

LINKING RESEARCH WITH PRACTICE IN YOUTH DEVELOPMENT

What Works and How Do We Know?

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I. INTRODUCTION

Referenced from: Waters, P. Evidence-based Practices Part 1: What is Evidence-based Practice? (n.d). Retrieved January 22, 2007, from Southern Coast Addiction Technology Transfer Center Website: <http://www.scattc.org/>

Evidence-based practice...researched-based interventions...science-based services...science-verified practices...empirically-supported practices... What do all of these mean?

Current terminology for bringing what we have found to be effective through research into everyday practice can be mind-boggling. Every time you turn around there is a new “catch phrase.” While there are subtle nuances in the definitions of those phrases listed above, all of them mean essentially the same thing.

Evidence-based practices usually refer to programs or practices that are proven to be successful through research methodology and have produced consistently positive patterns of results. Evidence-based practices or model programs that have shown the greatest levels of effectiveness are those that have established generalizability (replicated in different settings and with different populations over time) through research studies. The implementation of proven, well-researched programs is rapidly becoming standard practice today and required by most funding sources.

We often hear the question, “*By whose standards is this a model or “best” practice?*”

It is important to note that the development of an evidence base, supported by the research is necessary before conclusions can be drawn about any particular practice. Rigorous evaluation requires systematic, standardized description of target population, program practices, and the theoretical relationship between clients served, practices and desired outcomes. Interventions must be shown to improve outcomes that are meaningful to participants, and that are measured

objectively in research conducted by independent investigators. In very simplistic terms, the evidence base is built by:

- Observation;
- Careful description and measurement;
- A determination of what goes with what;
- A determination of the mechanism that leads to success under certain conditions and with which populations; and
- Citing the specific results that can be anticipated.

Youth development providers are increasingly expected to base their programs and practice on research. Evidence based practice, drawn from medicine and public health, is considered the ideal, yet applying it to youth development can be overwhelming. The amount of research that has been done on critical questions for youth development is limited. Randomized control trials, the core of evidenced-based practice in health, are very limited in youth development. Yet, new research supports youth development practices and a growing number of youth development programs can claim to be validated by research.

II. WHAT IS EVIDENCED-BASED, RESEARCH-BASED PRACTICE?

This document references selected parts from the Wisconsin Office of Justice Assistant, “What Works Wisconsin!” Retrieved March 5, 2007 from <http://oja.state.wi.us/subcategory.asp?linksubcatid=1611&linkcatid=1319&linkid=708&locid=97>

A. Understanding Evidence-based, research-based practices

There is considerable evidence that some approaches are more effective than others. An overview of what is known about proven, effective approaches, including a synthesis of the principles that underlie successful programs will be provided. A review of some of the strategies that have been found to be critical to the successful selection and implementation of prevention and early intervention programs will also be provided.

B. Key concepts

- Evidence-based practices or principles of effectiveness - **there is a distinction between *evidence-based programs* and *evidence-based practices or principles of effectiveness*.** Evidence-based practices and principles are elements that increase effectiveness across a variety of programs, rather than self-standing programs that can be acquired and implemented. Researchers try to identify these “active ingredients” to increase the likelihood that programs-whether evidence-based or not- will be effective
In youth development, practices refer to how programs are carried out, that is, what youth do and what adults do. Youth development practices may be implemented as components of many different programs.
- Evidence-based programs–State, federal and private funders are asking that the programs they fund have solid research evidence that they work. Such programs are known as

evidence-based programs and incorporate strategies, activities and principles that have been shown through scientific research and evaluation to be effective and reliable. The program must go through a process that draws upon scientifically gathered information and use agreed upon criteria for rating research interventions, principles, and strategies. These programs:

- are based on solid, scientific, theoretical foundation
- have been carefully implemented/evaluated using a control or comparison group and well established measures and methods
- have been evaluated in a variety of settings/audiences
- have evaluation findings that have been subjected to critical review by other researchers and published in scientific journals
- have been certified as evidence-based by a federal agency or research organization based on the above criteria

Common labels used to describe evidence-based programs – evidence-based programs and practices are often referred to by different names by various organizations. This can be confusing; in most cases they are based on similar principles and criteria for scientific evidence and are therefore comparable. Some of the common labels used to describe programs that meet the criteria of evidence-based include: exemplary programs, effective programs, model programs, proven programs, research-based or science-based and what works. The growth of evidence-based prevention programs is a relatively recent phenomenon. (Note the links in Section VIII to websites that contain programs and definitions).

- Risk-protection framework – assumes the best way to prevent delinquency or other problematic outcomes is to reduce/eliminate risk factors and to increase/enhance protective factors. The idea that most problems are multiply determined is related.
- Accountability – the public wants to know that tax dollars are being spent on programs and services that actually work. Agencies can select from the growing number of programs that are known to be well designed and have undergone rigorous evaluation.
- Registries of evidence based programs – as the number of evidence-based programs has grown various federal agencies and non-profit research and education organizations have developed web-based program registries that certify and list programs that have met the standards of being evidence-based. Many registries focus on a particular area of interest such as drug abuse or juvenile delinquency. Others are more general in that they attempt to cover programs that address a range of outcomes. In order for a program to be included in a registry, it must have met the sponsoring organization's criteria of being evidence-based. Some registries also include programs that are classified as promising. These are programs that are based on good research and theory and usually have some preliminary evidence of being effective, but have not been evaluated as rigorously, as often, or with as much long-term follow-up as the model or exemplary programs. There is a great deal of overlap between evidence-based program registries. The reason for this is that many evidence-based programs have been found to have a positive impact on addressing a range of problematic and positive outcomes. (Note the links in Section VII to programs that work)

- Classification of prevention programs – Prevention programs are targeted to different populations, which influences the design and development of the program models' strategies. Most commonly known is *primary or universal prevention* which is concerned with preventing the initial occurrence of a problem within the general population. *Secondary or selective prevention* which involves intervening with populations that show signs of early problems, so that more serious problems can be prevented. *Tertiary or indicated prevention* which involves the reduction of a problem among groups of people already experiencing that problem.
- Positive youth development approaches – assumes that simply preventing problems is not enough to prepare youth for adulthood. The best way to prevent problems from occurring throughout the lifespan is to promote the developmental potential of young people (See Section III)

III. EFFECTIVE PRINCIPLES AND ELEMENTS OF YOUTH DEVELOPMENT

A. What is Youth Development

Many authors have published vocabularies of positive youth development. A review of numerous definitions reveals that each definition focuses on some combination of (and the interactions among) five core concepts:

- Developmental contexts, i.e., places, settings, ecologies, and relationships in the community that have potential to generate supports, opportunities and resources (1)
- Two aspects of the person: the nature of the child, and especially the inherent capacity to grow, thrive and actively engage with supportive contexts (2); and the child's developmental strengths (attributes including skills, competencies, values, and dispositions important for successful engagement of the world) (3); and
- Two complementary constructs of developmental success: the reduction of high-risk behaviors (4) and the promotion of thriving (5).

(This information is taken from the Search Institute and can be found at <http://www.search-institute.org/research/Insights/> , November 2006, Volume 3, No. 1: Positive Youth Development So Far: Core Hypothesis and Their Implications.)

In the broadest sense, positive youth development is a philosophy or approach that guides communities in the way they organize programs and supports so that young people can develop to their full potential.

B. Community Based Principles to Guide Youth Development

Research over the past years has identified key principles, premises and practices that impact healthy youth development and support successful adolescent transition to adulthood. The following are generally accepted principles that guide strategies to promote youth development and improve healthy outcomes for youth:

- A focus on positive outcomes: Families, schools and communities prepare their young people for adulthood by building on the competencies and values they need

to become healthy and productive adults. Positive youth outcomes include competencies (e.g. social, emotional, vocational, and academic), self-confidence, connectedness (attachment to community, family, school) character, compassion and contribution.

- Youth engagement and youth voice: Young people have meaningful roles in family, school, and the community, where their contributions make a difference. These contributions can include service, consulting with adults in planning, and shared leadership.
- Inclusiveness: Opportunities are available to all young people in the community. At the same time, care is taken to assure that young people experiencing high levels of need for support and attention are reached.
- Long-term commitment: Developmentally appropriate opportunities and supports are available for young people of all ages. The supports from the community are long-term and reflect the developmental needs of young people.
- Community involvement: The creation of youth-friendly community involves all sectors of the community, going beyond human service and youth program providers to include other community organizations and sectors (eg. faith-based organizations, law enforcement/justice system, businesses). Youth development works best when communities as a whole, including young people, work together to provide what youth need to realize their strengths and potential.
- Emphasis on Collaboration: Varied partners work together to build a comprehensive and coordinated network of opportunities and support. This requires sharing resources and accountability for common goals, and sometimes this requires participants to work in new ways that may include re-examining mission, structure and decision-making procedures.

C. Practices of Effective Youth Development Settings

The most authoritative source for evidence related to youth development is from The National Research Council and Institute of Medicine Report: *Community Programs to Promote Youth Development* (Eccles & Gootman, 2002). The report affirms that reducing or preventing youth problems and promoting youth strengths are both important goals. It encourages us to view problem reduction efforts in the context of youth development. The “Features of Positive Developmental Settings” summarized in Table 4-1 (pp.90-91) convey a sense of the kinds of practices (which they call features) that research demonstrates promotes youth development. The seven features (practices) are:

- Physical and Psychological Safety: Safe and health-promoting homes/schools and community facilities; practices that increase safe peer group interaction and decrease unsafe or confrontational peer interactions.
- Appropriate Structure: Clear limits; consistent rules, high expectations; firm but fair controls; continuity and predictability; clear boundaries; age appropriate monitoring.
- Supportive Relationships: Warmth; closeness; connectedness; good communication; caring; support; guidance; secure attachment; responsiveness.

- Opportunities to Belong: Opportunities for membership; social inclusion, integration and social engagement; opportunities for socio-cultural identity formation; support for cultural and bicultural competence.
- Positive Social Norms: Rules of behavior; clear and high expectations; ways of doing things; values and morals; obligations for service.
- Support for Efficacy and Mattering: Youth-based empowerment practices that support autonomy, making a real difference in one's community, and being taken seriously.
- Opportunities for Skill Building: Opportunities to learn physical, intellectual, psychological, emotional and social skills; exposure to intentional learning experiences; preparation for adult employment; opportunities to develop social and cultural capital, cultural literacy.
- Integration of Family, School and Community Efforts: Education, coordination, synergy and collaboration among those who impact youth daily as to the supports, opportunities and positive impact they can contribute in the healthy development of youth in the community.

IV. UNIVERSAL ELEMENTS OF EVIDENCE-BASED, RESEARCH-BASED PRACTICE

Principles of effective primary and secondary prevention programs

The most effective primary and secondary prevention programs share a number of key principles. Though there is great value in using established, proven programs, that is not always possible. There will always be new and emerging programs that do not yet have the evaluation data to document their impact. These principles can serve as guidelines to those who are developing new programs, wish to improve existing programs, or have the responsibility for making funding decisions about what is likely to work. Primary and secondary prevention programs have similar principles of effectiveness. Effective programs are:

- Delivered at a high dosage and intensity- Greater amounts of contact time w/participants for example the number of sessions, hours, weeks or years.
- Comprehensive – Address a variety of risk and protective factors.
- Appropriately timed – Address relevant factors or processes at specific times of need and when participants are most receptive to change.
- Developmentally appropriate – Should be age and developmentally appropriate for the target audience of children, youth or adults.
- Socio-culturally relevant – Tailoring the program to the cultural traditions of youth and their families enhances recruitment, retention and sometimes outcome attainment.
- Implemented by well trained effective staff – Effectiveness of a program is tied to the staff's personal characteristics such as efficacy and confidence, as well as, their level of training, either by education or experience.
- Supported by strong organizations – Receive administrative support, have low employee turnover rates and have staff members who share the same vision.
- Implemented using varied, active methods – Interactive skills training methods are more likely than didactic lecturing to increase program effectiveness and client satisfaction.

- Based on strong theory – High-quality programs have a strong theoretical justification, are based on accurate information and are supported by empirical research.
- Evaluated regularly – Staff members are able to make modifications and improve program effectiveness when they systematically document and reflect on implementation, process and results.

V. CRITERIA/GUIDELINES FOR SELECTING EVIDENCE-BASED RESEARCH-BASED PROGRAMS

A. Guidelines for Selecting Evidence-based programs

Knowing that a program has undergone rigorous testing and evaluation can reassure potential program sponsors that the program is likely to be effective under the right conditions and with the appropriate audience. However, knowing which program is the “right one” for a particular setting and audience is not always easy to determine. There are a number of critical factors that planners need to consider when selecting a program for their organization or community. Below is a set of guidelines to assist program planners in the task of selecting an appropriate, evidence based program for their particular agency and audience.

1) The goals and objectives of the program should be consistent with the goals and objectives of the sponsoring organization and the targeted program participants. Program sponsors should have a good handle on the outcomes that they would like to achieve. When determining outcomes it is important to consider not only the goals and interests of the program’s sponsors, but also the desires and needs as seen from the perspective of potential participants. Appropriate programs should be keyed to the assets and risk and protective factors that are relevant to the target audience. Questions to consider:

- What are your goals and objectives for implementing this program? How well does the program address the goals and objectives?
- What are the goals and objectives of the participants? How well does the program address them?
- Does the program address the risk and protective factors most relevant to the sponsor’s and participants’ goals? Does it build assets and resources in those areas that are most important?
- Is the program of sufficient length and intensity to meet the goals of the facilitator and/or participants?

2) There should be sufficient resources and time available to implement the program. Some evidence based programs are fairly expensive to implement, requiring many resources and a significant time commitment. For example, they may require that facilitators attend multi-day trainings offered by the program’s developers or that the program be facilitated by professionals with particular qualifications. Program sponsors need to assess whether they have the human and financial resources that a program demands. Questions to consider:

- Are there sufficient financial resources to implement the program?
- Is special training required of program facilitators? How accessible and affordable are materials and training?
- Does the sponsoring organization(s) have staff members who are willing to make the

time commitment? Do the staff members have the skills and experience needed to implement the program?

- Can the program be implemented within the time available?

3) The program's assumptions and activities should be consistent with the values and cultural practices of the target audience. Taking into account the values and culture of the intended audience is critically important. Some programs are intentionally designed for certain populations or cultural groups. Others are more generic and designed for universal audiences. It's important to consider whether particular programs are compatible with particular groups.

Questions to consider:

- Does the program take into account the class, cultural and historical backgrounds of the participants?
- Are the outcomes and practices consistent with the values and norms of the target audience?
- Does the program take into account developmental, gender and individual differences of both adults and children?
- Are the assumptions made about human nature, development and how people learn and change consistent with the cultural beliefs of the target audience?

4) The program should be flexible enough to be adapted to the local setting and situation. In order for an evidence based program to be effective, it needs to be implemented in a way that is similar to its original, documented design. Most programs have well specified program components that should be implemented with close correspondence to the original model. This is known as program fidelity. On the other hand, in order to meet local needs and promote program ownership, it may be necessary to adapt a program to the local conditions where it will be delivered. This is known as program adaptation. Depending on the design, some programs are more easily adapted. Questions to consider:

- How rigid or flexible is the program?
- Can the program be adapted to the needs or culture of your audience?
- How similar is the geographic location?
- Is the program's designer available to assist with local adaptation?

5) The program should be found effective for the specific population(s) with which you are working. In order for a program to be deemed evidence based, it must go through a series of rigorous evaluations and meet certain standards. Even so, most evidence based programs have only been evaluated with a limited number of populations and under a relatively narrow range of conditions. While it is likely that most well established evidence based programs will be effective and appropriate for a range of audiences and situations, they will not be suitable or effective for every audience or situation. When considering the merits of a program for a particular setting, it is important to examine whether there is evidence that the program will be appropriate for the target audience. Questions to consider:

- Under what conditions has the program been found to be effective? Are these conditions similar to yours?
- Has the program been evaluated with audiences similar to your target population, and do the results indicate that the program is effective?
- Are participants similar to your target population satisfied with the program?

- How similar to the population you serve are the participants who have received the program model?

6) The program should have a reasonably high probability of being sustained in the future.

When planning a program it makes sense to think long term and consider which programs are most likely to be continued in the future. Programs that require significant external funding are especially prone to abandonment after the funding runs out. Some programs are more readily adopted by existing organizations and are easier to support over the long run. Questions to consider:

- Will there be sufficient financial and human resources to continue the program in the future?
- Is there enough local commitment to the program so that it will be continued in the future, especially when external funding is no longer available?
- Can the sponsoring organization(s) ensure ongoing staff training to prepare and continue the program models if staff turnover occurs?

7) Measurement and evaluation of the program

Questions to consider:

- Does the program come with a set of validated program level measurement tools?
- If yes, what ages were the tools developed for? Are they useful?
- What is the evaluation design, e.g., experimental, quasi-experimental, longitudinal, etc.?
- What were the demographic characteristics of the participants in the evaluation?
- Is a current evaluation underway, if so where?
- What is the rigor of the model?
- What were the expected and unexpected results?
- Ask youth whether or not they liked the program, did they think it was fun, were they actively involved?

VI. IMPLEMENTING EVIDENCE BASED PROGRAMS

Knowing that a program has undergone rigorous evaluation and has strong evidence that it works is an essential first step in moving toward more effective, evidenced-based practice. The program selected should be appropriate to the audience, adequately funded and staffed, and implemented with fidelity. Based on their evaluation of successfully implemented evidence-based programs, the Blueprints team (<http://www.colorado.edu/cspv/blueprints/>) identified factors that are important for successful program implementation:

- Site assessment –Members should examine/assess needs, including resources, feasibility and obstacles.
- Effective organization – It is important for groups planning to implement a program to have a strong organization in place that includes solid administrative support, agency stability, a shared vision and interagency links. *Effective organizations also have a high degree of staff stability. They have a shared vision of the program's goals and objectives and how they fit with the organization's philosophy and goals.* Programs are more likely to succeed when other organizations and programs are supportive of them and where there are established interagency links.

- Qualified staff – The quality and commitment of the staff who will be implementing the program is important. *Many assume that the effectiveness of a program resides primarily in the program activities, but it is becoming increasingly clear that the quality of the staff is also essential.* The Blueprints study found that well implemented, successful programs had staff members who were motivated to do the program, felt a sense of ownership for it and had the credentials, skills and experience needed to do the required tasks. Also important is adequate time to implement the program.
- Program champions- This is someone in the sponsoring organization who is enthusiastic about the program and possesses enough organizational power and staff rapport to influence decisions and implement plans. They usually assume the role of the program’s director or coordinator.
- Training and technical assistance – The provision of strong training and ongoing technical assistance to support the program is a central idea. The Blueprints study found that *staffs that were trained were more likely to implement their programs and were more likely to do so with greater fidelity (see below) to the original model.* They were more confident and better prepared to overcome problems. *Other research has found that well-trained staff are more likely to have favorable participant outcomes.* The availability of ongoing technical assistance can help program staff address unforeseen problems and obstacles that often arise when implementing a new program.
- Implementation fidelity – This refers to how well a program is implemented according to the original program design. There are several aspects of fidelity that program staff should consider when implementing a new program:
 - Adherence – Does the program include components and materials as it was originally designed? Appropriate audience?
 - Exposure/dosage – Are the number, length and frequency of sessions the same as the original design?
 - Quality of program delivery – Are there well-trained and prepared individuals to deliver the program?
 - Participant responsiveness – Are participants engaged/involved in the program as intended?

VII. LINKS TO PROGRAMS THAT WORK

1. Substance Abuse and Mental Health Services Administration (SAMHSA) Model Programs U.S. Department of Health and Human Services
<http://nrepp.samhsa.gov/>
2. Blueprints for Violence Prevention Center for the Study and Prevention of Violence University of Colorado <http://www.colorado.edu/cspv/blueprints/index.html>
3. Exemplary and Promising Safe, Disciplined and Drug-Free Schools Programs U.S. Department of Education
<http://www.ed.gov/admins/lead/safety/exemplary01/index.html>
4. Strengthening America’s Families University of Utah
<http://www.strengtheningfamilies.org/html/>
5. The Collaborative for Academic, Social, and Emotional Learning (CASEL) University of Illinois-Chicago http://www.casel.org/about_sel/SELprograms.php

(Note: in this website, select programs meet their criteria. Many other programs listed as reviewed did not meet the criteria and are not being recommended).

6. Promising Practices Network RAND Corporation
<http://www.promisingpractices.net/sd3.asp>
7. Youth Violence: A Report of the Surgeon General
<http://www.surgeongeneral.gov/library/youthviolence/chapter5/sec3.html>
8. Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Program Guide http://www.dsgonline.com/mpg_non_flash/mpg_index2.htm.
9. Child Trends: "What Works: a Guide to Effective Programs." www.childtrends.org

VIII. LINKS TO WEBSITES THAT CONTAIN PROGRAMS AND DEFINITIONS

Website Name	Overview of the Website	Word/Definition/Criteria
http://www.colorado.edu/cspv/blueprints/model/criteria.html	Blueprints Initiative sets a gold standard for implementing exemplary, research-based violence and drug programs and for implementing these programs with fidelity to the models. The link to the matrix of programs at this site is http://www.colorado.edu/cspv/blueprints/matrix/matrix.pdf	Blueprints model programs must meet all three of these criteria: 1) Evidence of Deterrent Effect with a Strong Research Design 2) Sustained Effects 3) Multiple Site Replication. Additional factors include Analysis of Mediating Factors and Costs versus Benefits.
http://www.ocfs.state.ny.us/main/sppd/eff_practices/outcomes.asp	10 questions gathered from <i>Getting To Outcomes</i> which are applicable to both program development and/or county/community planning for any issue. Also provides links to effective programs and practices at : http://www.ocfs.state.ny.us/main/sppd/eff_practices/links.asp	
http://www.jrsa.org/jjec/resources/evidence-based.html	JJEC <i>Online</i> is a tool designed to assist juvenile justice practitioners, policymakers, and state agency administrators with the assessment and evaluation of programs and initiatives.	<u>Evidence-based programs and approaches</u> are those that are based on prior research and evaluation findings. Using the following definitions, model programs and promising approaches are evidence-based; innovative approaches may be evidence-based. <u>Innovative approaches</u> - those for which no evidence exists, but may be based on prior research or evaluation. <u>Promising approaches</u> - those for

		<p>which evaluation evidence is suggestive of success, but not definitive. <u>Model programs</u> - Model programs are those that have demonstrated definitive success in multiple evaluations. These are sometimes referred to as exemplary programs.</p>
<p>http://search-institute.org/assets/</p>	<p>Search Institute's 40 Developmental Assets are concrete, common sense, positive experiences and qualities essential to raising successful young people.</p>	<p>Provides a detailed amount of information regarding the 40 developmental assets.</p>
<p>http://alted-mh.org/ebpd/evdefinition.htm</p>	<p>This database contains information on evidence-based programs recommended by: research-oriented government agencies, non-profit agencies, and independent publications.</p>	<p><u>Model Program</u> - the program meets the satisfactory standards of their specific criteria as an effective program, or a <u>Promising Program</u> - the program shows characteristics of a model program without having proven itself through documented research and replication.</p>
<p>A) http://rand.org/standards/standards_general.html B) http://rand.org/standards/standards_special.html</p>	<p>The RAND Corporation is a nonprofit institution that helps improve policy and decision making through research and analysis. (http://rand.org/)</p>	<p>Provides standards for high-quality research and divides into 2 categories- A) General Standards for high-quality research B) Special standards for high-quality research. Provides individual links to each of these.</p>
<p>http://nrepp.samhsa.gov/</p>	<p>As part of its Science to Service initiative, the Substance Abuse and Mental Health Services Administration (SAMHSA) recently re-launched the National Registry of Evidence-Based Programs and Practices (NREPP), a searchable database of evidence-based practices in prevention and treatment of mental health and substance use disorders. Designed for community organizations and State and local officials, NREPP allows users to narrow their search based on target populations, service settings, and desired outcomes. Key features of the new database include: Descriptive summaries of interventions, including costs</p>	<p>Defines evidenced-based programs in 3 categories - Detailed information on 1) model programs, 2) promising programs and 3) effective programs. Also provides an alphabetical listing of programs in each category.</p>

	<p>of implementation, outcomes achieved, and contact information for the developer; and Independent expert ratings for each intervention assessing the quality of research and the availability of implementation and training materials to support continuing services in routine settings. NREPP is continually adding interventions as experts complete their reviews. For more information, visit the NREPP website:.</p>	
<p>A) http://promisingpractices.net/glossary.asp</p> <p>B) http://promisingpractices.net/criteria.asp</p>	<p>The Promising Practices Network (http://promisingpractices.net/) is dedicated to providing quality evidenced based information about what works to improve the lives of children, youth and families. This website is supported by the Rand and can be accessed at http://www.rand.org/</p>	<p>A) Provides definitions for: benchmark, goal, indicator, milestone, outcome, performance measure, practice, program and result. Can also view programs by evidence level – proven programs, promising programs, or proven/promising programs.</p> <p>B) Provides an evidence criteria chart with several types of information and subcategories for proven programs, promising programs and not listed on this site.</p>
<p>A) http://strengtheningfamilies.org/html/index.html</p>	<p>A) The Office of Juvenile Justice and Delinquency Prevention (OJJDP) in collaboration with the Substance Abuse and Mental Health Service's Center for Substance Abuse Prevention (CSAP) is pleased to provide the results of the 1999 search for "best practice" family strengthening programs. In the following pages you will find two page summaries of family-focused programs which have been proven to be effective. Additional information as well as direct links to individual program websites can be found on the Strengthening America's Families site at www.strengtheningfamilies.org. The programs in this booklet are divided into categories based upon the degree, quality and outcomes of research associated with them. You will also find a program matrix (http://www.strengtheningfamilies.org/html/pr_ogams_1999/matrix_1999.html). This may be helpful to you in determining "at a glance" which programs may best meet your community needs. We hope you find this information beneficial as you search for</p>	<p><i>A) Exemplary I</i> indicates the program has evaluation of the highest quality with an experimental design with a randomized sample <i>and</i> replication by an independent investigator other than the program developer. Outcome data from the numerous research studies show clear evidence of program effectiveness.</p> <p><i>Exemplary II</i> indicates the program has evaluation of the highest quality with an experimental design with a randomized sample. Outcome data from the numerous research studies show clear evidence of program effectiveness.</p> <p><i>Model</i> indicates the program has research of</p>

<p>B) http://strengtheningfamilies.org/html/programs_1999/Review_Criteria.html</p>	<p>outstanding family-based programs for the prevention of juvenile delinquency and substance abuse in your community.</p> <p>B) Reviewers independently rate 14 dimensions listed and then are required to come to consensus regarding the quality of the program in question.</p>	<p>either an experimental or quasi-experimental design with few or no replications. Outcome data from the research project(s) indicate program effectiveness but the data are not as strong in demonstrating program effectiveness. <i>Promising</i> indicates the program has limited research and/or employs non-experimental designs. Evaluation data associated with the program appears promising but requires confirmation using scientific techniques. The theoretical base and/or some other aspect of the program is also sound.</p> <p>B) Programs rated as exemplary programs are those that are well-implemented, are rigorously evaluated, and have consistent positive findings (integrity ratings of "A4 " or "A5 "). Model programs are those that have consistent integrity ratings of "A3" and "A4". Promising programs are those that have mixed integrity ratings but demonstrate high integrity ratings in at least 3 - 4 categories.</p>
<p>http://surgeongeneral.gov/library/youthviolence/chapter5/sec2.html</p>	<p>Discusses scientific standards for determining program effectiveness. Can link to different levels of programs including model and promising by level 1 and 2</p>	<p><u>Model programs</u> -Rigorous experimental design (experimental or quasi-experimental), significant deterrent effects on: Violence or serious delinquency (Level 1), Any risk factor for violence with a large effect (.30 or greater) (Level 2), Replication with demonstrated effects and sustainability of effects.</p>

		<p><u>Promising programs</u>-rigorous experimental design (experimental or quasi-experimental), significant deterrent effects on: Violence or serious delinquency (Level 1), Any risk factor for violence with an effect size of .10 or greater (Level 2), Either replication or sustainability of effects. <u>Does Not Work</u> -Rigorous experimental design (experimental or quasi-experimental), significant evidence of null or negative effects on violence or known risk factors for violence , replication, with the preponderance of evidence suggesting that the program is ineffective or harmful.</p>
<p>http://www.human.cornell.edu/che/fldc/programs/ACT-For-Youth.cfm</p>	<p><u>Assets Coming Together (ACT) for Youth</u> is a New York State Department of Health initiative that integrates prevention strategies and builds youth developmental assets for young people age 10-19. Funded projects focus on the prevention of abuse, violence, and risky sexual behaviors and demonstrate the effectiveness of community-based partnerships and collaborations to promote positive youth development. Access to http://www.actforyouth.net/</p>	<p>Provides links to several programs</p>
<p>http://www.campbellcollaboration.org/</p>	<p>The international Campbell Collaboration (C2) is a non-profit organization that aims to help people make well-informed decisions about the effects of interventions in the social, behavioral and educational arenas.</p>	
<p>http://ppv.org/index.asp</p>	<p>Public/Private Ventures is a national nonprofit organization whose mission is to improve the effectiveness of social policies, programs and community initiatives, especially as they affect youth and young adults. In carrying out this mission, P/PV works with philanthropies, the public and business sectors, and nonprofit organizations.</p>	<p>Provides information and links to other youth programs http://ppv.org/ppv/youth/youth.asp</p>
<p>http://www.iom.edu/Object.File/Master/24/200/FINAL%20Community%20Programs%2008-Pager.pdf</p>	<p>The IOM's mission is to serve as adviser to the nation to improve health. The Institute provides unbiased, evidence-based, and authoritative information and advice</p>	<p>Provides a table of "Features of Positive Developmental Settings" from <u>Community Programs</u></p>

	concerning health and science policy to policy-makers, professionals, leaders in every sector of society, and the public at large. http://www.iom.edu/	<u>to Promote Youth Development</u>
http://preventionpathways.sahsa.gov/programs.htm	CSAP has identified effective prevention programs for various groups and settings. This site includes links to programs for specific populations	
http://www.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf	Exemplary & Promising Safe, disciplined, and drug-free schools programs: Identifies 9 “exemplary” (highest rating) and 33 “promising” programs targeted to violence prevention, substance abuse prevention, and/or building social competencies.	

VIII. LINKS FOR PROGRAM PLANNING, IMPLEMENTATION AND EVALUATION

1) **United Way of America’s Outcome Measurement Resource Network:**

<http://national.unitedway.org/outcomes/> Includes excerpts from Measuring Program Outcomes: A Practical Approach (see <http://national.unitedway.org/outcomes/resources/mpo/>), links to outcome and evaluation resources, training and reference materials available for purchase, and information on different software and web-based solutions for tracking and analyzing outcome data.

2) **Assessing Outcomes in Child and Youth Programs:** A Practical Handbook. Sabatelli, R. & Anderson, S., University of Connecticut, School of Family Studies, Center for Applied Research, 2005) see (<http://www.opm.state.ct.us/pd1/grants/jjac/Handbook2005.pdf>). The handbook has 3 purposes: it offers managers and staff in youth programs guidelines for planning an evaluation of their programs; it offers a tool for those who wish to conduct their own simple evaluation; and provides program staff and funders of programs with a clearly defined set of positive youth development outcomes and indicators (instruments) for measuring outcomes. It also provides a compilation of evaluation instruments targeted towards youth between the ages of 7 and 18 years of age. Instruments included are: (1) able to assess a positive youth developmental outcome, (2) are simple to administer and score, (3) have acceptable reliability and validity, (4) available free of charge or at a minimal cost to those who want to use it.

3) **Program Development and Evaluation:** <http://www.uwex.edu/ces/pdande/>. This site from the University of Wisconsin Extension program includes training and reference materials concerning program development and evaluation.

4) **Innovation Network Evaluation resources:** Contains a logic model workbook (http://www.innonet.org/client_docs/File/LM_workbook.pdf) and evaluation workbook (http://www.innonet.org/client_docs/File/Eval_Plan_Workbook.pdf).

5) **Kellogg Foundation Evaluation Toolkit:**

<http://www.wkcf.org/default.aspx?tabid=75&CID=281&NID=61&LanguageID=0> Includes the

Kellogg Foundation's Logic Model Development Guide and Evaluation Guide, as well as other tools and resources.

6) **Sample size calculators:** <http://www.surveysystem.com/sscalc.htm>

Programs serving a large number of beneficiaries MAY choose to measure outcomes on a randomly selected sample of their participants. This website allows persons to calculate a statistically significant sample and gives easy-to-understand definitions of statistical concepts that go into sample selection.

7. **Clearing House for Sustaining and Expanding Youth Programs and Policies**

(http://forumfyi.org/_catdisp_page.cfm?LID=8544E0E1-5B79-4415-BFD1F498FD4330AB)

This online clearinghouse is a joint project of The Finance Project and the Forum for Youth Investment. The clearinghouse contains information and resources for supporting and sustaining youth programs and initiatives. It is designed to help you learn about data, tools, policies, practices, financing strategies, coordination efforts and technical assistance resources developed by organizations in the field that aim to improve the lives of youth. The clearinghouse was designed to meet the needs of program developers and managers, intermediaries, funders and policymakers. This clearinghouse will help you learn what is happening around the country and develop innovating strategies for implementing, financing and sustaining effective programs and policies.

X. LINKS TO GOVERNEMENT SITES

It may be helpful to check the websites of the state and federal offices relating to your programs, as many of them are frequently updated with the latest research in best practices and model programs, as well as with other helpful information.

1) Centers for Disease Control and Prevention <http://www.cdc.gov/>

2) Department of Health and Human Services: <http://www.os.dhhs.gov/>

3) National Institute on Aging: <http://www.nia.nih.gov/>

4) National Institute of Drug Abuse: <http://www.nida.nih.gov/>

5) National Institute of Mental Health: <http://www.nimh.nih.gov/>

6) New York State homepage: <http://www.state.ny.us/> Click on "Government Agencies in NY" and select state, federal, or local government to get a list of links to agencies such as the Office of Alcoholism and Substance Abuse Services (<http://www.oasas.state.ny.us/>), Office for the Aging (<http://aging.state.ny.us/>), Department of Education (<http://www.nysed.gov/>), Department of Health (<http://www.health.state.ny.us/>), Office of Children and Family Services (<http://www.ocfs.state.ny.us/>), and Office of Mental Retardation and Developmental Disabilities (<http://www.omr.state.ny.us/>)

7) Office of Juvenile Justice and Delinquency Prevention: <http://ojjdp.ncjrs.org/>

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