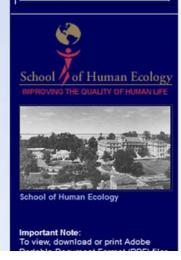


for Children, Youth and Families



Families and Communities Steve Small Website

What Works Wisconsin Home Research to Practice Briefs EIPI Process & Materials Effective Strategies Fact **Evidence-Based Programs** What Works Report on Delinquency Prevention Articles/Chapters Presentations Contact Us



Home > Evidence-Based Programs

The Majority of the programs listed have received the highest rating in terms of scientific rigor and replication of evaluations by the program registries from which they have been assembled. In other words they have been proven to produce specific results in relation to specific types of problems for a specific age/group of individuals. However, that proof rests on their continued use in the manner for which they have been tested. Ascrewdriver which has been proven to turn a Phillip's head screw is not necessary effective when used on a flat head screw, much less when appropriated as a hammer to pound in a nail. A program which is intended for parents with children displaying early indications of conduct disorder cannot be used for parents who are recovering drug addicts. Nor can a parenting component which appropriated from a multi-component program necessarily be expected to be effective which used on its own.

Registries from which the programs have been chosen The California Evidence-Based Clearinghouse for Child Welfare (CEBC) http://www.cebc4cw.org/

Center for the Study of Prevention of Violence: Blueprints for Violence Prevention (blueprints) http://www.colorado.edu/cspv/blueprints/

Helping America's Youth (HAY) http://www.findvouthinfo.gov/

Office of Juvenile Justice and Delinquency Prevention Model Programs Guide (OJJDP) http://www.dsgonline.com/mpg_index.htm

Substance Abuse and Mental Health Services Administration's National Registry of Evidence-Based Programs and Practices (SAMHSA) http://nrepp.samhsa.gov/

http://whatworks.uwex.edu

Questions?

