Resources for Identifying Evidence-Based Programs

Administration of Children and Families
The ACF web site 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 findings from this study and provides an overview of how the analysis was conducted. It is in process of being updated in 2008.
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 child welfare related programs. Each program is reviewed and rated utilizing 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: A Guide to Effective Programs
Child Trends is a nonprofit, nonpartisan research center that studies children at every stage of development. Their 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 policy makers, program providers, foundations, and the media.
http://www.childtrends.org/

Child Welfare Information Gateway
This website includes a helpful library search.
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/2005/RAND_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://www.alted-mh.org/ebpd/

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://guide.helpingamericasyouth.gov/programtool.cfm

Appendix A

Appendix A

The International 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 supports, 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
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/irc.asp

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/

SAMHSA Model Programs
SAMHSA defines evidence-based programs in one of three categories: 1)Promising Programs, 2)Effective Programs, 3)Model Programs.
http://www.modelprograms.samhsa.gov/template_cf.cfm?page=model_list

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://download.ncadi.samhsa.gov/csap/spfsig/Final_SPFGuidance_Jan04_2007.pdf

Social Programs That Work
This website offers a series of papers developed by the Coalition for Evidence-Based Policy on social programs that are backed by rigorous evidence of effectiveness.
http://www.excelgov.org/displayContent.asp?Keyword=prppcSocial

Wisconsin Clearinghouse for Prevention Resources
This Clearinghouse resource has an area for identifying "evidence-based" methodologies in prevention.
http://wch.uhs.wisc.edu/01-Prevention/01-PreventionMain.html

CBCAP Evidence-Based Program and Practice Matrix

Appendix B

CBCAP Category	Evidence-Based / Evidence-Informed Program (EBP/EIP)	Program Type	California Clearinghouse on EBP in Child Welfare	SAMHSA[1] Model Programs NREPP[2]	OJDP[3] Model Programs Guide	Promising Practices Network
Well-Supported Programs and Practices	Early Head Start	Skills-Based for Children; Parent Education/Support; Home Visiting			Promising	Proven
	Families and Schools Together (FAST)	Parent Education/Support			Exemplary	
	Incredible Years	Skills-Based for Children; Parent Education/Support	Well-Supported Effective Practice	Model Programs	Exemplary	Proven
	Nurse Family Partnership (NFP)	Home Visiting	Well-Supported Effective Practice		Exemplary	Proven
	Parent Child Interaction Therapy	Skills-Based for Children; Parent Education/Support	Well-Supported Effective Practice			
	Strengthening Families	Skills-Based for Children; Parent Education/Support		Model Programs	Exemplary	
	Triple P	Public Awareness; Skills-Based for Children; Parent Education/Support; Home Visiting	Well-Supported Effective Practice			

[1] Substance Abuse and Mental Health Services Administration
[2] National Registry of Evidence-based Programs and Practices
[3] Office of Juvenile Justice and Delinquency Prevention

Appendix B

CBCAP Category	Evidence-Based / Evidence-Informed Program (EBP/EIP)	Program Type	California Clearinghouse on EBP in Child Welfare	SAMHSA Model Programs NREPP	OJJDP Model Programs Guide	Promising Practices Network
Supported Programs and Practices	Carolina Abecedarian Project	Home Visiting				Proven
	Get Real About Violence	Skills-Based for Children			Promising	
	Guiding Good Choices	Parent Education/Support			Exemplary	Proven
	Healthy Families New York	Home Visiting				Proven
	Helping the Noncompliant Child	Parent Education/Support Home Visiting			Promising	
	Infant Health and Development	Parent Education/Support Home Visiting				Proven
	Olweus/Bullying Prevention Program	Skills-Based for Children		Model Programs	Effective	
	Parenting Wisely	Parent Education/Support	Promising Practice	Model Programs	Promising	
	Parents as Teachers	Parent Education/Support Home Visiting			Promising	Promising
	Perry Preschool Project	Skills-Based for Children Home Visiting			Exemplary	Proven
	Schools and Families Educating Children (SAFE Children)	Skills-Based for Children Parent Education/Support Home Visiting			Effective	
	STEP: Systematic Training for Effective Parenting	Parent Education/Support	Promising Practice			
	Success in Stages	Skills-Based for Children			Effective	

Appendix B

CBCAP Category	Evidence-Based / Evidence-Informed Program (EBP/EIP)	Program Type	California Clearinghouse on EBP in Child Welfare	SAMHSA Model Programs NREPP	OJJDP Model Programs Guide	Promising Practices Network
Promising Programs and Practices	Dare to Be You	Skills-Based for Children Parent Education/Support		Model Programs		Proven
	Healthy Families America (HFA)	Home Visiting			Effective	
	Nurturing Parenting Programs	Parent Education/Support Home Visiting	Promising Practice	Promising Programs	Promising	
	Project Safe Care	Home Visiting	Promising Practice			
	Reaching Educators, Children, and Parents (RECAP)	Skills-Based for Children Parent Education/Support				Promising
	Creating Lasting Family Connections	Skills-Based for Children Parent Education/Support			Effective	Promising
	Syracuse Family Development	Home Visiting			Effective	Promising
Emerging/Evidence-Informed Programs	Parenting Partnership	Parent Education/Support			Promising	
	Who Do You Tell?	Skills-Based for Children				Promising
	1-2-3 Magic: Effective Discipline for Children 2-12	Parent Education/Support	Promising Practice			

Please Note: This matrix is a resource to help states identify evidence-based and evidence-informed prevention programs that may be funded with CBCAP. It is not meant to be an exhaustive list and states may fund other programs not listed on this matrix. This matrix only contains programs reviewed on one of the four registries noted above as of December 2007 that were identified through an initial screening to have relevance to CBCAP outcome goals. If a program is not identified in this matrix, it does not necessarily mean that the program is ineffective or harmful. The matrix is intended to be a living document that will be updated and expanded periodically.

Capacity Checklist for Implementation with Fidelity

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 to implement the program (i.e. bilingual staff):

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? (new staff at the beginning, turnover of existing staff)

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

d. How will staff who are hired later be trained?

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

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

g. How will supervisors be trained?

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

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

Appendix C

IV. Community Capacity

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

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

a. What type of support will be available as you implement the program?
b. Is there ongoing technical assistance from the program developer? ❑Yes ❑No
c. Who will initiate the program support? ❑**Program Developer/Trainer** ❑**Implementation Site**
d. How much will the technical assistance cost?
e. What publications, such as manuals or guidelines, are available to assist with implementation?
f. **Based on the support requirements, do you have the capacity to implement this program?** ❑Yes ❑No

Appendix C

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. What will it cost to measure the fidelity?

f. What will outreach cost?

g. What amount will be needed for administrative overhead?

h. What other resources (such as: computers, personnel costs, 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? ❑Yes ❑No
b.	Do all individuals understand the importance of model fidelity? ❑Yes ❑No
c.	What could prove challenging in implementing with fidelity?
d.	How will you overcome the above-stated challenges?
e.	**Based on six areas above, do you have the capacity to fully implement this program?** ❑Yes ❑No

Appendix C

Logic Model Worksheet

Program Name: _____

Program Vision: _____

Target Population: _____

Populations Needs to be Assessed by Services: _____

Assumptions: _____

Resources:

Services

Measurement

Indicators

Outcomes

Appendix D

Appendix D

Outcomes	Indicators	Measurement

Outcomes	Indicators	Measurement

Appendix D

Appendix D

Outcomes	Indicators	Measurement

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:			

Appendix E

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

Appendix E

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		
	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		
	Training 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:			

Appendix E

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:			

Appendix E