

Appendices

Resources for Identifying Evidence-Based Programs

(current as of June 23, 2009)

Administration of Children and Families

The ACF website offers resources in grant opportunities and information on previously funded programs.
<http://www.acf.hhs.gov/index.html>

Benefits and Costs of Early Intervention Programs for Children and Youth

Summarizes “research-based” prevention or early intervention programs for youth. This report describes study findings and provides an overview of how the analysis was conducted.
<http://www.wsipp.wa.gov/pub.asp?docid=04-07-3901>

California Evidence-Based Clearinghouse for Child Welfare

The CEBC provides professionals with easy access to vital information about selected programs related to child welfare. Each program is reviewed and rated according to the CEBC Scientific Rating scale to determine the level of evidence for the program. The programs are also rated on a Relevance to Child Welfare Rating Scale.
<http://www.cachildwelfareclearinghouse.org/>

Child Trends *What Works*

Child Trends is a nonprofit, nonpartisan research center that studies children at every stage of development. Its mission is to improve outcomes for children by providing research, data, and analysis to the people and institutions whose decisions and actions affect children, including policymakers, program providers, foundations, and the media. Visit the link and click on *What Works*.
<http://www.childtrends.org/>

Child Welfare Information Gateway

This website includes a library search feature as well as other useful tools, documents and resources helpful in identifying evidence-based and evidence-informed practices.
<http://www.childwelfare.gov>

Early Childhood Interventions: Proven Results, Future Promise

This document is a thorough, objective review and synthesis of current research that addresses the potential for interventions of various forms in early childhood to improve outcomes for participating children and their families.
<http://www.rand.org/pubs/monographs/MG341.pdf>

Evidence-Based Program Database

This web-based system can assist in selecting and implementing evidence-based programs that positively affect youth behaviors.
<http://cle.osu.edu/resouces/evidence-based-practice-tools/>

Helping America’s Youth Program Tool

This tool provides information about program designs that successfully deal with risky behaviors. The Program Tool database contains risk factors, protective factors, and programs that have been evaluated and found to work.
http://www.findyouthinfo.gov/cf_pages/programtool.cfm

The Campbell Collaboration (C2)

This nonprofit organization aims to help people make well-informed decisions about the effects of social, behavioral and educational interventions. C2 prepares, maintains and disseminates summaries and electronic brochures of reviews of intervention studies and reports of trials for policy makers, practitioners, researchers, and the public.

<http://www.campbellcollaboration.org/>

Pathways Mapping Initiative

This website addresses what it takes to improve the lives of children and families living in America's tough neighborhoods. Community coalitions, providers of services and other support, funders, and policymakers will find a wealth of information about what works in social programs and policies.

<http://www.pathwaystooutcomes.org/index.cfm>

Promising Practices Catalog from the Finance Project's Information Resource Center

This resource is designed to help you learn about exciting programs, practices, and initiatives across the country that aim to improve the futures of children, families and communities.

<http://www.financeproject.org/index.cfm?page=23>

The Promising Practices Network

This website highlights programs and practices that credible research indicates are effective in improving outcomes for children, youth, and families.

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

NREPP SAMHSA's National Registry of Evidence-Based Programs and Practices

NREPP is a searchable database of interventions for the prevention and treatment of mental and substance use disorders. SAMHSA has developed this resource to help people, agencies, and organizations implement programs and practices in their communities.

<http://www.nrepp.samhsa.gov/>

Selecting and Identifying Evidence-Based Interventions

This was developed by the Substance Abuse Mental Health Services Administration as a guide for its State Incentive Grant Program, but the concepts are relevant for child abuse prevention.

<http://ncadistore.samhsa.gov/catalog/productDetails.aspx?ProductID=17983>

Wisconsin Clearinghouse for Prevention Resources

This Clearinghouse resource has an area for identifying "evidence-based" methodologies in prevention.

<http://wch.uhs.wisc.edu>

Capacity Checklist for Implementation

Please note: If you are implementing an evidence-based program, this checklist may need to be completed in consultation with the program developer. Each program is different and may have requirements for staffing, evaluation, and training. Knowledge of these requirements will help determine agency capacity and program fit.

I. Staff Experience

a. How many staff are needed to implement the program?

b. What degrees or credentials are needed among staff to implement the program?

c. What unique skills are needed among staff (i.e. bilingual staff) to implement the program:

d. Are there enough individuals at your agency and/or in your community with the necessary credentials to support the program? Yes No

e. Based on the staff requirements, do you currently have the capacity to implement this program?
Yes No

II. Staff Training and Monitoring

a. What training will be needed initially to help staff deliver the program?

b. Who will provide the initial training for new staff at the beginning and for replacement staff when there is turnover?

c. What are the ongoing training requirements, including the schedule or timeline for training?

d. What are the requirements for staff supervision, including support, coaching, and evaluation?

e. Are there individuals who can provide this supervision? Yes No

f. How will supervisors be trained?

g. How will performance of staff and supervisors be monitored and evaluated?

h. Based on the staff training and monitoring requirements, do you have the capacity to implement this program? Yes No

III. Evaluation Capacity/Quality Assurance

a. What data will be collected to assess whether desired outcomes are being achieved?

b. What tools will be used to gather the data?

c. Who will be responsible for collecting the data?

d. How will you manage the data?

e. Who will evaluate the data?

f. Are you implementing an evidence-based program? Yes No *If no, skip to question h.*

g. How will you assess that the program is implemented with fidelity (for example, what fidelity tools will you use)?

h. What training will be required for staff collecting or analyzing fidelity data?

i. What training will be required for staff collecting outcome data?

j. How will the data be evaluated?

k. What is your plan for consistently making use of the data you gather?

l. Based on the evaluation requirements, do you have the capacity to implement this program? Yes No

IV. Community Capacity

a. Does the community recognize the need for this type of program in your area? <input type="checkbox"/> Yes <input type="checkbox"/> No
b. Will families in your community be receptive to this type of program? <input type="checkbox"/> Yes <input type="checkbox"/> No
c. How does this type of program fit in with other programs and services offered within your community?
d. Are there protocols in place that will allow others to successfully refer families to your program? <input type="checkbox"/> Yes <input type="checkbox"/> No
e. Who are the community stakeholders who will need to be involved for this program to be successfully implemented?
f. Do you have relationships in place with the necessary stakeholders or the ability to cultivate those relationships? <input type="checkbox"/> Yes <input type="checkbox"/> No
g. Based on the community capacity requirements, do you have the capacity to implement this program? <input type="checkbox"/> Yes <input type="checkbox"/> No

V. Support Available from the Program Developer or Other Technical Assistance Provider

a. What type of support do you anticipate needing as you implement your program?
b. What type of support will be available as you implement the program?
c. If you are implementing an evidence-based program, will you have ongoing technical assistance from the program developer? <input type="checkbox"/> Yes <input type="checkbox"/> No
d. If you are implementing an evidence-based program, who will initiate the program support? <input type="checkbox"/> Program Developer/Trainer <input type="checkbox"/> Implementation Site
e. How much will the technical assistance cost?
f. What publications, such as manuals or guidelines, are available to assist with implementation?
g. Based on the support requirements, do you have the capacity to implement this program? <input type="checkbox"/> Yes <input type="checkbox"/> No

VI. Funding Availability

a. What is your budget for implementing the program?

b. What is the cost per client?

c. How many clients would you like to serve?

d. What will it cost to evaluate the program outcomes? *(The general recommendation is approximately 20% of program costs, although costs for evaluation can be as low as 10% or as high as 30%.)*

e. If you are implementing an evidence-based program, what will it cost to measure the fidelity?

f. What will outreach cost?

g. What amount will be needed for administrative costs?

h. What other resources (such as computers, personnel, and assessment tools) will be needed?

i. Based on the funding available, do you have the capacity to implement this program?

Yes No

Overall Assessment

a. Do the individuals involved with the agency, including the core leaders, fully understand the program? <input type="checkbox"/> Yes <input type="checkbox"/> No
b. If you are implementing an evidence-based program, do all individuals understand the importance of model fidelity? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A (If N/A skip to question d.)
c. What could prove challenging in implementing with fidelity?
d. What could prove challenging in implementing this program in general?
e. How will you overcome the above-stated challenges?
f. Based on the six areas above, do you have the capacity to fully implement this program? <input type="checkbox"/> Yes <input type="checkbox"/> No

Logic Model Worksheet

Program Name: _____ Program Vision: _____

Target Population: _____ Population Needs to be Assessed by Services: _____

Assumptions: _____

Services	Resources
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Outcomes	Indicators	Measurement

Appendix C

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Implementation Plan Worksheet

Note: This is not a comprehensive list of all implementation activities but represents some of the core activities that programs should do. You may wish to add to this worksheet as you move forward with planning and implementing your program.

I. Program Staff: Who will implement the program?

Broad Tasks	Subtasks	Person Responsible	Target Completion Date
Hiring all required staff to implement the program (include the total number of staff and the credentials required: direct service staff, administrative staff, supervisory staff, and so on)	List specific staff positions to be filled:		
Initial training of program staff	List training topics:		
Ongoing training of program staff	List training topics:		
Training for staff supervisors	List training topics:		
Other Necessary Tasks:			

II. Program Outcome Evaluation: How are you going to ensure that you are getting the desired program outcomes listed in your logic model.

Broad Tasks	Subtasks	Person Responsible	Target Completion Date
Collecting Data	Select or construct data collection tools that will be used		
	Train staff how to use the tool(s)		
	Identify data collection points		
	Define intended sample for analysis (include your sample size and selection criteria)		
	Administer tool(s)		
	Revise tool(s) based on data results, if needed		
Entering Data	Obtain or develop a database management system		
	Train staff on data entry		
Analyzing Data	Develop and disseminate reports of results		
	Meet with staff to review results		
	Identify necessary changes		
Other Necessary Tasks:			

III. Program Adherence: How are you going to make sure that all staff are implementing the program in a consistent manner

Broad Tasks	Subtasks	Person Responsible	Target Completion Date
Documenting expectations for how the program will be delivered (such as creating a manual or protocol)			
Assessing the consistent delivery of the program	Create a checklist or tool to assess whether the program is being implemented according to the protocol or manual developed		
	Identify at what point the delivery will be assessed		
Other Necessary Tasks:			

IV. Continuous Quality Improvement: How are you going to make sure your program maintains an environment of Continuous Quality Improvement?

Broad Tasks	Subtasks	Person Responsible	Target Completion Date
Identifying expectations for Continuous Quality Improvement (CQI) activities	Identify ways to keep staff up-to-date on research related to your services		
	Identify a feedback system (such as annual reports, presentations) to review outcomes, implementation activities, and recommendations for program adjustments with staff, participants, board members, and other stakeholders		
Documenting activities for CQI	Document activities related to keeping staff up-to date with research		
	Document activities related to reviewing outcomes, implementation activities, and recommendations for program adjustments with staff, participants, board members, and other stakeholders		
	Document service adjustments made based on evaluation of outcomes and implementation activities		
Other Necessary Tasks:			